

# ANNUAL REPORT 2013

## ACADEMIC DEVELOPMENT AND SUPPORT

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UNIVERSITY  
OF  
JOHANNESBURG

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# ACADEMIC DEVELOPMENT AND SUPPORT

## ANNUAL REPORT

### OVERVIEW OF THE ACADEMIC DEVELOPMENT AND SUPPORT DOMAIN

The singular purpose of ADS and its multiple operations and interventions is to provide the best possible experience for the students whose intellectual and professional growth is entrusted into the care of the university. This singular goal has many facets, including psycho-social support initiatives to stabilise the personal environment of the student, academic support initiatives to maximise the deployment of individual learning energies, initiatives to deepen and broaden individual use of academic technologies, and opportunities for academic staff development in pursuit of profoundly influential teaching practice. Our collective institutional goal is to deliver, from our care, graduates who are confident and passionate, as intellectuals, professionals, citizens and innovators. In what follows, evidence will be provided of the multi-faceted interventions that comprise ADS, a work in progress that changes and grows in response to the needs of our students, the developments in best teaching practice and employment of academic technologies, and the pursuit of a complete support and development structure that responds effectively and swiftly to need.

The principal indicators of the effectiveness of the total UJ experience on each of our students are the success rate and the throughput rate.

**The undergraduate success rate, over five years, has been as follows:**

2009	2010	2011	2012	2013
74,9%	78,3%	79,4%	82,1%	83,2%

This is the starkest evidence of a total student experience that not only succeeds, but continues to increase in effectiveness. And the most noteworthy success has been in the multi-pronged and intense support and development provided to first-time entering students, from the first day they arrive on campus and begin the First Year Seminar.

**The first-year success rate over five years is as follows:**

2009	2010	2011	2012	2013
66,7%	75,1%	76,5%	80,0%	81,4%

The collective efforts of the faculties and ADS has produced a success rate increase of 14,7%. In addition to the evident improvement, this achievement relieves pressure on subsequent years of study, as 14,7% fewer modules are carried into the following year of study, creating a lighter load and thereby increasing degree throughput.

However, graduation rate is an expression of the percentage of graduates in a programme relative to the total enrolments in that programme, and is thus subject to

complicating factors such as the variability of annual enrolment, and the graduation of candidates that were enrolled long before 2010. A simpler (and for UJ, more impressive) indicator is derived from more precise cohort analyses that show the percentage of students who enrolled for the first time in 2010, and who graduated in 2012. For the three-year undergraduate bachelor degree this percentage is 45,5%, and the attrition rate is 31%. A sector analysis of the 2006 three-year undergraduate bachelor degree, provided in the CHE Proposal for the four-year undergraduate degree, indicates that there was a 29% graduation rate in regulation time, and a 37% attrition rate in regulation time. The 2006 sector analysis and the 2012 UJ analysis are admittedly four years apart, but the UJ achievement is an impressive 64% better than the sector average on graduation rate, and 11,5% better on attrition. Bearing in mind that attrition is increasingly the result of insufficient funds for the continuation of studies, the university is unfortunately unable to eliminate the problem.

Nurturing and optimising the development of our students is a collaborative effort across all faculties and many divisions. What follows is a brief account of how the division of Academic Development and Support contributes, with passion and energy, to this continuous endeavour.

## **1. ACADEMIC DEVELOPMENT CENTRE (ADC)**

During 2013, ADC enjoyed a productive year characterised by important developmental shifts. These included building leadership capacity in the ADC management team; developing a team approach to managing the Centre and the creation of new internal financial and human resource systems. ADC also made considerable progress with regard to building productive partnerships with Faculties as well as creating more equitable services tailored to varying campus needs. The ADC leadership team was also strengthened by the permanent appointment of a Director of ADC (Dr André van Zyl) and a Head of Professional Academic Staff Development (Kibbie Naidoo).

During 2013, the ADC leadership team initiated a strategic planning process to provide clear direction for ADC's future work. The strategic planning process resulted in new ADC vision and mission statements as well as strategic goals. The change in strategic focus from student development to student and staff development, and the consequent realignment of strategic goals, has resulted in significant developments: Professional Academic Staff Development (PASD) formed the hub around which ADC is building its strategy to work more closely with academic staff. Dr Jennifer Keup, the Director of the American National Resource Centre for the First year Experience and Students in Transition visited UJ during September 2013, and she presented a number of seminars in Faculties and Departments, while delivering the keynote address at the UJ FYE conference. The continued growth of the UJ FYE initiative was strengthened by moving the post of the FYE coordinator into ADC at the end of 2013. UJ's leading role in the FYE movement in South Africa was further recognised by Dr. van Zyl being invited to deliver a keynote address at the European FYE conference in Helsinki Finland. During 2014 the UJ FYE will be strengthened and consolidated and UJ will be launching a Senior Student Experience (SSE) initiative that will be a first in South Africa.

ADC's extended diploma programmes (ADC Access) continued its excellent work. The work of ADC Access is mainly focused on the Doornfontein campus but also extended to the Soweto Campus and the Auckland Park Bunting Road campuses during 2013. A highlight of the year was that ADC Access was nationally recognised by being used as an exemplar of a highly successful extended diploma qualification in the CHE Flexible curriculum proposal. During the year, ADC Access taught approximately 750 first-year students which consisted of 450 from FEBE, 225 from Management and 45 from Humanities. This included nine extended diplomas located in FEBE, five in Management and one in Humanities. ADC Access was also able to operationalise three new FEBE extended diplomas – Electrical Engineering, Civil Engineering and Operations Management during 2013. In spite of the extended diploma students not meeting the regular entry requirements, the success rates of all the extended diplomas were impressive. For example, the combined group of FEBE extended diploma students had a success rate of 93.4% during 2013 compared to the mainstream success rate of 82.9%. The module success rates of 14 of the 15 extended diplomas were above 80%, with seven of them performing at above 90%.

The academic literacies, learning development and tutor development units are located in the newly re-named Academic Development Innovation (ADI) department. The Learning Development Unit was involved in teaching MAPS to extended degree students in three Faculties. Collaboratively developed specialised language development courses were offered for the Faculties of Economic and Financial Sciences, Science and Law. Quarterly learning development workshops were held on each campus and a newly created online course containing modules on study skills, time management and exam writing strategies received more than 10 000 visits by students. The writing centres on all four campuses were strengthened during 2013 and included approximately 5000 individual undergraduate and 650 individual postgraduate consultations. Many other students were seen in small groups and the Writing Centre consultants worked with faculty academic staff to provide writing-intensive interventions. For example, the Writing Centre worked with Development Studies to assist more than 1000 students in an integrated essay writing initiative. The Tutor Development Unit assisted and developing academic staff who work with tutors during 2013. This shift in focus happened while still training 890 tutors with the generic training; 192 tutors for specialised training and 60 newly designated Senior Tutors. Later in the year 716 tutors were developed during “check-in” sessions. As part of a pan-African initiative, ADI in collaboration with the UJ International Office and IDEP (L'Institut Africain de Développement Economique et de Planification) also provided training to 25 officials from UNECA (United Nations Economic Commission for Africa).

Professional Academic Staff Development (PASD) was integrated into ADC during the last months of 2012 and during 2013 PASD became an integral part of ADC. Although PASD is under-staffed it made a significant contribution to teaching and learning development at UJ. Some highlights from PASD include the successful completion of more than 700 module and/or teaching evaluations with their accompanying reports. The module and teaching evaluation process and instruments are also in a review process aimed at creating a more appropriate and robust measure of student experience. In addition, PASD in collaboration with the FYE office organised and hosted a highly successful FYE conference (attended by 150 delegates from institutions including UCT, UFS, WITS, UP and VUT) at UJ during the second half of

2013. PASD also continued offering staff welcoming sessions for new Academic staff attended by more than 100 staff members during 2013. A variety of other development activities for Academic staff as well as support for the Scholarship of Teaching and Learning (SoTL) initiatives were undertaken. Leadership development was facilitated by organising a series of well-attended HOD workshops.

The innovative nature and success of many of the initiatives undertaken in ADC make an increasingly significant impact on students' experience and success at UJ. ADC has continued to develop and encourage innovative pedagogies and solutions to problems. These efforts in conjunction with work conducted in faculties and by other support services contributed to the improved UJ student success rates reflected at the end of 2013.

### **UJ First Year Experience (FYE)**

During 2013 the UJ First Year Experience (FYE) continued to establish itself as the leader in the field of first-year transitions in South Africa. The FYE and its specific focus on first-year issues contributed to the academic project in the various UJ Faculties, which in turn contributed to improving first-year success rates at UJ. The data-driven approach was continued with 5185 Student Profile Questionnaire records collected to create a profile of the newly-entering UJ students. This was used to create a UJ profile report as well as faculty-specific reports. This was followed up with data from the Initial Student Experience Survey which provided a 'week 6' snapshot of the experiences of students during their initial time at UJ. To better communicate with the new generation students entering the university, the UJ FYE office created a stronger virtual presence by means of an FYE Facebook account, a Twitter handle and Blog. These social media were used to share information with first-year students in a relevant and just-in-time manner. The existing UJ FYE initiatives continued to strengthen as can be seen from the developments in areas such as the Residence Advisor Programme, the extended orientation, involvement in addressing students' material needs and the creation and strengthening of UJ FYE Faculty committees. UJ's national leadership role in terms of FYE initiatives was evidenced by the fact that five other institutions consulted with the UJ FYE team about their own FYE initiatives. The UJ FYE office in conjunction with ADC also hosted a highly successful South African FYE conference with the Director of the American National FYE Resource Centre, Dr Jennifer Keup as the keynote speaker. The previous UJ FYE coordinator was also invited to discuss the FYE work being conducted at UJ as a keynote address at the European FYE conference. The relationship between UJ and the American National Resource Centre for the FYE and Students in Transition was strengthened during 2013 and a more formal working relationship will be sought during 2014.

## **2. CENTRE FOR PSYCHOLOGICAL SERVICES AND CAREER DEVELOPMENT (PSYCAD)**

All Psychological services in South Africa are governed by the Health Professions Act 56 of 1974 and policies of the Health Professions Council of South Africa (HPCSA). As an HPCSA accredited service provider, PsyCaD remained committed to delivering

excellent psychological and career services to UJ students and staff during 2013, while adhering to all relevant legislation.

During 2013, PsyCaD endeavoured to support UJ students in achieving their personal and academic goals through psychological and career services. During 2013, a total of 16 586 students benefited from PsyCaD services. The aim of providing these services is to promote mental and emotional wellness, optimise interpersonal relationships, enhance academic performance and ease students' transition to university life in order for them to achieve their career goals and enter into the world of work.

The integrated structure and holistic approach of PsyCaD is unique among institutions of Higher Education in South Africa. PsyCaD is structured in six Units, where psychologists work across functions and on all four campuses. These Units are Career Services, Disability Services, Academic Counselling Services, Psycho-education and Psychometry Services, as well as Training and Development Services. All six Service Units are supported by the Shared Services Unit.

The transition and adjustment of first-year students remains a priority for the university and in this regard PsyCaD continues to play a collaborative and active role. Students were encouraged to develop themselves through a self-help online guides, titled "Kgati's Journey to Success", which focused on 12 broad areas. Each guide covered different aspects of the topic and included several posts. During 2013, 1335 individuals accessed the site, of which 368 were new individuals who had not been on the site before. In addition 68 adjustment /discussion groups designed and presented to 344 first-year students, facing common concerns while attempting to balance the demands of university life were facilitated by psychologists.

Developing and maintaining relationships with Faculties and other stakeholders remains the cornerstone of PsyCaD services. In this regard Faculty-dedicated psychologists maintain regular links with Faculty members and act as the first point of contact. They continue to offer psychological advice and support to Faculty staff concerned about the emotional and mental well-being of their students.

To expand our reach to students, alternatives to one-to-one counselling such as psycho-educational groups and workshops were facilitated to support and enhance student academic success. This included a support initiative in collaboration with the Faculty of Humanities implemented for a group of at-risk first-year students identified through the university's Safenet early warning system. The intervention programme consisted of a set of five workshop sessions. To accommodate all the students each workshop was made available three times per week, and a total of 574 students attended these workshops. A request for a psycho-educational workshop programme for 162 UJ Sports Bureau students and 450 registered UJ students funded by an external bursary funder, Gauteng City Regional Academy was successfully fulfilled at short notice. A therapeutic support group was facilitated over five weekly sessions for third-year students from the Department of Social Work.

Students facing challenges with balancing their personal lives and maintaining their academic performance continue to seek psychological counselling. A total of 79

academically underperforming (F5) and academically excluded (F7) students referred by Faculties were supported through individual counselling and psychometric evaluations, together with regular feedback reports provided to Faculties where warranted. Of these 79 students, 50 were underperforming (F5) students in the Faculty of Education and 10 academically excluded (F7) students from the Faculty of Economic and Financial Sciences. The PsyCaD walk-in service continues to prove popular with our clients. In excess of 4716 advisory sessions were conducted with walk-in clients.

Working in partnership with other UJ support structures, PsyCaD also aims to address the diverse psychotherapeutic needs of UJ students and staff. During 2013, PsyCaD provided 4761 psychotherapy sessions to individuals, groups and families, as well as conflict management sessions to UJ staff. Further therapeutic support groups, debriefing and crisis management were provided to individuals, groups and families of UJ staff members, following traumatic incidences. These included the passing away of a UJ student, the death of a UJ staff member during a hijacking incident, traumatisation following a hit-and-run incident involving a group of UJ students and the many emergency and walk-in referrals PsyCaD receives from Campus Health for students who have just been informed that they are HIV positive or female students who find out they are pregnant.

There were 16 HIV support groups for the year, which took place on APK and SWC during 2013. In addition to this, PsyCaD Psychologists provided HIV counselling and testing to UJ students and staff as well as counselling for Termination of Pregnancies (ToP). In total 422 HIV counselling and testing and 13 ToP sessions were offered by PsyCaD's Intern Psychologists during 2013. The 24-Hour Crisis line continued to be well utilised by UJ students and staff, including some students from our neighbouring institution. During 2013, 283 Crisis calls were received, of which 22 were suicide related.

The support of students with disabilities remains a specialised and complex activity. In line with UJ's strategic goal of an enhanced student experience and PsyCaD's strategic goal of advocating for and providing specialised services to person with disabilities, the Office for People with Disabilities (O:PwD) serves as one of the central stakeholders to attain these strategic objectives. The O: PwD therefore aims to provide the specialised technological, learning and psycho-social support required by these students. During 2013, 441 such sessions were provided to 276 students with disabilities. These services require the Office to be equipped with, not only specialised assistive technologies and devices, but also personnel that are highly skilled and trained in the support students with disabilities require.

Psychologists in PsyCaD assisted faculties, student life- and other UJ divisions with teaching and learning activities. During 2013, these activities comprised the provision of psychometry services to aid in the selection of students for professional academic programmes, Residence Academic Advisors workshops, psycho-educational workshops in residences, awareness campaigns, advocacy campaigns and a peer helping system. PsyCaD has an excellent reputation for rendering psychometric services and during 2013, psychometric services to external stakeholders included selection and placement assessments into schools and accredited NQF level



business courses. A total of 1720 clients were assessed during 2013, of which 639 were external clients.

The PsyCaD Continued Professional Development (CPD) programme is very popular among psychologists, psychometrists and registered counsellors in the field. During 2013 a lively CPD programme was presented, comprising six workshops.

PsyCaD is an accredited internship training site for the training of intern counselling and educational psychologists, as well as intern psychometrists. The internship training programme is renowned for its excellence across universities in South Africa. During 2013, PsyCaD trained 14 intern psychologists and 20 intern psychometrists. PsyCaD is proud of the exceptional pass rate of PsyCaD intern psychologists and psychometrists who write the national board examination.

PsyCaD provides a range of career development and graduate recruitment services that support students in their career planning and transition to the workplace upon graduation. The career guidance, assessment and counselling programme interventions offered during 2013 comprised a diverse range of career development support modalities and approaches, ranging from career guidance programmes designed to assist learners and prospective students to explore career and study options in the Career Resource Centre, as well as through online applications, quality career assessment and counselling interventions for individual prospective students, current students and adults in career transition. The four Career Resource Centres, situated across all four of the UJ campuses, were visited by 2982 individuals during 2013.

During 2013, PsyCaD provided career assessment and career counselling to learners, school communities and prospective students. During 2013, a total of 103 Individual Career Assessments, and 576 Computerised Career Assessments were conducted. UJ students and UJ graduates participated in PsyCaD's Career Education programme to assist them in gaining job search skills. As part of the programme, 70 workshops were facilitated with 1741 attendees. Students, companies and recruiters of UJ students also participated in the PsyCaD Recruitment Programme to facilitate recruitment of UJ graduates. Exhibitions were made by 107 companies, and 128 companies in total participated in the programme.

PsyCaD is uniquely situated to engage with threshold communities. During 2013, PsyCaD provided psychological services to Siyabuswa, and initiated and maintained a number of community engagement projects.

In addition to the marketing campaigns launched by PsyCaD during 2013, the social networking initiatives on Facebook, Twitter and YouTube increased significantly. These social networking initiatives are proving effective regarding developmental, preventative and curative work.

PsyCaD conducted an investigation into the resilience of the Executive Leadership Group during the year. This project included 36 individual interviews, psychometric assessments, individual feedback sessions and individualised reports, as well as a composite report on the psychological wellness and resilience of the Group.

PsyCaD is proud of its research culture, and during 2013 this was further developed by the publication of three articles in accredited journals, the presentation of five high-quality national and international conference papers and supervision of eight master's and doctoral students.

Focus areas for improvement during 2014 will include a re-visioning of PsyCaD's Career services to enhance relationships with faculties, relating to students' career development and enhance employers' ratings of UJ graduates. PsyCaD will also launch an integrated holistic campaign named the U\_Matter campaign. With this initiative, using all media and social media as well as the U\_Matter Digispace, student wellness and relationships will be enhanced. During 2014, PsyCaD's interventions will be monitored and evaluated with the intention of improvement of its preventative and developmental interventions. Further enhancement of relationships with internal and external stakeholders will serve PsyCaD's ultimate purpose of increased student retention, throughput and academic success.

### **3. CENTRE FOR ACADEMIC TECHNOLOGIES (CAT)**

The core identity of the Centre for Academic Technologies includes the provision of innovative and evolving technologies to academia (purpose) and to foster a 21st-century skilled academia (our vision) through the smart use of academic technologies (brand) supported by the values of innovation, openness, simplicity, collaboration and cross-pollination, adaptability to rapid change, and forgiveness. CAT's initiatives and innovations, under the leadership of Prof Alan Amory and overseen by a process management approach, includes the following:

- Community Support and Development Services that provide scaffolded and just-in-time support and development;
- Teaching and Learning Consultancy Services that drive transformative learning practices; and
- Technical Support and Development Services that promote the use of cross-platform applets.

Work undertaken by CAT members during 2013 included the development of a number of strategic objectives to guide the team over the next few years and a number of core projects, which are briefly detailed below. The strategic objectives that govern and direct all CAT initiatives include:

- Promoting the introduction of emerging technologies to support teaching and learning at the university;
- Fostering the use of authentic learning tasks that integrate the use of Information and Communication Technologies (ICTs) to support teaching and learning;
- Advancing the use of ICTs for knowledge production rather than as merely a vehicle for information delivery;
- Cultivating a learning with technology, rather than from technology, as a core principle for the use of ICTs in the classroom;
- Creating a networked environment to foster the use of open access, open content and open source philosophies and practices;

- Nurturing the use of social network services specifically designed for the classroom in teaching and learning;
- Providing professional development workshops that include authentic learning tasks and ICTs to model contemporary teaching and learning practices;
- Integrating learning analytics into the teaching and learning processes to support students, lecturers, and administrative staff to support student development
- Raising awareness of the use of collaborative, technologically supported learning spaces that support formal and informal learning;
- Promoting discussion of current innovative approaches to teaching and learning with technology to support the wider community;
- Driving the development of appropriate policies and processes to support the ubiquitous use of ICTs in teaching, learning and research; and
- Encouraging the use of design-based research to investigate the use of ICTs in teaching and learning.

#### *Core Projects: Community Support and Development Services*

Work undertaken by the team that supports the UJ community includes providing just-in-time support through uHelp (a web-based and phone app component), an integrated Help Desk, ICT skills development workshops for staff and students, and the development of training resources for computer lab assistants. uHelp was expanded during 2013 to provide support on the use of library resources and included ideas on how to integrate components of the CAT framework into learning activities. Staff and student queries via telephone calls, SMSs, email and walk-ins are managed via our integrated Help Desk. Excluding telephonic queries, the 2013 help desk staff managed 2500 help requests. During the First Year Seminar CAT staff members introduced over 3000 students to computers and Blackboard on the four campuses. In addition, a new mechanism to support ICT literacy development for students and staff was introduced whereby individuals take responsibility for their own development by making bookings for scheduled training sessions via uLink, the institutional portal for staff and students. These training sessions were run two to three times a day during the first term. A total of 478 students availed themselves to these training opportunities. A training module to provide lab assistants with basic knowledge of the CAT's systems (uHelp and uLink) was developed.

#### *Core Projects: Teaching and Learning Consultancy Services*

The development of academic professional development workshops on the use of the CAT framework, authentic tasks, social media, and technology in teaching and learning was undertaken. The workshop on the use of the CAT framework in teaching and learning was attended by 37 staff members. With the institutional support for the use of tablets and laptops in the classroom for first-year students in 2014, a workshop on the technical aspects of tablets and the pedagogical use of the devices in the classroom was presented (170 participants). Individual support on the use of Blackboard was provided to academic members of the community.

#### *Core Projects: Technical Support and Development Services*

Technical developments undertaken included the move of Blackboard to a cloud-hosted system; the development of a new extended version of our app (UJ's uGo) and associated mobi site to include processes to support student application, admission, and registration; and a redesign of uLink to include a notification system. To support

the use of tablets for first-year teaching and learning from 2014 the uLink portal will replace the student and Edulink portals.

#### *Other projects*

Apart from the projects discussed above, CAT members participated in the following:

- CAT banners and signage
- Up2U conference May 2013 event
- Writing support tools for students and academic members
- Map App – GPS co-ordinates of UJ building
- GPS co-ordinates for UJ bus routes
- Subject collections for the library – LibGuides software
- Announcements (uLink/Blackboard Announcements)
- CAT Conference /seminar/show-case event on academic technologies successes
- Online study skills modules: Technical and critical reading skills
- Online Journal Club
- Faculty engagement project
- Study of Blackboard usage
- Developing PDF-template for printing of students' academic records via uLink
- Social Media for Higher Education (Mzanzi Training Africa Conference)
- •Redesign CAT's approach to FYS for 2014
- Seminar programme to support the development of a CoP to encourage experimentation of the use of technology in teaching and learning
- Trail Blazer project to identify lecturers that are using authentic learning and teaching principles
- Task Team on Technology for Learning Committee

In conclusion, during 2013 CAT members played important roles in providing both students and staff with technical support, moved away from a training paradigm to one that supports professional development, and created technological solutions to support the institution as it moves into a mobile space aimed at providing better support to our students and to develop skills in teaching and learning with technology.

## **4. FIRST-YEAR SEMINAR (FYS)**

The First-Year Seminar (FYS) at UJ took place from 21 January to 1 February 2013. In the run-up to FYS, regular FYS Committee meetings were held, including all Faculties, the Division of Academic Development and Support, the Library and Information Centre, support structures such as Campus Health, iOHA, Protection Services and representatives of the other core 'January processes': Late Enquiries, Registration, Student Finances, Residences, NBT and the Official Opening and Welcome team. A clickable FYS banner '*First Year Student in 2013? Your head start to success. First Year Seminar*' was placed in a prominent position on the UJ home page to promote the FYS, with the FYS website serving as a general information point with downloadable the Faculty FYS programmes.

One post-FYS feedback and reflection session was held, culminating in *Proposals for the First Year Seminar for 2014*.

Innovations in 2013 included: Faculty teams involved in planning; sending the actual A5 glossy FYS programme (in the relevant Faculty colour) out with the First Year Registration packs; the 'mini' Open Day hosted by the Faculty of Humanities provide additional programme-specific information to students and parents; making use of the 'How to Register On-line' DVD instead of making use of the live presenter for these sessions; inclusion of iOHA in the FYS programmes; streamlined computer-proficiency testing and computer training and formal academic processions at the Dean's Welcome sessions in some Faculties.

Despite FYS being compulsory, attendance at the FYS sessions remained variable (especially in the big Faculties) despite concerted efforts to market and promote the FYS. Arrangements for additional sessions for students were put in place. The way the Computer Proficiency and Training and the 'Typical First Lecture' will be provided in 2014 to be reviewed. Venue constraints resulted in much duplication.

The FYS 2013 was deemed to be successful with recommendations in place for improvement, to ensure greater effectiveness and better use of resources. The commitment of the FYS Team to the process and to the academic and social integration as UJ students is appreciated.

## **5. WORK-INTEGRATED LEARNING (WIL)**

The UJ WIL Forum promotes and advocates WIL at UJ. Collaboration and partnership development for purposes of WIL student placement in industry is key to the success of WIL, as non-placement of student impacts on student success and throughput. The contribution of Departmental WIL Coordinators in this process is acknowledged.

UJ WIL keeps up to date regarding national developments in the realm of workplace learning, serving as a resource for UJ. The national skills development refrain for 2013 was "Together, turning every workplace into a training space". The promulgation of the White Paper on Post-School Education and Training has implications for higher education WIL, specifically as all students in Technical and Vocational Education and Training require various forms of workplace experience or WIL.

In support of UJ's objective of growing its international student numbers, special support is provided to international WIL students: national skills legislation only benefits companies by skills rebates and other grants for training South African citizens.

The strategic objectives outlined in the report for 2014 and the on-going routine WIL activities are focused on supporting UJ staff and students of WIL. Involvement in the Southern African Society for Cooperative Education and through research and publications UJ WIL is able to make a meaningful contribution to the general field of experiential education.



## 6. UJENIUS

In 2013 there were 225 UJenius Club members, as follows:

FADA: 11  
FEFS: 64  
Education: 6  
FEBE: 6  
Health Sciences: 21  
Humanities: 37  
Law: 29  
Management: 41  
Science: 10

In addition to the various faculty initiatives, activities and functions for their Club members, a number of centralised ADS events occurred. A high-profile welcome event took place in the Sanlam Auditorium with guest speaker Mr Arnold Malotana (Public Health). An online survey was conducted to determine the specific needs of the members, as well as a Facebook site and a Gmail account to encourage networking. Twelve UJenius members were involved in the international Outbound Exchange programme. A year-end function was held with guest speaker Billy Guy Bhembe.

## 7. INVOLVEMENT IN PLAGIARISM

The Senate Higher Degrees mandated Professor de Kadt to convene a working group to conclude revisions to the University Policy on Plagiarism. As members of the working group, Professors Patrick O'Brien, Craig MacKenzie, Alex Broadbent, Adrian van Breda, Alan Amory and Shireen Motala made valuable contributions to this process.

The Senate Higher Degrees Committee had asked that the working group consider addressing the issue of plagiarism from a changed perspective: rather than trying to develop a legally watertight policy (which students might then see as a challenge to circumvent) the working group should consider an approach in terms of principles – which would also be legally more defensible.

The revised Policy: Student Plagiarism therefore does not seek to prescribe what is to be considered plagiarism in specific disciplinary environments, but rather requires academic staff to exercise their academic judgement as to whether reportable or non-reportable plagiarism has occurred.

Principles spelled out in the Policy include the following:

- 5.1 *The acceptable level of plagiarism at the University of Johannesburg is zero.*
- 5.3 *Responsibility for understanding and avoiding plagiarism lies with the student the ability to recognize and avoid plagiarism is an academic skill, which, like other academic skills and knowledge, students are expected to master*

5.4 *The University and its students have a reciprocal responsibility on the one hand to educate and on the other to learn about plagiarism. The University has a responsibility to take steps to ensure that students understand what plagiarism is and how to avoid it, and students have a responsibility actively to apply themselves in this regard.*

Given the complexity of the concept of plagiarism, and the new approach adopted in the revised Policy, Notes were developed, to be read in conjunction with the Policy. These Notes seek to explain the overall approach and various decisions which were taken on specific matters relating to the Policy.

Following on input and comments by Faculties, the revised Policy was approved by Senate at its August meeting.

# ACADEMIC DEVELOPMENT CENTRE (ADC)

## 1. STRATEGIC PLAN

During 2013, the Academic Development Centre continued to work towards positioning itself as an integral part of the institution and as a centre of excellence nationally and internationally. The introduction of three new Extended Diploma programmes as well as the on-going development of existing curricula exemplified the Centre's increasingly strong commitment to making a demonstrable impact on the retention and success of all students. Learning and Literacies development transformed itself into the Academic Development Innovation (ADI) department and the newly joined Professional Academic Staff Development department (PASD) and First Year Experience (FYE) office made valuable contributions to the work conducted by ADC.

### 1.1 Strategic goals for 2013 and beyond

During 2013 ADC embarked on a strategic planning process to guide its work for the next five years. The process was informed by the UJ strategic plan, staff input and ADC management discussions. The Vision, Mission, Values and Strategic goals that emanated from this process are stated below:

#### **ADC Vision**

An internationally recognised centre, rooted in Africa, leading academic access, development and success

#### **ADC Mission**

To focus its communities on developing innovative, dynamic and scholarly teaching and learning in a diverse higher education context

#### **ADC Values**

The values below are aligned with the ADC vision and mission and underpinned by the ethical basis of integrity, honesty and respect while working within UJ structures. Our work is guided by these values which are all interconnected and should not be viewed in isolation.

<b>Blue-sky thinking</b>	<b>Collaborative engagement</b>
Thinking the unthinkable and moving beyond boundaries, which requires: <ul style="list-style-type: none"><li>• Vision</li><li>• Creativity</li><li>• Ingenuity</li><li>• Resourcefulness</li><li>• Inspiration</li></ul>	Building communities through: <ul style="list-style-type: none"><li>• Communication</li><li>• Consultation</li><li>• Discussion</li><li>• Exchange</li><li>• Collaboration</li><li>• Respect</li></ul>

<ul style="list-style-type: none"> <li>• Inventiveness</li> <li>• Critical thinking</li> </ul>	<ul style="list-style-type: none"> <li>• Partnerships</li> <li>• Collegiality</li> </ul>
<p><b>Multi-dimensional/faceted</b></p> <p>Recognising and understanding diversity through:</p> <ul style="list-style-type: none"> <li>• Multi-theoretical approaches</li> <li>• Customisation</li> <li>• Innovation</li> <li>• Multiple perspectives and discourses</li> <li>• Prior knowledge and experiences</li> <li>• Foregrounding core issues</li> <li>• Fluidity</li> </ul>	<p><b>Active professionalism</b></p> <p>Positioning ourselves as functional professionals by pursuing:</p> <ul style="list-style-type: none"> <li>• Theoretically informed practice</li> <li>• Critical reflection</li> <li>• Academic activism</li> <li>• Agency and voice</li> <li>• The active construction of new theory relevant to our context</li> <li>• Our goals with conviction and passion</li> </ul>

### **Strategic goals**

Because of the complex nature of the work being conducted in the Centre, the strategic goals are broadly stated to allow space for the various departments to flesh them out by setting their own goals. The strategic goals (in no particular order) of the Centre are:

#### **Goal 1**

##### **To promote practices that facilitate and enhance epistemological access**

Epistemological access (Morrow, 1994) refers to allowing students more than physical access to universities and extends to ensuring the student has “access to the knowledge that the university distributes”. This goal is aimed at developing and supporting practices that allow students who have accessed the university to have a reasonable chance to succeed. As Morrow stated, “...teaching cannot be successful unless learners see teaching as a co-operative task and have the appropriate self-understanding of themselves in relation to the practice in which they are trying to become participants” (Morrow, 1994). This is in line with UJ’s “Learning to Be” philosophy, which aims at facilitating epistemological access by explicitly providing students with opportunities to learn ‘to be’ rather than merely knowing about. This implies that with the knowledge of the discipline, students should also be learning the principles, dispositions, activities, skills, procedures and values associated with disciplines.

#### **Goal 2**

##### **To promote excellence in teaching and learning at UJ**

The most important aspect of the university experience that influences student success is what happens during the academic engagement (inside and outside the classroom). Universities and students cannot succeed if teaching and learning is not relevant, effective and prioritised. ADC aims to contribute to the teaching and learning project for all UJ staff and students with regard to access, development and success.

ADC staff bring experience and knowledge to the institution and through collaborative efforts aim to help create an optimal teaching and learning environment at UJ.

### **Goal 3**

#### **To maximise innovation that contributes to improved practice in academic access, development and success**

To find solutions in the UJ context requires innovative thinking about teaching and learning. This includes thinking in new ways about existing practices as well as coming up with new and innovative ideas and practices. The purpose of innovation is to always find better ways of doing things and innovation is aimed at improving and supporting the teaching and learning project at UJ and providing students with access to the knowledge that UJ distributes.

### **Goal 4**

#### **To cultivate and maintain a culture that recognises and addresses the multi-faceted needs of our communities**

ADC is an internally diverse Centre with a vast array of different skills and knowledge bases. The Centre recognises the fact that our various communities (staff, students and external communities) have a variety of needs and come from different contexts. The Centre and its staff see this diversity as one of the strengths of UJ but also recognise that in this complex environment, intricate and nuanced solutions must be sought for the various problems that exist. ADC therefore aims to work collaboratively with its various communities by providing multi-disciplinary teams who can approach complex situations from a variety of theoretical perspectives in an effort to find the best solution for each specific situation.

### **Goal 5**

#### **To initiate new and foster current working relationships aimed at achieving our broad goals**

ADC staff are functional experts in their various fields who believe that sustainable, systemic and collaborative solutions should be sought for the challenges facing our staff and our students. This can only happen through strong and developing working relationships between ADC staff and the various constituent groups within UJ. Relationships provide the basis for really understanding the problems that exist and finding solutions for those problems. ADC also believes in supporting and further developing best practice through long-term relationships.

### **Goal 6**

#### **To contribute to academic development theory and practice through scholarly research**

Research forms the backbone of scientific and practical progress and as a result lies at the core of improved and effective academic development work. Research should include, but extend beyond evaluative studies so that contextualised South African and African practices and theories are actively developed in the field. Not only should the question be asked: "Does what we do work?" but more importantly: "Why does it



work?” ADC at UJ is in a unique position to contribute to the emerging academic field of academic development on both a national and international level. This goal also includes practice-based studies, formal qualifications and the Scholarship of Teaching and Learning (SoTL).

The strategic document above inextricably links ADC to the academic endeavour at UJ and provides the broad framework within which the diverse departments within ADC will position themselves. ADC staff will continue to provide contextualised solutions for the problems faced by UJ students and staff. This will be achieved through a process of integrating academic development into mainstream curricula as well as a commitment to the professional development of academic in conjunction with student development.

## **2. EMPLOYEE PROFILE ANALYSIS**

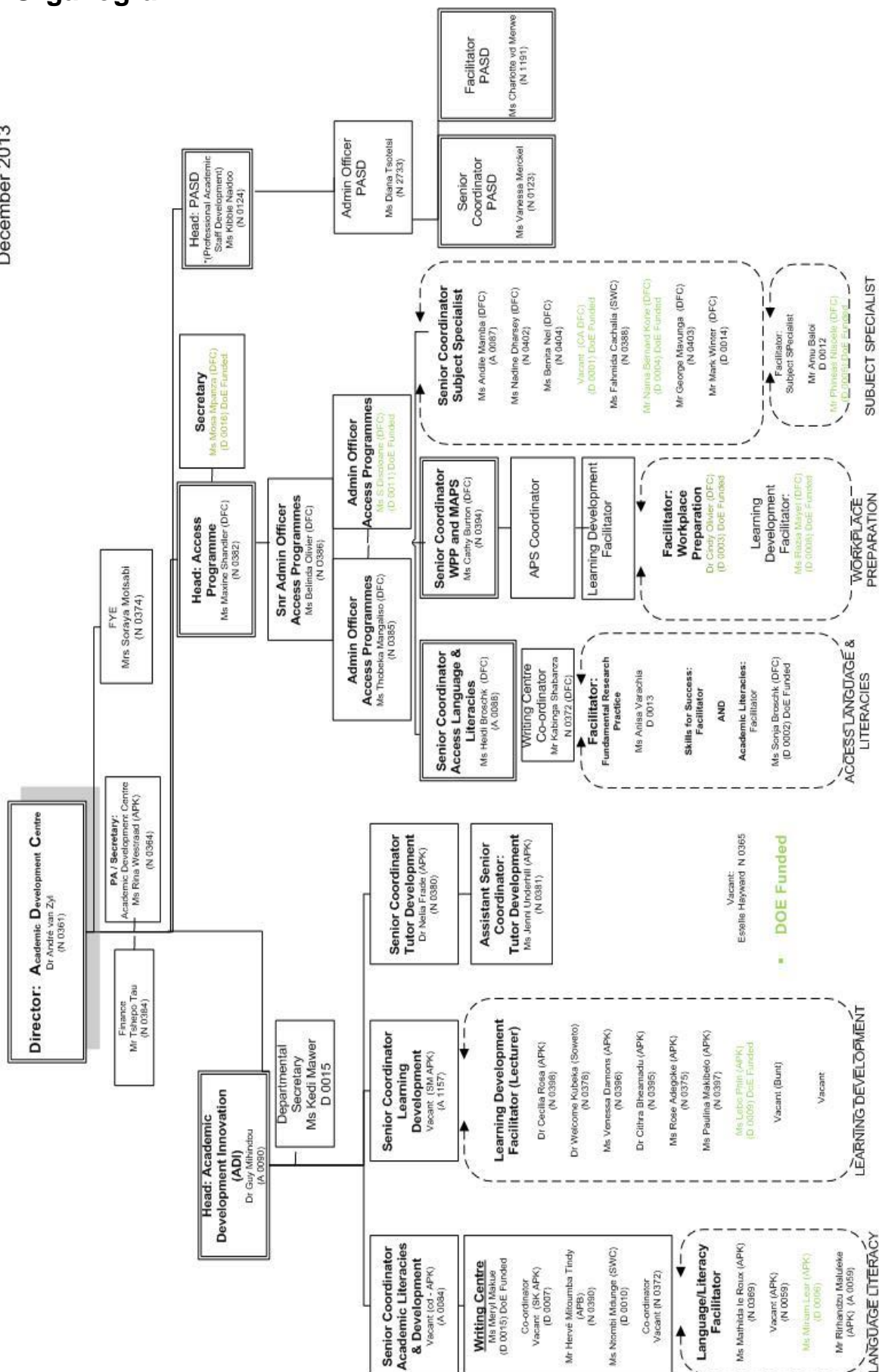
Dr André van Zyl served as the Acting Director of the ADC until the end of April 2013 after which his appointment became permanent. Mrs Maxine Shandler continued as Head of the Access wing, Dr Guy Mihindou as Head of the Academic Development Innovation (ADI) and Mrs Kibbie Naidoo as Head of Professional Academic Staff Development (PASD).

Dr van Zyl was recognised for his earlier work on the UJ FYE by being invited to deliver a keynote address to the European First Year Experience conference during the first half of 2013. He was also the chairperson of the HELTASA special interest group on first-year student success. In addition to this the Director and three department Heads created a strong management team to lead ADC. The management team of ADC was further strengthened by Dr van Zyl being selected to attend the HESA Higher Education Leadership and Management (HELM Lead) initiative and Dr Guy Mihindou completing the internal UJ management training course.

Most staff in the Centre are well qualified, with at least a master's degree, and increasingly staff with a doctorate are being appointed. Most of the staff who do not yet hold a master's degree are presently registered for this qualification. Staff are also encouraged to undertake doctoral work, with seven staff members registered and several others involved in preliminary work for their doctorates. Some of the staff who are busy with their doctorates are registered in the SANTRUST pre-doctoral programme for 2013. Dr Jenni Underhill was awarded his doctorate during 2013.

## 2.1 Organogram

December 2013



## 2.2 Equity Profile

The ADC has long been strongly committed to appointing highly qualified staff from designated groups and in 2013 several excellent appointments were made. As the table below shows, the Centre now has 16 African, 5 Coloured, 4 Indian and 17 White staff members, which is in line with institutional requirements and equity targets. In addition it has 6 foreign nationals (of which 3 are South African citizens) employed in the Centre. New permanent and contract appointments were Vanessa Merckel, Meryl Makue, Nama Kone, Anisa Kara and Mark Winter, with 4 out of the 5 being from designated groups. A high level of staff retention was achieved during 2013, with only one member of staff resigning (non-designated), and two non-designated staff members retiring. Sadly, during August 2013 Mr Chris Abrahams passed away after being wounded in an attempted hijacking. He is sorely missed by his colleagues and students.

Careful consideration is being given to succession planning and to designated appointments at middle-management level.

<b>Academic Development Centre Employees:</b>	<b>African</b>	<b>Coloured</b>	<b>Indian</b>	<b>White</b>	<b>Foreign Nat.</b>	<b>Disabilities</b>	<b>Male</b>	<b>Female</b>	<b>Total</b>
<b>P5:</b> Director (Acting)				1			1		1
<b>P6:</b> Heads			1	1	1		1	2	3
<b>P7:</b> Senior Co-ordinators	5	3	1	3	2		5	9	14
<b>P8:</b> Co-ordinators	6	1	2	9	3		5	16	21
<b>P10:</b> Administrative Assistant III				1				1	1
<b>P11</b> Departmental Secretary, Administrative Assistant III	2	1		2			1	4	5
<b>P12:</b> Administrative Assistant II	3							3	3
<b>Sub Totals</b>	<b>16</b>	<b>5</b>	<b>4</b>	<b>17</b>	<b>6</b>		<b>13</b>	<b>35</b>	<b>48</b>
<b>Total</b>	<b>48</b>						<b>48</b>		

### **3. CLIENT PROFILE AND CORE BUSINESS ANALYSIS**

The ADC's core business is a three-pronged endeavour that includes a large number of extended programmes; a range of Academic Development interventions that facilitate the academic success of all students and Professional Academic Staff Development work which positions the Centre well to deepen its impact on the institution. The FYE (and planned Senior Student Experience (SSE)) actually results in the whole of UJ forming part of the ADC client profile. The Centre's main focus, however, is on students and academic staff. During 2013 all three ADC departments continued to make a significant contribution to the success of UJ students and staff.

#### **3.1 ADC Access Department**

##### **Extended Diplomas**

The Academic Development Centre: Access now manages the initial year of 14 extended national diplomas on behalf of the faculties of Management, Humanities and Engineering and the Built Environment. Three new FEBE extended programmes, namely, Electrical Engineering, Civil Engineering and Operations Management, were operationalised in 2013.

These extended diplomas are fully credit-bearing and are based either on a 1 + 3 model in which all foundational provision modules are offered in the first year, or a 2 + 2 model where they are offered in the first and second year. The learning approaches used in the extended diplomas seek to facilitate conceptual understanding and the practical application of knowledge. These approaches draw on a wide range of innovative teaching/learning methods, materials and experiences. In addition, student learning is enhanced by effective mentorship, tutoring, an academic advisor programme, and regular mark review meetings; and by initiatives which promote student confidence and integration: public lectures, a student conference, a students' sports day, a prize-giving function and a highly functional student mentor, academic advisor and class representative system.

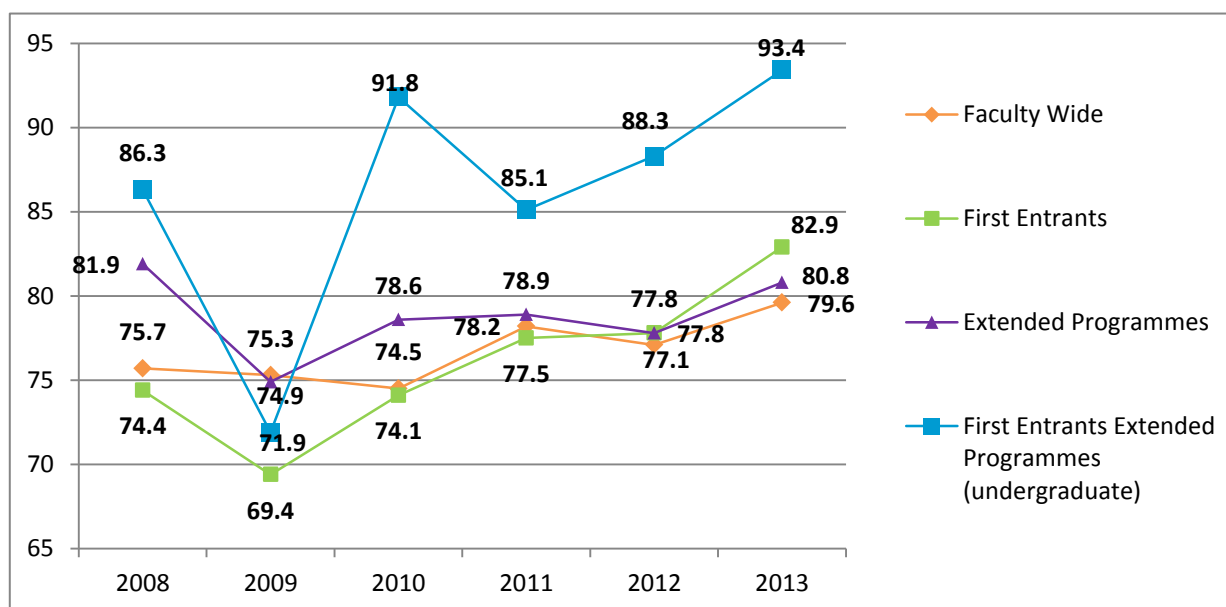
The success of this methodology is dependent on strong collaborative relationships with academic staff from the Faculties in which the various programmes are located. In this regard it is significant that the Head of Access Programmes, Ms Maxine Shandler, is a member of the Technology Programme Committee in the Faculty of Engineering and the Built Environment and of the Faculty Academic Committee in the Management Faculty. In this way ADC's work can be showcased to all Heads of Schools and Departments in both Faculties. These committees also offer opportunities for Faculty staff to raise concerns and for all participating staff to be advised of the issues, challenges and changes affecting the extended diploma programmes. Membership of these committees also helps to keep ADC abreast of audits by professional bodies, such as ECSA, for which ADC must also be prepared. A further benefit is that ADC membership of these committees has led to closer collaboration between ADC and departments in the Faculties that do not have extended diploma programmes.

The work undertaken by the Access wing of ADC gained national recognition when its successful extended diploma programmes were quoted in the CHE document titled 'A

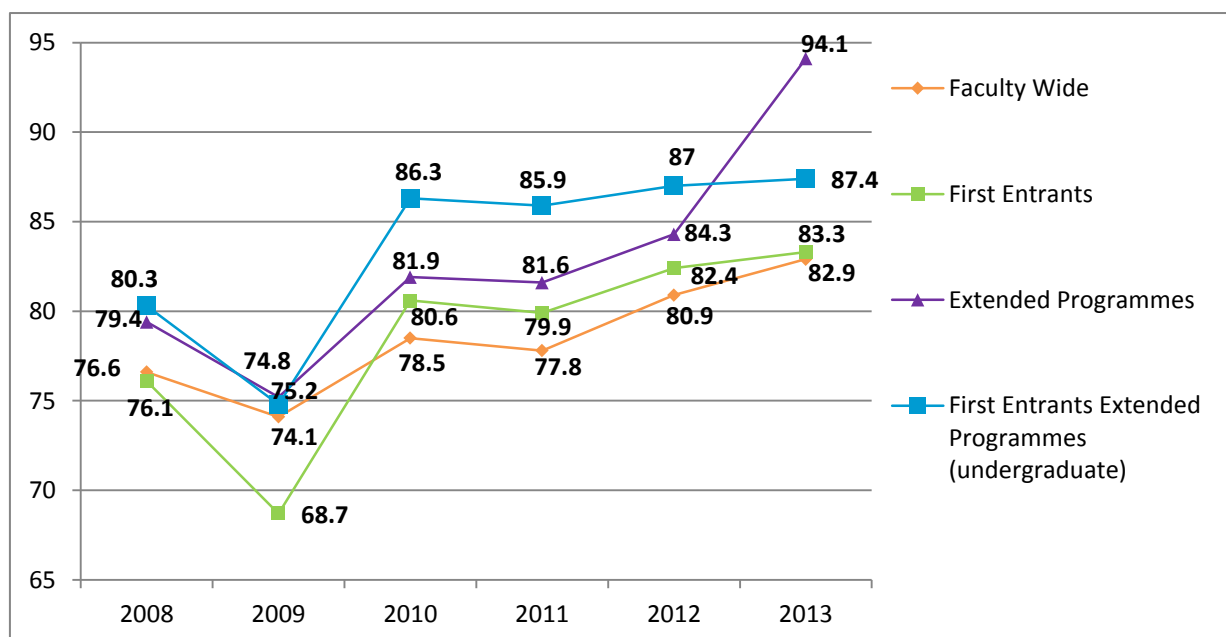
proposal for undergraduate curriculum reform in South Africa: The case for a flexible curriculum structure”.

The Extended Diplomas are often able to allow students to outperform their mainstream rivals as can be seen in the graphs below. Statistics gathered from HEDA are represented in the graphs below and indicate the positive impact that the extended programmes are having on the success rates in the faculties of Management and Engineering and the Built Environment since 2008.

**Figure 1: FEBE success rate comparison**



**Figure 2: Management Success rate comparison**



The performance of the extended diploma students in the Faculties of Management and Engineering and the Built Environment has been consistently higher than all first-



time entering students in the mainstream diploma programmes. The drop in overall success rates in 2009 can most probably be attributed to roll-out of the new National Senior Certificate exams.

The following tables indicate the 2012 and 2013 student success rates in the Extended Diplomas and are followed by a brief trend analysis:

### **Faculty of Engineering and the Built Environment**

<b>Programme Name</b>	<b>Registrations 2012</b>	<b>Module Success Rate 2012</b>	<b>Registrations 2013</b>	<b>Module Success Rate 2013</b>
N Dip: Building (Ext)	46	91%	40	91%
N Dip: Engineering Metallurgy (Ext)	72	88%	34	92%
N Dip: Engineering Mechanical (Ext)	70	93%	45	94%
N Dip: Engineering Industrial (Ext)	72	90%	75	92%
N Dip: Civil Engineering (Ext)	N/A	N/A	33	91%
N Dip: Electrical Engineering (Ext)	N/A	N/A	22	99%
N Dip: Operations Management (Ext)	N/A	N/A	47	87%

### **Faculty of Humanities**

<b>Programme Name</b>	<b>Registrations 2012</b>	<b>Module Success Rate 2012</b>	<b>Registrations 2013</b>	<b>Module Success Rate 2013</b>
N Dip: Public Relations (Ext)	35	89%	39	86%

### **Faculty of Management**

<b>Programme Name</b>	<b>Registrations 2012</b>	<b>Module Success Rate 2012</b>	<b>Registrations 2013</b>	<b>Module Success Rate 2013</b>
N Dip: Human Resource Management (Ext)	62	84%	50	91%
N Dip: Management (Ext)	38	71%	26	80%
N Dip: Management Services (Ext)	42	77%	54	88%
N Dip: Small Business	44	68%	37	83%

Management (Ext)				
N Dip Logistics (Ext)	52	92%	31	81%
N Dip: Transportation (Ext)	26	95%	27	76%

### **Trend Analysis**

The above results are a reflection of efforts by ADC staff to improve the quality of teaching and learning in the extended programmes, to contribute to the broader institutional commitment to excellence in teaching and learning and improved throughput rates, and to respond to some of the challenges identified in the ADC Self-Evaluation Report. In three of the four original extended diplomas offered on behalf of the Faculty of Engineering and the Built Environment, the success rates have increased from 2012 to 2013. In the extended Diploma Building the success rates have remained consistent at 91%. The average success rate in the three extended programmes offered for the first time in 2013 was 92%.

In the Faculty of Management, the 2013 success rates of most of the extended diplomas increased substantially from 2012. The only exception was the extended Diploma Public Relations in which the 2013 results worsened by 3% from 2012.

Both the Logistics and Transportation Management diplomas were moved from DFC to APB during 2013. This resulted in both of these diplomas showing a slight decrease in success rate. The ADC access office has already initiated the following interventions to address this matter: an FRP tutor programme; a reading intervention; a subject specific vocabulary intervention; referencing workshops and increased one-on-one consultations. In addition, PsyCAD workshops on motivation and commitment were organised for the group and a closer monitoring and more effective coordination of the tutorial system for the Logistics and Fundamentals of Business Mathematics modules were implemented.

It is also important to note that all but one of the 14 diplomas have success rates above the DOE prescribed success rate of 80%.



**Students at the ADC Access student conference**

### 3.2 Academic Development Innovation (ADI)

The Academic Development Innovation Department covers a wide range of activities which can be summarised as involvement in extended degrees and mainstream interventions. ADI is sub-divided into Learning Development, Literacies Development and Tutor Development units.

#### Extended Degrees

As in previous years, the Academic Literacies Development (ALD) unit of the Academic Development Innovation department (ADI) continued to deliver modules serving first-year extended degree and mainstream students in the Faculties of Science (Language and Skills for Science – LSS1AEX), Economics and Financial Sciences (Language for the Economic Sciences – LES3000), and Law (English for Law – EFL0000), on the Auckland Park Kingsway campus (APK). Altogether, the ALD modules interacted with just fewer than 1000 registered students during 2013. This increase in student numbers necessitated the allocation of additional human and material resources to ensure a continued high standard of teaching and learning.

#### Faculty of Science: Language and Skills for Science (LSS1AEX)

The pass-rate for LSS has continued to improve during 2013. This is particularly satisfying, as improvement in the field of Science is a national priority. The steady improvement can be attributed to the strengthening of working relationships between the module coordinator and subject lecturers in the faculty. This is exemplified by the fact that during 2013 the LSS coordinator was working with seven lecturers from the Faculty of Science (compared to 1 in 2012).

#### LSS Success rates 2011 to 2013

Year	Registrations	Module Success Rate
2011	444	56%
2012	485	77.3%
2013	374	81%

#### Faculty of Economic and Financial Sciences: Language for the Economic Sciences (LES3000)

LES had 406 students enrolled during 2013. The success rate for 2013 (84%) is slightly lower than in previous years, but is still very good. The LES coordinator in collaboration with the Faculty will be putting more support in place (tutors, mentors etc.) during 2014 to enable better academic performance.

### LES Success rates 2011 to 2013

Year	Registrations	Module Success Rate
2011	403	90%
2012	410	91%
2013	383	84%

#### Faculty of Law: English for Law (EFL0000)

EFL had 158 students enrolled during 2013. The success rate for 2013 (82%) is slightly lower than in previous years, but still very good. The EFL coordinator in collaboration with the Faculty will be putting more support in place (tutors, mentors etc.) during 2014 to enable better academic performance.

### EFL Success rates 2011 to 2013

Year	Registrations	Module Success Rate
2011	133	90%
2012	147	86.7%
2013	158	82%

#### Mastering of Academic Professional Skills Modules

The various Mastering Academic and Professional Skills (MAPS) modules have been developed to meet the different academic needs of the Faculties involved. It is offered to the Faculties of Education, Humanities, Economic and Financial Sciences and Science as a year-long course and is structured around a series of themes which the Faculties have identified as relevant to their students in extended curricula.

MAPS themes were selected to provide first-year students with the skills required to facilitate both successful study at UJ and their development as active global citizens. These themes included study skills, financial skills, conflict management, stress management and problem solving. In most cases, students attend a double session once a week – the first hour in the form of a lecture on the theoretical principles around the various themes, and during the second hour a mentor facilitates a practical session where students are required to apply theoretical knowledge to their own lives. The ratio of mentor to students is approximately 40:1. Students are required to complete several assessments during the course of the year, in the form of tasks, assignments and a portfolio.

Further units include Information Management and Computer Skills. The Information Management course is offered by the Library staff but co-ordinated by the Unit for Learning Development. The Computer skills course is offered during the first semester and presented by the department of Business and Information Technology (BIT).

The success rates in all the MAPS modules improved or stayed stable during 2013, with the most satisfaction being derived from the improvement in the Faculty of Science. This improvement is at least in part the result of the close cooperation between the ADC (literacies and learning development) staff and Faculty representatives. This has allowed a much more integrated and faculty-specific course to be developed, which in turn resulted in higher levels of student interest and participation than in the past.

#### **MAPS success rates for FEFS, Science and Humanities**

<b>Faculty</b>	<b>Registrations 2011</b>	<b>Course success rate 2011</b>	<b>Registrations 2012</b>	<b>Course success rate 2012</b>	<b>Registration 2013</b>	<b>Course success rate 2013</b>
FEFS	160 240	95% 93%	400	94%	367	91%
Science	451	78%	485	77.3%	374	81%
Humanities	166	73%	177	83%	144	84%

#### **The Writing Centres**

DC operates all four UJ Writing Centres (UJWC) with the aim of assisting both undergraduate and postgraduate students and staff with their academic writing needs. The UJWC approach involves assisting writers engage with their writing and the arguments it contains rather than basic spelling and grammar. Though one-on-one consultations with students constitute the core business of the writing centres, the number of group consultations has been steadily increasing on all campuses. This is being done in order to broaden the reach of the Writing Centres. Postgraduate consultation numbers have also increased significantly in part owing to the collaboration between the writing centres and the Postgraduate Centre (PGC).



## Breakdown of Consultations by Writing Centre

The table below shows a comparison between the 2011, 2012 and 2012 figures

CAMPUS	Consultations											
	2011				2012				2013			
	UG Discreet students	UG Consultations	PG Discreet students	PG Consultations	UG Discreet students	UG Consultations	PG Discreet students	PG Consultations	UG Discreet students	UG Consultations	PG Discreet students	PG Consultations
APK	1153	1468	30	141	2264	3079	194	371	2015	2523	267	443
APB	708	871	106	106	942	2217	150	162	950	2266	192	198
*DFC	UG/PG 377 consultations		UG/PG 315 Discreet students		470	637	265	306	839	917	148	150
**SWC	153	242	-	-	239	437	-	-	367	600	21	22
TOTAL	2391	2958	334	445	3915	6370	609	839	4171	6306	628	813
TOTALS	2011				2012				2013			
	Discreet students		2725		Discreet students		4524		Discreet students		4799	
	Consultations		3403		Consultations		7209		Consultations		7119	

\*At DFC in 2011, Undergraduate (UG) and postgraduate (PG) consultations were not recorded separately.

\*\*No PGWF was deployed to the SWC writing centre, hence the absence of any statistics relating to PG consultations in 2011 and 2012.

As seen in the table above, the number of consultations and students seen in writing centres has increased significantly from 2011 to 2013. This was due to a variety of reasons. Firstly, more systematic and sustained marketing efforts by the writing centre coordinators across the four campuses. A second factor was the continued development of collaborative relationships between the writing centres and individual subject lecturers.

There has been a shift in methodology in the UJ writing centres towards an increase in group consultations. This has resulted in a nominal decrease in individual consultations. A group consultation consists of a writing consultant assisting between six and eight students simultaneously. The UJ writing centres were able to assist a total of 7,119 students during 2013. This represents good progress towards the 2015 target of 10,000 students a year.

In addition to one-on-one and group consultations, the writing centres offered reading consultations, online feedback, and, in collaboration with PsyCAD, specialised consultations for students with disabilities. During the initial phase, the reading consultations were mainly offered on the APK campus. All writing consultants will be trained in reading consultation strategies, critical reading and reading theory and practice during 2014.

The Postgraduate Centre funded eight Postgraduate Writing Fellows, all of whom are PhD students, trained and managed by the writing centres to provide advanced academic writing and research assistance to Postgraduate (PG) students from all faculties. The programme was effective as the writing centre reported an increase in PG consultations and favourable feedback from lecturers and supervisors. Another new initiative involved the development of a postgraduate online writing feedback and consultation system, which was introduced on APB. This was mainly implemented to accommodate postgraduate students who hold employment outside the university. Generally, the online feedback process was successful and consultants received specialised training and were debriefed on an ongoing basis. More Postgraduate Writing Fellows will be trained in online feedback in 2014.

In an effort to strengthen the research ethos in the UJ WCs, an interdisciplinary research colloquium where writing consultants and postgraduate writing fellows presented their research projects was organised.

## **Integration of Academic Development into the Mainstream Curriculum**

The three ADI units are committed to the goal of shaping long-lasting collaborative relationships with various faculties and departments. The commitment to extend the unit's reach across the institution was achieved in a number of ways, including through the provision of subject-specific workshops and other interventions, mainly in collaboration with subject lecturers.

### **Academic Literacies workshops and other interventions**

Writing centres as a whole facilitated a total of 92 interventions and workshops: APK 30, APB 19, DFC 32 and Soweto 11.

## Academic Literacies mainstream interventions

Faculty/ Dept	Student Group	Intervention	Facilitator
Social Work	Master's	Workshop - writing a literature review	S. Kane
Social Work	Master's	Half-day workshop – the writing process and features of academic writing	S. Kane
Social Work	Honours	Workshop -conceptualising research/ writing problem/purpose statements	S. Kane
Social Work	Honours	Workshop- writing a literature review	S. Kane
MAPS (Education)	1 <sup>st</sup> years	Collaboration with LD on reading development – lectures	S. Kane/ C. Dube
LSS1AEX	1 <sup>st</sup> years	Collaboration on reading development/ readings for students	S. Kane
Faculty of Education	Master's & PhD, research methodology programme	Workshops on features of academic writing, nominalisation, register & tone & avoiding plagiarism	S. Kane/ C. Dube
Faculty of Education	Master's & Ph.D, research methodology programme	Workshops on mind mapping, left brain and right brain thinking, overcoming writer's block, writing circles, etc.	S. Kane/ C. Dube
Development Studies (augmented module)	1 <sup>st</sup> years	Incorporating academic literacies into subject content – ongoing support and assistance throughout year	S. Kane
Development Studies	1 <sup>st</sup> years	Paraphrasing & summarising, tutor training, materials development	S. Kane
Development Studies	1 <sup>st</sup> Years	Reading at university, reading strategies/ interpreting graphs, tutor training, materials development	S. Kane
Social Work	Master's	Constructing Academic argument & understanding and Deconstructing academic Text	H. Mitoumba-Tindy
Media Studies	2 <sup>nd</sup> years	Team-building	H. Mitoumba-Tindy
Media Studies	1 <sup>st</sup> years	Team-building	H. Mitoumba-Tindy
Clothing Management	B. Tech	Writing Skills: Academic writing style; Text unity or coherence and cohesion; and Sentence	H. Mitoumba-Tindy

Faculty/ Dept	Student Group	Intervention	Facilitator
		and paragraph construction	
Strategic Communication		Exam Preparation and Essay Writing	H. Mitoumba-Tindy
Fine Art	1 <sup>st</sup> years	Academic Writing style and report writing	H. Mitoumba-Tindy
Fashion Design	Master's	Writing skills: structure; Coherence and cohesion; Paragraphing; and Language editing	H. Mitoumba-Tindy
Hospitality Management	2 <sup>nd</sup> years	Reading with understanding: Extraction of main points, Summarising and paraphrasing	H. Mitoumba-Tindy
Hospitality Management	2 <sup>nd</sup> years	Reading with understanding: Extraction of main points, Summarising and paraphrasing	H. Mitoumba-Tindy
Marketing Management	2 <sup>nd</sup> years	Executive summary Power-point presentation avoiding "I" in report writing	H. Mitoumba-Tindy
Hospitality Management	2 <sup>nd</sup> years	Reading with understanding: Extraction of main points, Summarising and paraphrasing	H. Mitoumba-Tindy
Podiatry	3 <sup>rd</sup> years	Features of academic writing x 3	K. Shabanza
Environmental Health	1 <sup>st</sup> years	Referencing x3	K. Shabanza
Town & Regional Planning	1 <sup>st</sup> years	Referencing/research skills x 4	K. Shabanza
Environmental Health; Community Development	2 <sup>nd</sup> years	Referencing/research skills x 2	K. Shabanza
Food Technology	2 <sup>nd</sup> years	Referencing/research skills x 3	K. Shabanza
Town & Regional planning	B. Tech	Referencing/research skills x 4	K. Shabanza
Food Technology	B. Tech	Features of academic writing x 3	K. Shabanza
Somatology	3 <sup>rd</sup> years	Introduction to research & Features of academic writing x 3	K. Shabanza
Somatology	1 <sup>st</sup> years	Referencing x 3	K. Shabanza
Somatology	2 <sup>nd</sup> years	Referencing/ in text referencing x 3	K. Shabanza
Engineering metallurgy	3 <sup>rd</sup> years	Features of academic writing x 3	K. Shabanza

Faculty/ Dept	Student Group	Intervention	Facilitator
Radiography	B-Tech	Research report writing x 3	K. Shabanza
Generic	Mixed	In-text referencing	N. Mdunge
Development studies	1 <sup>st</sup> years	Comparative essay writing x6	N. Mdunge

### Learning Development interventions

Learning Development services were delivered on APK, APB, SWC and DFC during 2013. The number of workshops offered grew significantly on all campuses as more and more faculties are approaching the Learning Development Unit to offer skills within the context of their disciplines and more students access the online study skills programme '*Learn how to Learn*'. These departments and faculties include Commercial Law, Accounting, Industrial Psychology, Health Sciences, Built & Environmental Sciences and Engineering. Learning Development was also involved in bringing skills to Investec staff who are studying part time and to the UN staff in Business Communication.

The growing number of requests from departments and faculties for workshops for their students, tutors and lecturers underlined the importance of cooperation between faculty staff and ADC staff and highlights the importance of the role that senior management of Faculties can play in encouraging staff to be innovative and to experiment with ways in which learning can be made more accessible to students.

The impact of Learning Development was significantly increased by the development and implementation of online LD modules. This included 13 499 students in the February to June time period and 8 643 between July and November accessing the online/contact study skills programme '*Learn how to learn*'. In addition approximately 1 450 students were seen for individual consultations and 62 generic group study skills sessions were offered.

### Faculty based study skills workshops

Campus	Sessions	Attendees
APK	88	2229
APB	59	1608
DFC	36	1026
SWC	24	843
<b>Total</b>	<b>207</b>	<b>5706</b>

### First Year Seminar involvement (21 sessions)

Faculty/Dept	Theme	APK	APB	SWC
FADA	Getting to know you /Study Cycle		X	
FEFS	Icebreaker/Study Cycle			X
LAW	Getting to know you	X		
Commercial law	Tutor training in study skills	X		
FEFS	ADC services	X		

Health Sciences	Study Cycle	X	X	
FEBE	ADC Services	X		

### **Other Learning Development activities**

Venessa Damons from Learning Development chairs the Community Engagement meetings of the very active ADC CE group. The community engagement project, which began with Learning Development serving two schools, has expanded to include many role players and more schools.

Learning Development represented ADC on the ADS UJenius committee. This committee organises activities that will provide opportunities for top achieving students at UJ. The UJenius club grew during 2013, and the year's activities contained the highlight of Chancellor Prof Njabulo Ndebele addressing club members.

### **Tutor Development**

The Unit for Tutor Development (UTD) is committed to enhancing student learning via the optimal implementation of tutor programmes and the development of tutors as well as of the lecturers managing tutors. The development of tutors included tutor training, tutor check-in sessions, monitoring tutorials, collecting and analysing reports generated by tutors, consultations with tutors, mentoring tutors and counseling tutors. Developmental activities aimed at UJ staff included guiding and mentoring lecturers tasked with developing tutors as well as the provision of supportive materials for lecturers, consultations with lecturers and giving feedback to lecturers. In addition, several staff development workshops were conducted with academic departments invested in developing tutors.

Staff development continued to be a focus of the UTD during 2013. The developmental process of academics who work with tutors consisted of, among other things, developing an understanding of the complexity of the challenges that tutors face in the classroom. Through lecturer development, the UTD emphasised the important role of collaboration between tutors and lecturer in assisting students academically. Topics for staff mentoring included selecting and interviewing tutors; the role of a tutor; the role of academic departments; tutor responsibilities; lecturer responsibilities; mentoring tutors; developing and supporting tutors; developing academic literacies in tutors and the importance of valuing tutors.

In addition, the UTD offered specialised tutor training sessions designed to enable tutors to assist students with developing their academic literacies and skills. The Unit recognises that even though tutors are subject content tutors, they need additional skills to promote successful learning and to assist their students to access subject content. These skills can include aspects of tutoring such as tutoring strategies and methodologies, writing effective feedback, helping their students structure essays, promoting effective reading; and study strategies. Topics for this type of training included academic communication; language; contexts and vocabulary; summarising, paraphrasing and note-taking; the essay structure; editing; the writing process including revision; plagiarism; and writing appropriate feedback.

During 2013, the Unit was increasingly involved in a number of on-going Faculty-based projects, which were used to identify trends in the fields of tutoring and mentoring within the UJ context. These included working with the following departments:

- The Department of Commercial Law: The Unit developed a mentorship programme for the lecturer tasked with developing tutors. The Unit also conducted specialised training focused on simulated classroom management. This was evaluated for the purposes of developing effective practice.
- The Department of Business Management: This project revealed logistical constraints as well as the importance of using tutorials for a target group within a large class. The results of this project were documented in a final report. In March 2014 a National Symposium will be held to present the findings of this project.
- The Department of Knowledge and Information Management: The Unit for Tutor Development and CAT staff continued to investigate and monitor how blended learning can best be incorporated within curriculum and traditional tutorials. A report was generated identifying student engagement with the blended environment.
- The Introduction to Legal Studies module: The Unit initiated a model using experienced tutors to conduct and co-train new tutors. These experienced tutors also conducted tutor check-in sessions with the new tutors.
- The Unit conducted separate training and development for the following faculties and departments:
  1. Faculty of Humanities and FADA.
  2. Department of Finance tutors. This included simulated tutorials.
  3. Third- and fourth-year nursing tutors.
  4. Department of Applied Chemistry tutors.
  5. ACSSE department
- Staff workshops and individualised mentoring of lecturers were provided for the following departments:
  1. Civil Engineering
  2. Commercial Law
  3. Historical Studies
  4. English
  5. Public Relations
  6. Industrial Psychology
  7. Applied Communication Skills
  8. Business Management
  9. Intro to Law and Legal Studies
  10. STH
  11. The Library
  12. FADA (Graphic Design, Commercial Design and Visual Arts)

## Tutors Trained by Faculty

Faculties	Staff mentorship	Generic training	Senior Tutor training	Specialist training	Check-in sessions
Art, Design and Architecture	6	42	2	42	46
Economic & Financial Science	4	159	12	14	91
Education	1	33	5	12	15
Engineering & Built Environment	3	42	2	5	27
Health Sciences	3	55	8	6	38
Humanities	9	209	11	36	189
Law	7	45	7	45	45
Management	47	119	7	33	99
Sciences	14	186	3	0	159
ADC	7	15	3	5	7
<b>Total</b>	<b>101 (number of staff mentored)</b>	<b>890</b>	<b>60</b>	<b>192</b>	<b>716</b>

### Senior Tutor training

During 2013 Senior Tutors were appointed across UJ and ADC (PASD and the TDU) were tasked to train them. The training, attended by 60 Senior Tutors from across UJ, focused on the following broad themes:

- The role of senior tutors
- Managing the tutor group
- Supporting and mentoring tutors

The main theme of the senior tutor training was to clearly establish what the role of these tutors is in their departments. Importantly as a result of the documentation that has been circulated recently at UJ.



### 3.3 Professional Academic Staff Development Department

*‘.... teachers (and lecturers) are not born; they become. They become primarily by developing a habit of mind, a way of looking critically at the work they do; by developing the courage to recognise faults, and by struggling to improve’  
(Common 1989:385)*

The role of Professional Academic Staff Development (PASD) is to provide academic staff with opportunities to develop as teachers in higher education on an on-going basis. During the course of 2013, PASD staff settled in their new environment within ADC. The year saw the development of collaborative initiatives and approaches that aimed at facilitating the optimal use of resources. PASD is a small unit comprising four permanent staff members (when fully staffed) and the new positioning within ADC ensures that task of academic staff development can be shared and accomplished most effectively. The structural changes have impacted PASD’s work in two main ways. Firstly, the work previously conducted by CPASD was divided between research development (now located in the PGC) and academic staff development focused on teaching and learning located in PASD. Secondly, the changing environment caused PASD to rethink some of its strategies and approaches going forward.

In 2013 Professional Academic Staff Development initiatives in the University of Johannesburg focused on the following areas:

- Professional development of new and inexperienced academic staff
- On-going professional development at faculty and departmental levels
- Teaching, module and peer evaluation (TE, ME and PE)
- Individual mentoring and portfolio development
- Scholarship of Teaching and Learning
- Workshops for new Heads of Departments

In addition PASD hosted a teaching and learning conference which was well attended by staff within UJ as well as staff from other South African higher education institutions.

#### **Target groups for professional academic staff development**

The abovementioned focus areas address the needs of the following target groups at UJ:

- Newly appointed and inexperienced academic staff (permanent, fixed-term contract and temporary academic staff);
- Academic teaching and research staff generally;
- Academic staff moving into academic leadership positions;
- Academic staff who are applying for promotion and teaching awards

#### **Professional development programmes**

PASD offers academic staff a range of facilitated activities aimed at enhancing learning, teaching and Scholarship of Teaching and Learning (SoTL) in the university. These activities include individual mentoring, departmental and faculty workshops as well as university-wide seminars. In addition to developing staff in the focus areas

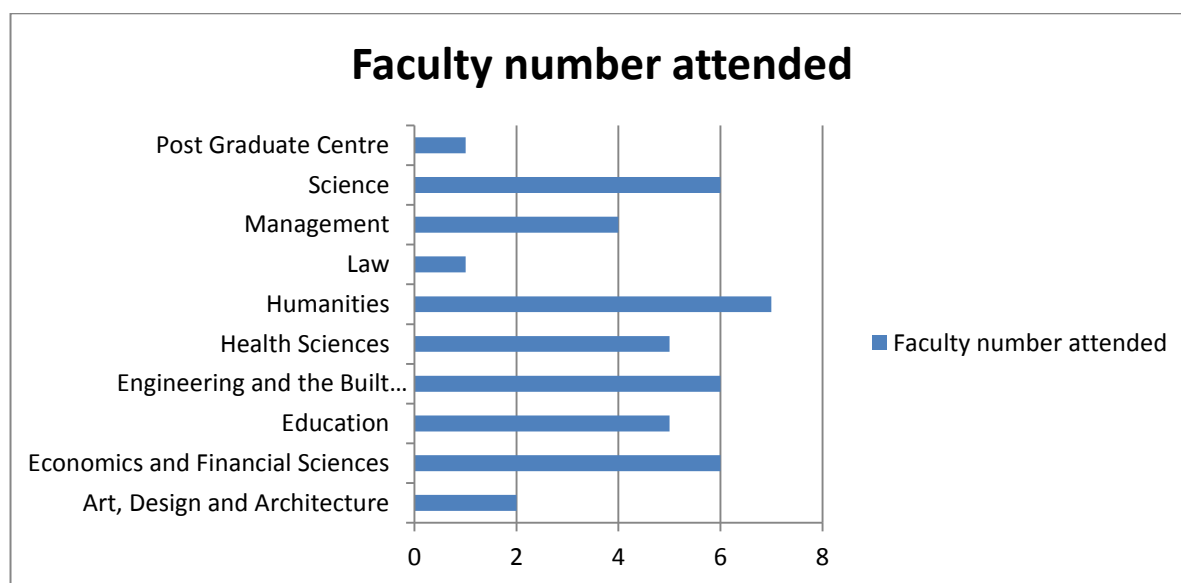
listed above professional development activities in 2013 aimed at providing opportunities for staff to become familiar with and engage with current debates on in higher education both nationally and internationally.

In 2013 the Council on Higher Education (CHE) introduced two new initiatives that could significantly impact on the HE sector: The Quality Enhancement Project and a Proposal for undergraduate curriculum reform. The Professional Academic Staff Development invited Professor Ian Scott from UCT and Diane Grayson and Dr Denyse Webbstock from the CHE to help UJ staff explore further the implications of these initiatives in the UJ context. The workshop was attended by 66 academic staff, who engaged in constructive debate on the challenges facing academic staff and students in higher education in South Africa.

### Academic preparation for new academic staff

Academic Preparation Programme for new staff aimed at preparing staff for the roles as academics in the UJ. The workshop covers a range of topics relating to teaching, learning and research such as curriculum alignment, an introduction to the UJ's teaching philosophy, assessment for learning and developing research capacity. This is offered twice a year (January and July 2013). The workshop took place at Madibeng conference room D at APK. 103 academic staff attended the workshop over the three days 29th – 31st of January 2013. The attendance was as follows: The 29th of January 35; the 30th of January 35 and on the 31st of January 33 attended.

**Figure 3: PASD January Academic Preparation workshop attendance per faculty**

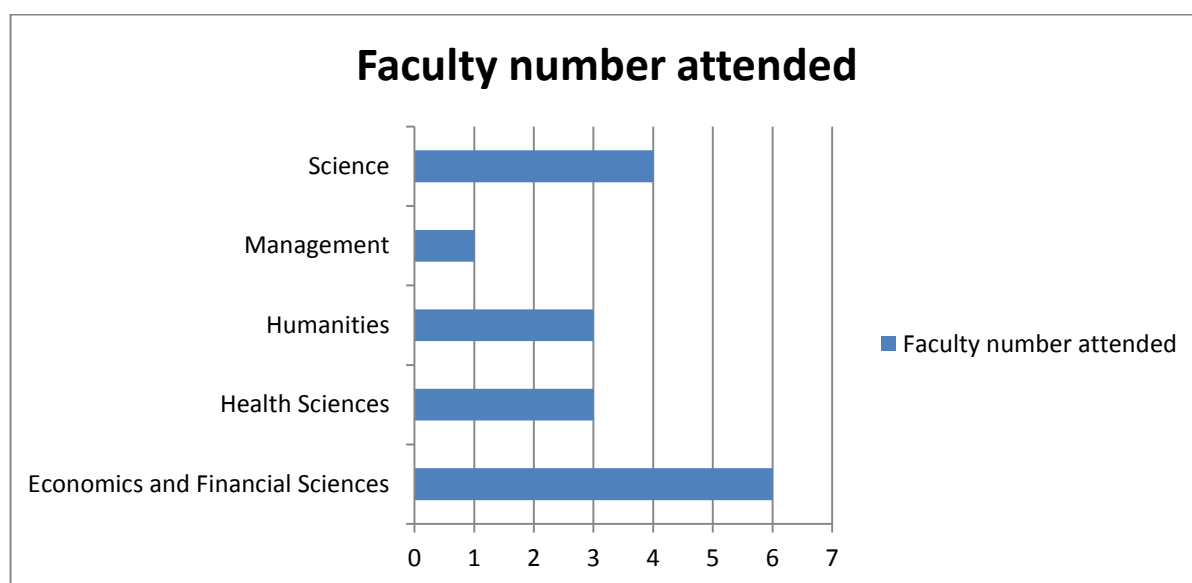


The second Academic Preparation Programme for the year took place between 16 and 18 July 2013. The workshop took place at the School of Tourism and Hospitality (STH) Conference Room 2. Invitations were sent out to new academic staff who had joined the UJ since January 2013 but had not attended the previous workshop. Once again the broad theme for each of the days was curriculum development, teaching and learning and assessment respectively. 44 academic staff members attended the

workshop over the three days (16 to 18 July). The first day 14; the second day 17 and on the last day 13 academic staff members attended.

Staff who attended the Academic Preparation Programme in July came from the following faculties:

**Figure 4: PASD June Academic Preparation workshop attendance per faculty**



During 2013, 147 academic staff members attended the academic preparation programme over the three days. While there is a general decrease in the number of attendees in the July workshop this can be explained by the fact that most new appointments are made in January. In some instances staff find it difficult to attend in July because of teaching commitments.

Although the academic preparation programme serves to introduce staff to practices that improve their teaching, staff have opportunity to engage more deeply and practically in follow-up and on-going professional development workshops. These workshops provide added benefit, as participants are able to draw on their experience of teaching and assessing in the UJ context.

### **On-going professional development for new academics**

These workshops are designed to provide new and inexperienced staff with support on an ongoing basis with the following goals:

- enhance academics' understanding of the discourses and practices associated with teaching in higher education on an on-going basis
- provide opportunities for them to become part of a community of practice and learn from each other
- share insights on ways of addressing challenges in teaching and learning in HE

## University-wide workshops offered to new academics

Workshops	Number attended 2013
Assessment in Large Classes	12
Fostering Deep Student Engagement	15
Assessment for Learning	16
Innovative Teaching Methods	7
Active Learning: Sharing practice	25
<b>Total attendees</b>	<b>75</b>

## On-going professional development for all academic staff

In order to address the institutional goal of providing intellectually challenging and academically relevant programmes and to facilitate academics' development in the area of curriculum design and delivery PASD offered a number of faculty and departmental workshops over the course of the year. The focus of the workshops was on the following interrelated areas:

- Curriculum development
- Innovative pedagogy
- Teaching and assessment of large classes
- Portfolio development and developing a teaching philosophy

In addition PASD staff have served as curriculum development experts in the review of 3 programmes at UJ. The UJ Teaching and Learning Philosophy, continued to inform all professional development workshops in 2013.

A frequently expressed concern among staff attending workshops on large classes focuses on the challenges around assessment. In response to this two workshops on assessment were arranged. The first of these took place in March with a presentation from Prof Yaeel Shalem and Dr Laura Dison, who shared their results and experience of project into developing appropriate assessment practices at WITS. This was attended by 35 participants from a wide range of departments and, as expected, generated many questions and comments. The second workshop, held in October, was facilitated by Prof Deon de Bruin. He shared his expertise on setting multiple-choice questions that cater for diversity. The workshop was attended by 19 staff members.

The following workshops were offered during 2013:

Faculty	Department s	Topic	No.Workshop s	Campus	Participant s
Humanities	Anthropology	T & L Philos	1	APK	6
	Development Studies	T & L Philos	1	APK	5
	Philosophy	T & L Philos	1	APK	6
Managemen	Hospitality	T & L	1	APB	14

t		Philos			
Health Sc.	Biomedical Technology	T & L Philos	1	DFC	5
Managemen t	Faculty-wide	Innovative Pedagogy	2	APB	26
Managemen t	Marketing Management	Teaching Philosophy	1	APB	5
Managemen t	Faculty	Teaching Philosophy	2	APB/APK	9
All		Assessmen t	1	APK	35
All		MCQ Assessmen t	1	APK	19
<b>Total</b>					<b>140</b>

### Teaching and learning conference

One of the highlights of PASD in 2013 was the hosting of a teaching and learning conference with the theme “Engaging our First Year Students: Multiple Perspectives”. This was the first in a series of three annual First Year Experience related conferences that PASD has committed to. The keynote speaker was Dr Jennifer Keup, who is the Director of the National Resource Centre for the First Year Experience and Students in Transition, which is based at the University of South Carolina. Other speakers included staff and students from UJ as well as Dr Maud Ntanjana from Nelson Mandela Metropolitan University. The conference was attended by 150 participants representing a number of HE institutions in South Africa, including University of Witwatersrand, Rhodes University, University of Pretoria, Vaal University of Technology and North West University, Nelson Mandela Metropolitan University, University of Cape Town and University of the Free State.



**Dr Keup (centre) with UJ student presenters at the UJ FYE conference**

### **Academic Management and Leadership Development**

The academic leadership development programme was conceptualised in relation to heads of department and heads of school. The purpose of the programme is to provide HoDs/HoSs with leadership development opportunities in line with their responsibilities. Furthermore, the academic leadership development programme facilitates dialogue on challenges and the sharing of best practice among HODs.

### **Overview of HOD Induction Workshop Programme: March 2013**

The HOD induction workshop took place in March and was attended by 14 newly appointed HODs. The workshop was opened by Prof Angina Parekh, DVC Academic. In her opening address she highlighted the important management role that HoDs play within their faculties and the university. The topics and presenters were carefully selected by PASD to ensure that the most important issues were discussed. The new HODs requested a follow up workshop on performance management. This follow-up workshop facilitated by Prof Alex van der Watt and was attended by 7 HODs.

### **Scholarship of Teaching and Learning (SoTL)**

PASD in collaboration with the Postgraduate Centre began a forum for academic staff who are interested in research and publication in the area of SoTL. The workshops offered provide insights into how staff could combine practical examples of innovative teaching practice in higher education with insight into educational theory and research design.

The following two SoTL workshops were offered during 2013:

Topic	No Attended
The Scholarship of Teaching and Learning (SoTL): Researching the role of tutors in facilitating epistemological access at UJ	12
Innovative teaching and learning: research practice	6
<b>TOTAL</b>	<b>18</b>

### **Contribution to teaching and learning excellence at UJ**

PASD assists staff with their application for the vice-chancellor's teaching awards by assisting them with the development of teaching portfolios. Two workshops were offered. The first was facilitated by PASD staff, who explained the criteria and what is expected in a teaching portfolio to participants. Six staff members attended this workshop. The second was facilitated by Prof Hennie Lotter, who had previously received the award. The workshop was offered twice and attended by 16 staff members in total. Many of those who attended indicated that they did not feel that they were ready to apply for the award, but found the workshop useful for applications for promotion.

Many of the institutional policies were reviewed during the course of 2013. PASD staff were involved in the review of three of these. These included the Teaching and Module Evaluation Policy, the Academic Professional Development Framework and the Teaching and Learning Strategy. The evaluation of Portfolios for Promotion was a new process that was introduced in 2013, and PASD staff assisted this process by

evaluating candidates' teaching portfolios in three faculties. Staff in PASD played an active role in the introduction of the Teaching Innovation Grant at the end of 2013. In addition, staff who wanted to apply for the grant consulted with PASD to assist with the development of proposal.

### **Teaching, Module and Peer Evaluation**

Teaching and module evaluations were undertaken during 2013 in accordance with the 'Teaching and Module Evaluation Policy' that was approved by Senate on 30 September 2009 and amended in March 2011. The Teaching Evaluation (TE) questionnaire prescribes 14 mandatory questions, and academic staff members may select a maximum of any 12 additional questions from the TE question bank to generate their own questionnaire sheet. The Module Evaluation (ME) questionnaire prescribes 13 mandatory questions and academic staff members may select a maximum of any 13 additional questions from the ME question bank to generate their own questionnaire sheet.

These questionnaires were used to evaluate the teaching of academic staff by students. PASD used a scanner-driven approach to cope with the large numbers of teaching and module evaluation requests; student response sheets were scanned and reports were generated electronically. Student responses to the open-ended questions were typed up and sent to the academic staff member with their Teaching and/or Module report electronically. While the majority of these evaluations are developmental, academic staff who apply for promotion or teaching awards are also required to have their teaching and/or modules evaluated by students.

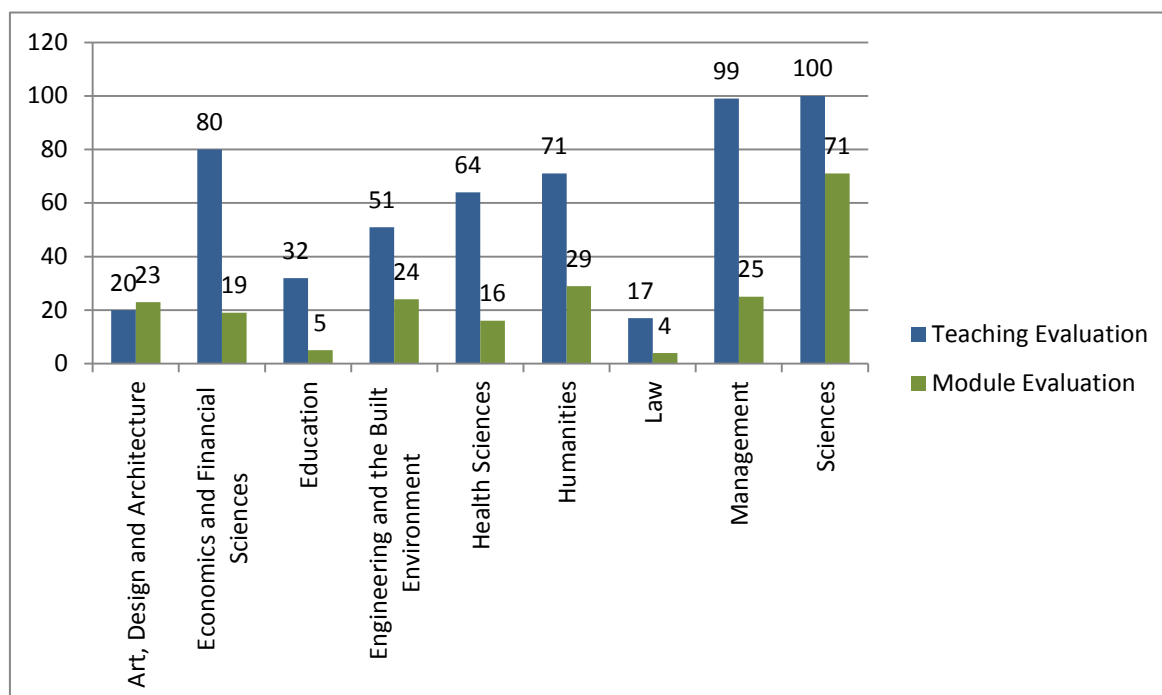
Individual consultations are available on request and are normally submitted upon the receipt of a teaching evaluation report. Staff members may consult with PASD staff to clarify the implications of the report or to explore how they can improve their practice. In addition to consultations staff also requested peer evaluation of teaching. PASD staff conducted nine peer evaluations in 2013.

In 2013 PASD began the process of reviewing the policy and procedure relating TE and ME. This involved researching practices in other institutions, revising the questions and exploring the possibilities of implementing an online system which be more efficient and provide more timeous feedback to academic staff.

### **Teaching and module evaluation requests per faculty**

A total of 750 Teaching and Module Evaluation requests were received in 2013. Of this 534 were Teaching Evaluations and 216 were Module Evaluations. The graph below represented the distribution of teaching and module evaluations requests received per faculty for 2013. Most evaluations were conducted in the Faculty of Science.

**Figure 5: TE and ME requests per Faculty**



The table below shows the distribution of the total Teaching Evaluations and Module Evaluations across the four campuses.

Faculty	Requests		APB	APK	DFC	SWC
Art, Design and Architecture	43	TE	20			
		ME	23			
Economics and Financial Sciences	99	TE	7	68		5
		ME		18		1
Education	37	TE	1	25		6
		ME	1	2		2
Engineering and the Built Environment	75	TE	3	15	33	
		ME	1	10	13	
Health Sciences	80	TE		24	40	
		ME		10	6	
Humanities	100	TE		65	2	4
		ME		26		3
Law	21	TE		10		7
		ME		3		1
Management	124	TE	55	37		7
		ME	13	9		3
Sciences	171	TE	2	65	33	
		ME		52	19	
<b>TOTAL</b>	<b>750</b>		<b>126</b>	<b>439</b>	<b>146</b>	<b>39</b>



Figure 6: TE trends 2011 through to 2013

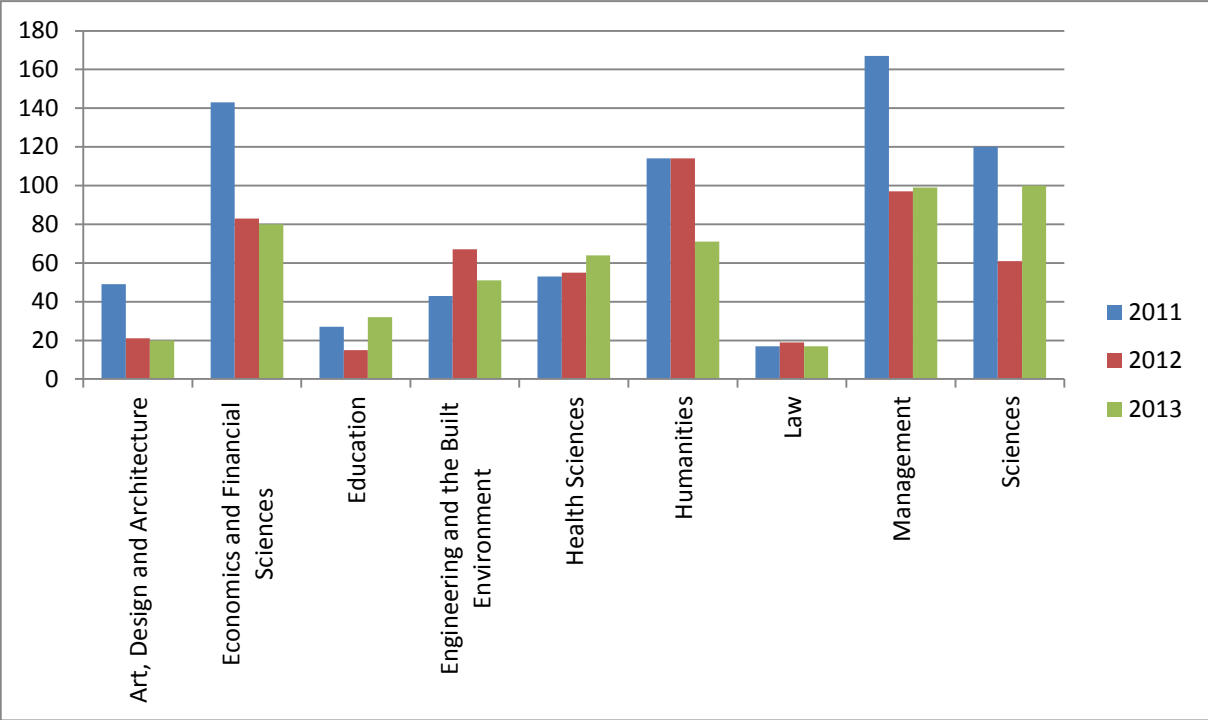
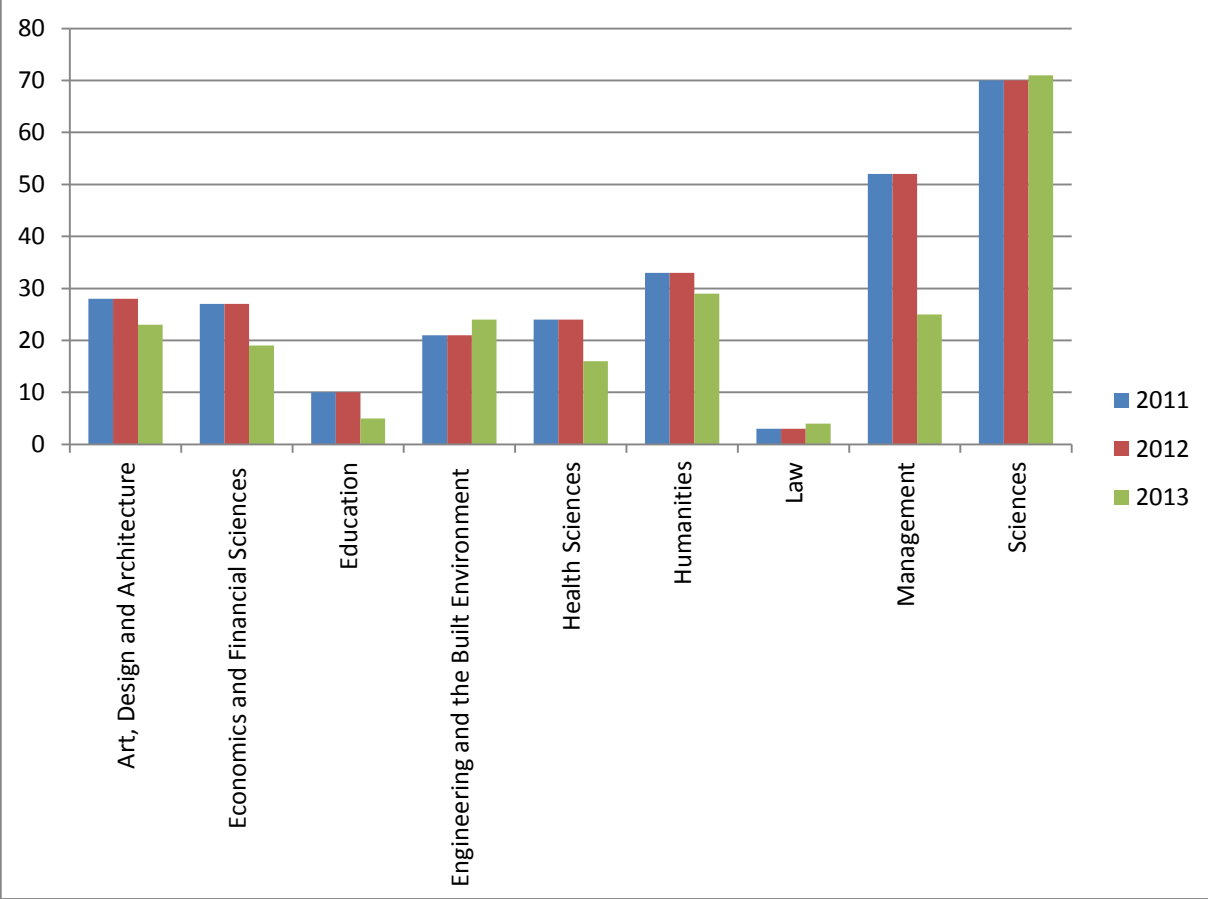


Figure 7: ME trends 2011 through to 2013



### Concluding Comments

Despite its small size PASD has made a considerable contribution to academic staff development at UJ. It has established good working relationships with academic staff in faculties and in departments and is being recognised as providing valuable support and development opportunities. Going forward it aims to consolidate and build on what has already been achieved. It envisages being more proactive in terms of identity development needs and priorities of academic staff.

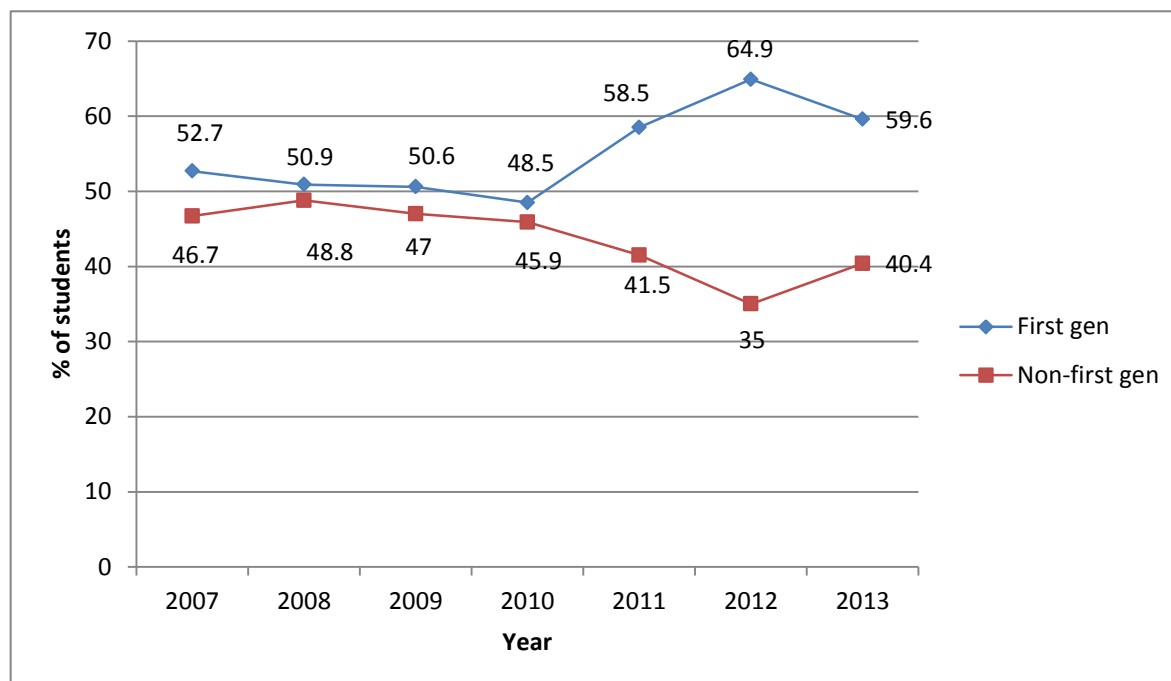
## 3.4 The UJ First Year Experience (FYE)

The FYE office together with the Executive Director was involved in a number of initiatives that promoted and supported Faculty and Departmental strategies of creating the preferred first-year experience for our students. During 2013 Ms Soraya Motsabi was appointed as the permanent UJ FYE coordinator.

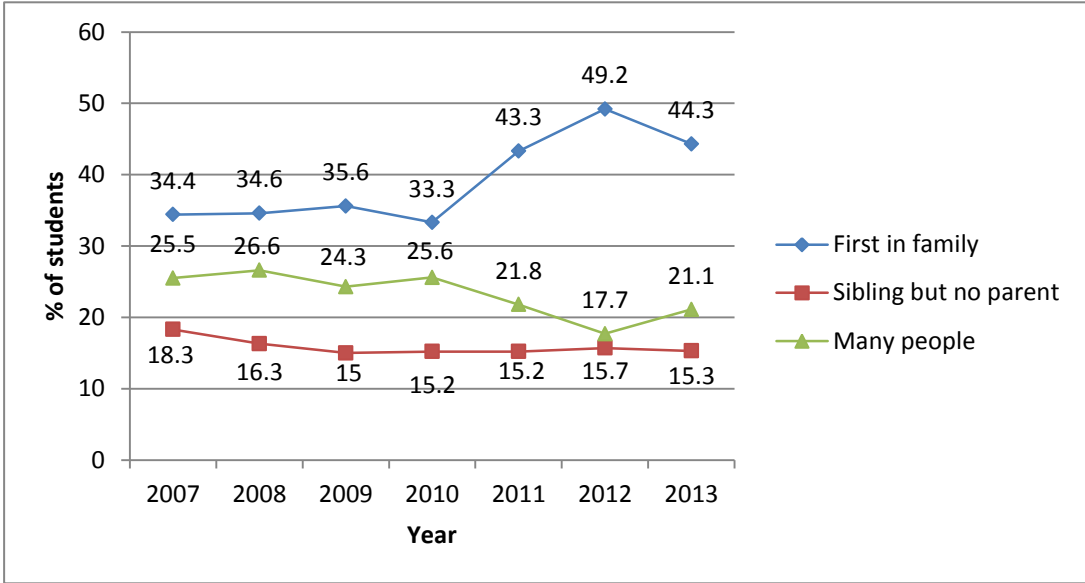
### FYE Research Projects

The Student Profile Questionnaire (SPQ) data was collected at the beginning of the year during the first-year seminar. During 2013 the SPQ was completed by 5185 students. The data were compiled into UJ and Faculty reports and disseminated. Interesting findings (with the trends since 2007) are shown in the graphs below:

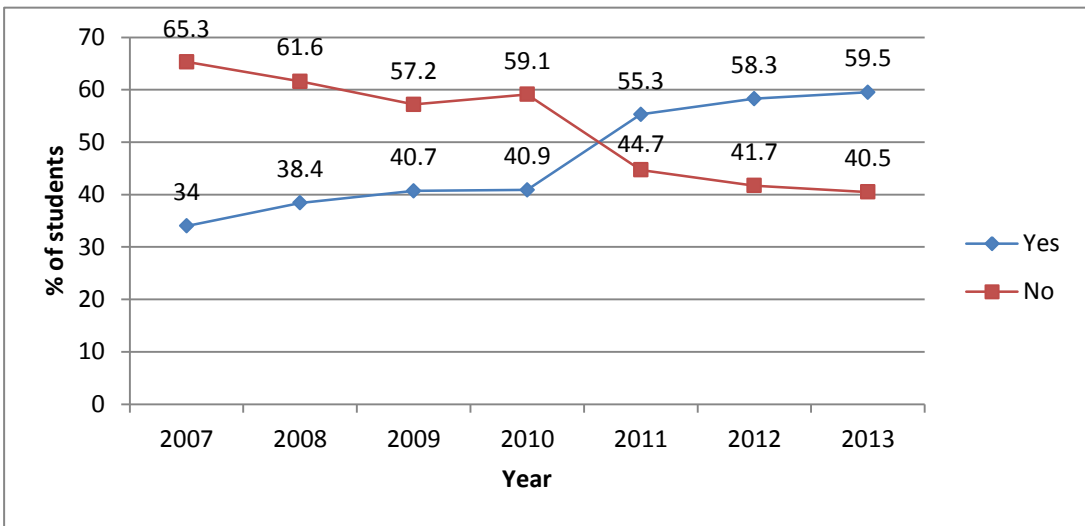
**Figure 8: First Generation status 2007 – 2013**



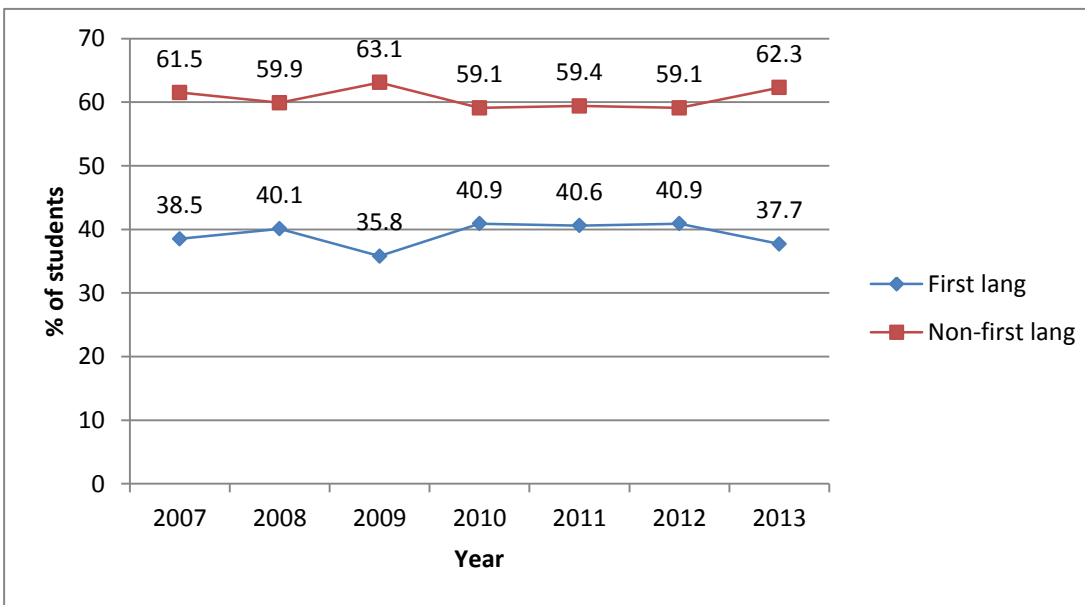
**Figure 9: First Generation status 2007 – 2013 sub-divided**



**Figure 10: Student worry about money**



**Figure 11: Self-rated English level 2007–2013**



The graphs above indicate that an increasing proportion of newly entering UJ first-year students who are part of the first generation of their family to attend university (59.4%) are worried that a lack of money will stop them from completing their studies (59.5%) and do not speak English as a first language (62.3%). Almost 45% of students are the very first members of their families to attend university. Although the statistics above represent the true state and diversity of the South African population, they also create deep and serious challenges for the institution's academic endeavour.

The second research project that was undertaken was the collection of data on students' experiences during their first six weeks on campus. Studies indicate that the sixth week is a period where students start thinking about termination of their studies if they intend to drop out. It is a period just before the first tests and student who are not adapting and transitioning well are at risk of dropping out. The Initial Student Experience Survey (ISES) was completed by 5185 students during 2013. Since it focused on the students' experience, findings indicated that students were positive about their studies, positive about their experience of the FYS and a majority of them had made contact with either their tutors or spoken to a lecturer. While these findings are positive, the fact that about a third of the students are worried about food, transport and accommodation shows the prevalent socio-economic challenges faced by UJ students.

### **Promoting best practice**

The FYE office has been involved in the promotion and sharing of best practice among first year teachers. This included both UJ staff and invited speakers from other institutions. The main focus was on the promotion of levels of English literacy among UJ students as well as effective faculty-based initiatives. Some of the topics covered were: university reading strategies (Ms Sandy Kane, UJ Writing Centre), the UJ library on the development and use of the "libguide" and the talk entitled "Transitional Distance: A new perspective for conceptualising student difficulties from secondary to tertiary education" (Mr Laurie Woollacott, Wits).

### **Promotion of FYE within faculties and departments**

A position document was formulated based on the FYE principles which were adopted by Senate. This document recommended that:

- All Faculties should have a viable FY structure (committee, working group etc.), chaired by a member of Faculty of some standing, and including the FYE Coordinator as invited member. Participation in Faculty (or Departmental) FYE discussion, capacity-building and decision-taking should be mandatory for all Faculty staff involved in first-year teaching.
- There should be processes in place to ensure that recommendations from the UJ FYE Committee, and/or the FYE Coordinator, are considered seriously in Faculties. (The FYE Committee should also find a means of formalising any such recommendations.)
- FYE should be a standing item on Faculty Board agendas, with regular report-backs from Faculty first-year committees; recommendations should, where appropriate, become Faculty policy. Where appropriate, the FYE Coordinator should be invited to Faculty Board for this item.

- 'Extended Orientation' has been shown to be core to successful first-year teaching. It should become the responsibility of all HODs to ensure that 'extended orientation' is rolled out in their first-year curricula in appropriate ways. The FYE Committee has already made some documentation on this available to FYE reps.
- Focused attention should be paid to the monitoring of FYE implementation in Faculties; it is assumed that this should be a Faculty responsibility, perhaps with some inputs from the FYE
- FYE should become a component in annual Faculty and Departmental planning, and in Faculty Annual Reports.
- All Faculties should find ways of acknowledging and incentivising staff commitment to first-year teaching.

Furthermore, an extended orientation CD containing short PowerPoint presentations was distributed to all faculties for lectures to use for "just-in-time" interventions and information. In an effort to expand the UJ FYE to all the aspects of the student experience, contact was made with other UJ support divisions. This was done in the form of discussion breakfasts attended by the department of Finance, Heads of Faculty Administration, UJ Art and Culture, Community Engagement, Student Marketing and other stakeholders. Discussions centred on staff awareness of FYE related issues and on how the various stakeholders could contribute to the students' positive experience. This was followed up by workshops organised by the UJ FYE coordinator on "Knowing your customers", and brochures in this regard were also distributed to the different units.

### **Promotion of FYE among Senior Students**

A number of workshops and presentations were done to the Resident Academic Advisors (RAA), the House Committees (HC) the mentors and tutors.

### **Other initiatives**

- Guidelines for compulsory class attendance were formulated and circulated for discussion. In support of this initiative, a blog was written about the importance of regular class attendance.
- A booklet "100 tips for students by students" was created by the UJ FYE office and student representatives and distributed to all first-year students at the beginning of 2013.
- "Taking the step up" presentations were made to various first-year groups.
- FYE collaborated with UJ Student Affairs in order to ensure that material problems faced by UJ students are addressed more effectively. This included the provision of two cooked meals a day to approximately 2000 students, the distribution of dehydrated meal packs to hungry students as well as a system of referring needy students to social workers employed by Student Affairs.
- A survey was undertaken on "who teaches first-year students". The aim was to find out from departments on who is teaching first years. It was realised that this survey did not belong with FYE and was redirected to central administration and Prof Fourie completed the study.
- Social media has been introduced to reach the students; this is done through a Facebook page, an UJFYE twitter handle and a first-year experience at UJ blog.

### **International connections**

The international First Year Experience (FYE) community is led by the National Resource Centre for the First Year Experience and Students in Transition (NRC) housed at the University of South Carolina. A strong working relationship has been built over time between the UJ FYE and the NRC headed by Dr Jennifer Keup as the Director. This resulted in Dr Keup visiting UJ during September 2013 for further discussions, UJ training and development and to deliver the keynote address at the inaugural UJ FYE conference. This visit in turn has resulted in the seeking of a more formalised relationship between the NRC and the UJ FYE, which will be pursued during 2014.

## **3.5 Research Activities within the ADC**

During 2013, the research capacity development process in ADC continued. This included a number of workshops and writing retreats once again facilitated by Dr Troskie de Bruyn of the University of Stellenbosch. Although the sessions were organised by ADC, representatives from the other ADS centres also attended some of the writing retreats. This research development cooperation (between ADC and other Centres within ADS) will continue to expand during 2014.

Certain research projects were based in individual Units. The Unit for Tutor Development, for instance, was involved in the Large Class National Project funded by Mellon through UCT. The aim of the Large Class National Project was to establish the importance as well as constraints of using tutorials for targeted groups within a large class. Dr Jenni Underhill represented ADC in this project and a colloquium presenting the final results of the project is planned for early in 2014.

ADC was also approached to take part in an international study on the experiences of “peer helpers” organised by the National Resource Centre for the First Year Experience and Students in Transition from the USA. The study will be conducted in six English-speaking countries (USA, UK, Canada, Australia, New Zealand and South Africa) during 2014 and beyond. The aim of the study will be to provide national data as well as international comparisons as regards the use and experiences of senior students involved in peer-assisted learning.

A Learning Development project conducted by Cecilia Rosa and Cithra Bheamadu involved researching critical thinking skills among first-year students, on a university-wide basis, with the assistance of a consulting firm, Magellan Consulting, and of Statkon to process the data obtained from the Learning Orientation Index.

A three-year Academic Literacies project, undertaken in conjunction with Elon University in the United States and several other universities, drew to a close during 2013. It continued to focus on writing and the question of transfer. Ms Dube and Ms Kane attended have both recently retired, but they have been appointed as ADS research fellows and in that capacity they will complete the project. This will include more published papers as well as international conference presentations.

## Conference Presentations, Benchmarking Studies, Participation in Seminars 2013

Staff Member	Conference / Benchmarking	Presentation	Date
Dr A van Zyl	European First year Experience (FYE) conference, Helsinki, Finland	Keynote address: The UJ FYE: Moving from access towards epistemological access and success	May 2013
Dr A van Zyl	HELTASA (Pretoria)	Teaching the students we have: Interesting findings from the UJ FYE research	November 2013
Dr A van Zyl	NWU FYE initiating discussion	The UJ FYE	August 2013
Dr A van Zyl	SASSE rework discussion	Took part in evaluating and re-working the SASSE questionnaire	May 2013
Mrs Venessa Damons	HELTASA Conference Presentation	The value of information literacy skills in support of student success, satisfaction and throughput.	28 November 2013
Venessa Damons (co presenter with Erica Pretorius)	Post Graduate centre	Conceptualising research	10 July
Ms Sandy Kane	International Writing Across the Curriculum (IWAC) Conference, Savannah, Georgia (USA)	Students' writing apprehension, attitudes to writing, and performance: Perspectives from a South African university	2013
Ms Sandy Kane	HELTASA (published in conference proceedings)	The integration of reading and writing in the Writing Centre: a holistic approach	April 2013
Mr Kabinga Shabanza	HELTASA (UNISA, Pretoria)	B-Tech students writing academic texts	November 2013
Dr Jenni Underhill	The Twentieth International Conference on Learning (Greece)	An understanding of identities as responses to a mentorship programme: A South African case study	July 2013
Dr Nelia Frade and Dr Jenni Underhill	Tinto Symposium (Pretoria)		August 2013
Dr Nelia Frade and Dr Jenni	SIG Tutoring & Mentoring HELTASA	Chaired SIG meeting	November 2013

Underhill	(Pretoria)		
Ms Cathy Burton, Mrs Fahmida Cachalia, Dr Cindy Olivier	(TLHEC) Teaching and Learning Higher Education (UKZN - Pinetown)	A Study of a Class Representative System as a Tool to Enhance Teaching and Learning	September 2013
Ms Cathy Burton, Mrs Fahmida Cachalia, Dr Cindy Olivier	HELTASA (Unisa)	A Study Of A Class Representative System As A Mechanism To Increase Student Satisfaction And Enhance Programme Delivery	November 2013
Benita Nel	ISTE (Kruger National Park)	Professional Development of Maths Teachers: A context specific-needs driven approach	October 2013
Mr George Mavunga	European Conference on Education (Brighton, UK)  HELTASA (UNISA, Pretoria)	The contribution of under-preparedness to low first-year success rates - University of Johannesburg Soweto Campus lecturers and students' perceptions.  The contribution of under-preparedness to low first-year success rates- University of Johannesburg Soweto Campus lecturers and students' perceptions	July 2013  November 2013
Mrs Charlotte van der Merwe	HELTASA (UNISA)	Poster presentation: Developing advice giving in student teacher conversations to support learning in Higher Education institutions	Nov 2013
Ms K. Naidoo	HELTASA (Professional Development SIG) (NWU)	Theorising Academic and Professional Development	August 2013
Razia Mayet	Learning and Teaching Conference : UKZN  Strangers Aliens and Foreigners	Enabling Academic Competence and Readiness for At Risk students  The Muslim Feminist	Sept 2013  Sept 2013



	Conference: Mansfield House ;Oxford University ;United Kingdom	Scholar :Preconceived Entity traversing a Nomadic Identity	
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## Publications

Kane, S. (2013). The integration of reading and writing in the Writing Centre: A holistic approach. HELTASA annual conference, peer reviewed conference proceedings. HELTASA.

Mavunga, G. (2013). A critical discourse analysis of pavement advertisements of herbal medicine and spiritual healing services in Central Johannesburg, *Communicatio: South African Journal for Communication Theory and Research*, 39:1, 85-101

Mavunga, G. & Chiwero, A. (2013). *Success in Grade 7 English*, Excel Publishers, Johannesburg

Shandler, M. (2013). Fostering quality graduates through access programmes. *Journal for New Generation Sciences*, 11(2), 74-87

Thomas, A, & van Zyl, A. 2012. Understanding of and attitudes to academic ethics among first year university students. *African Journal of Business Ethics*, 6 (2).

Van Zyl, A. *Improving the student experience: A practical guide, volume 2*. Case study of the UJ FYE. Book edited by Michelle Morgan, The University of Kingston, UK.

## 4. FINANCIAL REVIEW

AN ABRIDGED INCOME AND EXPENDITURE STATEMENT OF THE ACADEMIC DEVELOPMENT CENTRE FOR 2013			
COST CENTRE 142100			
Entity number	Expenditure	Budget	Amount Spent
<b>31000</b>	<b>Personnel Costs</b>		
31200	Salaries cost company	12, 489, 204.12	12, 123, 143.94
31300	Temporary salaries	8, 678, 250.84	8, 683, 260.89
31400	Overtime salaries	7 500.00	22, 191.71
	<b>SUB TOTAL</b>	<b>21, 174, 954.96</b>	<b>20, 828, 596.54</b>
33200-41900	<b>Operational Costs</b>	1, 722, 442.64	1, 783, 932.43
44300-44700	<b>Capital Costs</b>	290, 048.92	230, 906.00
	<b>TOTAL</b>	<b>2, 012, 491.56</b>	<b>2, 014, 838.43</b>

During 2013, the ADC used its finances effectively, as can be seen in the table above.

## **5. QUALITY SYSTEMS AND PROCESSES**

### **5.1 ADC Self-Evaluation Report**

The ADC Peer Review took place during March 2012 and resulted in a number of recommendations. These recommendations were discussed and implementation plans were put in place where applicable. Good progress has been made as regards responding to the above mentioned recommendations during 2013. This resulted in a progress report responding to and/or reporting on progress made towards addressing the various recommendations. The ADC progress report will serve at STLC during 2014.

### **5.2 Tutor Development**

Training and tutor check-in sessions are consistently evaluated. Tutors are requested to provide feedback on the training and tutor check-in sessions via questionnaires. This feedback serves to improve and inform our practice, including the improvement of our tutor development materials. Individual lecturers who have been mentored by Tutor Development are engaged in formal interviews, followed by data analysis to gauge their experience and level of pedagogical development.

Tutor reports are submitted by tutors during check-in and are then used to gauge the effectiveness of various tutor programmes implemented by academic departments. The report data is then used to identify UJ trends. The reports are structured to lead the tutors into reporting on any challenges they have experienced and positive experiences they have had. Importantly, tutors may comment on the relationships and departmental support that they have experienced. These reports are compiled twice a year and are then sent to the Executive Director (ADS) and Director (ADC) for comment so as to raise awareness of the utilisation of the tutor programmes in each Faculty. In 2013, a detailed report served at STLC highlighting Faculty compliance with the UJ Tutor Policy.

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### **5.3 Extended Programmes**

The quality assurance processes from 2012 were maintained in the 2013 academic year. Operational Planning sessions held in November, 2012, charted the way forward for the department. Module and writing centre coordinators presented key documents relating to their day-to-day operations and these were brainstormed and suggestions made for improvement. In addition, monthly module staff meetings were held as scheduled throughout the year. Minutes of these meetings were kept for record and reference purposes.

To ensure that quality was assured within each module, compulsory tutor/part-time lecturer training sessions were held for an hour each week. At each session, the module coordinator presented the week's teaching materials to his/her team and also received feedback on the previous week's tutorials. At the end of each term, standardisation and moderation sessions were held to ensure that the same standards of assessment were maintained within each module.

## **5.4 Writing Centres**

The quality assurance processes in 2013 included:

- Monthly module and writing centre meetings were held as scheduled throughout the year. Minutes of these meetings were kept for record and reference purposes.
- Compulsory tutor/part-time lecturer, facilitator, and writing consultant training sessions were held each week.
- Standardisation and moderation sessions were held to ensure that the same standards of assessment were maintained within each module at the end of each term.
- Module coordinators and writing centre coordinators submitted monthly, semester and annual reports.

## **5.5 Learning Development**

In the Learning Development unit, policies and standard operational procedures were developed and aligned to the university policies. Students are assessed continuously throughout the year by means of formative assessments, with fortnightly reports highlighting problems identified and actions taken where possible. At Learning Development meetings, learning content is extensively discussed to identify weaknesses and areas for revision. Although staff members are assigned to design the assessments, all Learning Development staff are required to give input on assessments before students are assessed. Meetings were held fortnightly and minutes kept in a shared folder

# **6. RISK MANAGEMENT**

The challenges for the Academic Development Centre remained relatively constant during 2013, largely because many of these are structural in nature and will take a long time to resolve. There are also a number of internal risks which, unless mitigated, may hinder the overall mission of the ADC as an effective academic support system within UJ.

### **Reliance on part-time and contract staff**

A crucial and on-going internal risk for the ADC is the high reliance on part-time lecturers which creates instability, as part time lecturers often leave to take up permanent appointments despite the intensive training they have received. We are seeking to maintain on-going stability by deploying permanent staff as effectively as

possible, given the increasing demand for academic development interventions requested by the faculties.

### **Increased group sizes**

The increase in class size over time (since 2009) in the majority of Extended Diplomas (in some cases classes doubled in size over the past couple of years) resulted in a huge increase in marking loads and as a result, deadlines could not always be met. The increase in size also resulted in some loss of individualised attention. The maintenance of effective and high quality teaching and learning in this context is of particular concern.

A further problem encountered on SWC has been the lack of suitable venues for large classes. Tutorial venues and computer laboratories were also too small for the class sizes.

### **Psychosocial problems of students**

Despite the numerous innovative pedagogies and interventions offered by ADC, the fact that a large number of students do not have the finances to travel to university nor to eat adequately has a negative effect on their academic progress.

### **Equitable services on all campuses, and growing workloads**

Achieving equitable services on all campuses has become a particular challenge for all ADC units, and especially for the Unit for Tutor Development, which is now supporting growing numbers of tutors on all four campuses with only two permanent members of staff, assisted by two part-time temporary appointees. A tutor development coordinator is urgently required for the SWC. This risk has been mitigated by appointing two part-time staff members to assist the TDU with its work on DFC and on SWC.

### **Mitigating strategies**

A variety of strategies have sought to respond to the increasing demands for ADC support: strategic deployments to campuses; team approaches; group rather than individual consultations; and, increasingly, the use of technology, for instance the development of on-line skills packages, and the introduction of online writing consultations. At the same time, however, a few requests for assistance have had to be declined, due to lack of capacity.

To mitigate the constraints referred to above, the ALD unit offered more group consultations than in 2012, and also introduced e-mailed feedback, particularly for work-study students. A series of online modules have also been developed to allow a greater proportion of students' access to Learning Development materials. Travelling costs for purposes of attending meetings were also shared equally among the writing centre coordinators by rotating the meeting venues among the four campuses on a monthly basis.

Institutional approaches like the First Year Experience initiative that creates and encourages partnerships between ADC, Faculties and other stakeholders is another mitigating strategy. Such institutional approaches allow optimisation of resource usage and integration which leads to more effective interventions.

## **7. STRATEGIC THRUSTS FOR 2014**

The strategic thrusts for 2014 are:

- To continue providing modules, programmes and interventions that focus on the multi-faceted needs of students in order to enhance their academic success;
- To increase the momentum of Professional Academic Staff Development initiatives that include inputs from the broader ADC
- To encourage and support the development of ADC staff and their expertise in teaching, learning and assessment;
- To ensure effective quality assurance practices by means of regular monitoring, evaluating and reviewing of teaching and learning, programmes, modules and interventions;
- To strengthen the UJ FYE initiative as well as initiate the proposed Senior Student Experience (SSE) initiative;
- To continue to promote innovation and excellence in teaching and learning through collaboration with UJ Faculties and departments;
- To continue to raise awareness and market the comprehensive range of ADC programmes, modules and interventions to internal and external stakeholders;
- To enhance the ADC's reputation by disseminating information about the Centre's achievements; and
- To encourage and support staff to conduct individual and/or collaborative research and access all available research initiatives, resources and funding.

### **Concluding Reflection**

During 2013, ADC once again made considerable progress in repositioning itself within the university, in line with the university's strategic goals. The addition of PASD to ADC has unlocked a variety of opportunities to work more closely with Faculty staff and to contribute to student success at UJ. The value of academic development in ensuring the success of students is increasingly recognised and is now becoming more widely accepted. ADC has ensured provision of academic development support on all four campuses, though some further work is required to render this fully equitable, in terms of the different needs on each campus.

ADC's extended diploma programmes, academic literacies and learning development modules, the Writing Centres as well as the tutor development system, have once again been notably successful, promoting access for success to students from previously disadvantaged groups. Ideas about additional academic development strategies, modules and interventions are continually generated and implemented.

In addition to this, the change in strategic focus of the ADC from student development to student and staff development, and the consequent realignment of strategic goals, has resulted in significant benefits this year. This has included continuing the process of capacity building among many members of the Faculty academic staff to both understand the nature of academic literacy and academic development more broadly and also to provide appropriate interventions for students which will contribute to greater academic success. It has also led to an increase in both the number and

depth of collaborative relationships between ADC staff and staff in the Faculties which in turn resulted in better integration of academic skills with discipline-specific knowledge. There has been significant progress in ensuring that these integrated approaches reach a greater proportion of UJ's students. Looking forward to 2014 and beyond, the ADC will continue its commitment to building staff capacity and strengthening working relationships with faculty staff as primary strategic thrusts aimed at addressing the needs of UJ and its students.

# **CENTRE FOR PSYCHOLOGICAL SERVICES AND CAREER DEVELOPMENT (PsyCaD)**

## **1. OPERATING CONTEXT, GOVERNANCE AND RISK MANAGEMENT**

PsyCaD is one of three Centres in the Division of Academic Development and Support (ADS). PsyCaD comprises six units that are led and managed by Team Leaders. The Director of PsyCaD is responsible for overall leadership and management of PsyCaD's functioning and reports to the Executive Director: ADS. It is important to note that all professionals in PsyCaD work across all functions, and focus on processes unique to their unit. The units in which the functions are conceptually anchored are the:

- Academic Counselling Services Unit
- Career Services Unit
- Disability Services Unit
- Psycho-education and Psychometry Services Unit
- Therapeutic Services Unit
- Training and Development Services Unit

These six Service Units are supported by the Shared Services Unit.

Up until 2013, PsyCaD had a Board of Governance overseeing its performance. In consultation with the Executive Director, Professor Rory Ryan, it was decided to discontinue this practice. Further, PsyCaD has a Management Team that collectively makes management decisions and that is represented on each of the four UJ campuses where PsyCaD serves the university.

As an accredited service provider, PsyCaD is required to adhere to a variety of Acts and Policies, and these are supported by various Standard Operating Procedures (SoPs). The PsyCaD Quality Promotions Committee meets once a term to ensure that all quality matters are implemented and operational. During 2013, all SoPs were re-written by the Quality Promotions Committee, approved by the Management Committee and implemented to ensure best management practice.

The PsyCaD Risk Register is contained in the ADS Risk Register. During 2013 this was managed by the Executive Director and the ADS Executive Committee. In 2011 PsyCaD underwent an external audit and attempted to implement the recommendations of the auditing panel. During 2013, the Psychometry test libraries and psychometric functions were audited internally, with pleasing results.

PsyCaD hosts a number of staff members with high quality national and international affiliations. These include:

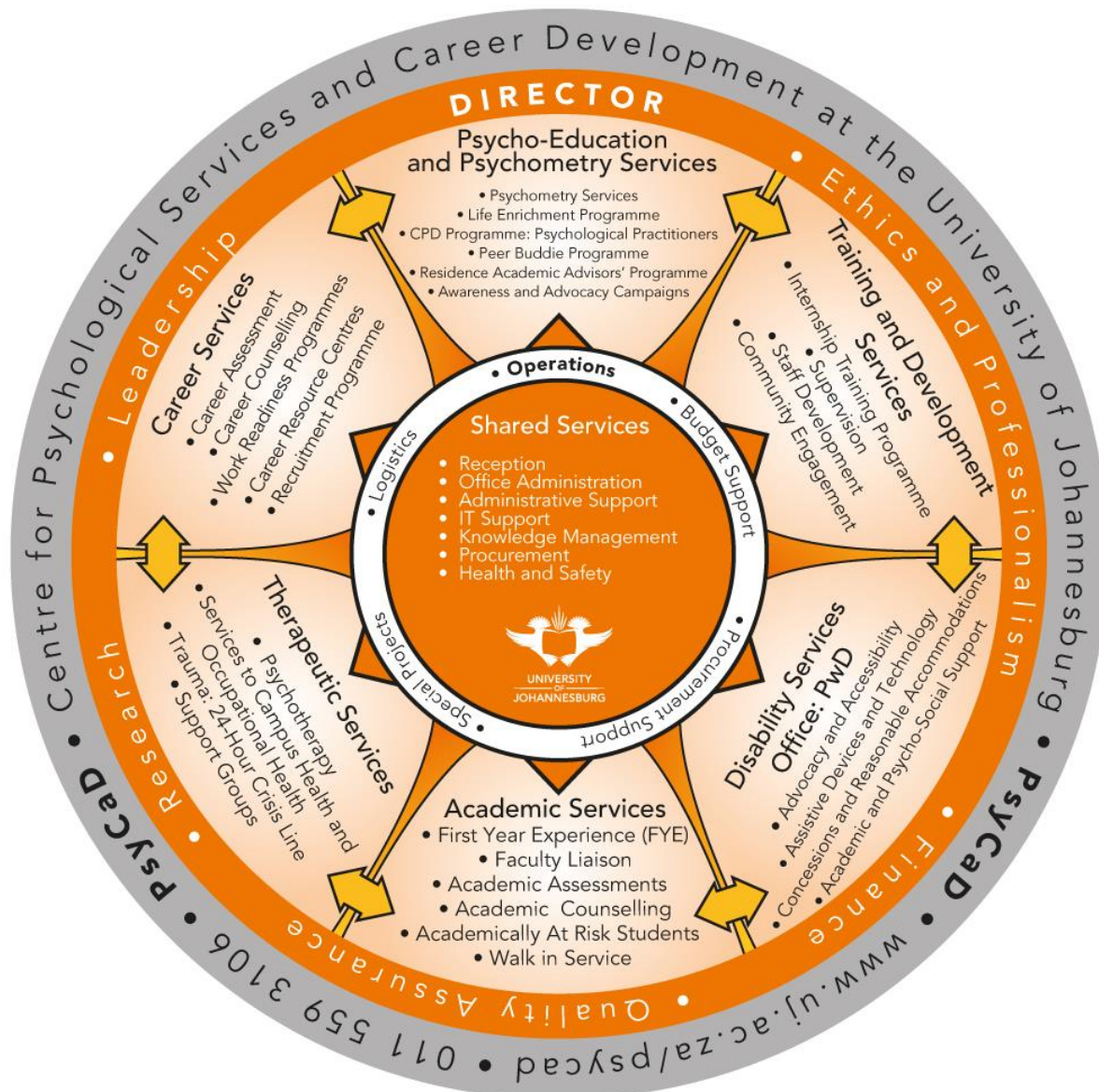
- HPCSA: Health Professions Council of South Africa (All Professional staff)
- BHF: Board of Healthcare Funders of South Africa (Ms Stokes)
- HEDSA: Higher Education Disability Association (Ms Wolfensberger Le Fevre)
- HKPS: Hong Kong Psychological Society (Mr Pon)
- IEASA: International Education Association of South Africa (Ms Taylor)
- JICA: Japan International Cooperation Agency (Ms Taylor)
- NAPTOSA: National Professional Teacher's Organisation of South Africa (Ms Stokes)
- PsySSA: Psychological Society of South Africa (Ms Stokes, Mr Van den Berg)
- SAALED: South African Association for Learning and Educational Difficulties (Ms Stokes)
- SACE: South African Council for Educators (Ms Wolfensberger Le Fevre)
- SAGRA: South African Graduate Recruiters Association (Ms Scheepers, Mr Van den Berg)
- SAGDA: South African Graduates Development Association (Mr Van den Berg)
- SASCE: Southern African Association for Cooperative Education (SASCE)
- SAACDHE: The Southern African Association for Counselling and Development in Higher Education
- WACE: World Association of Cooperative and Work-integrated Education (Ms Taylor)

In addition, Ms Taylor has served as the Employability Improvement Project Peer reviewer for the Asia-Pacific journal of Cooperative Education (New Zealand), as well as the Journal of Cooperative Education and Internships (USA). She has also initiated partnership agreements for WIL with the Berufsakademie in Ravensburg (Germany), and with the Suranaree University of Technology (Thailand).

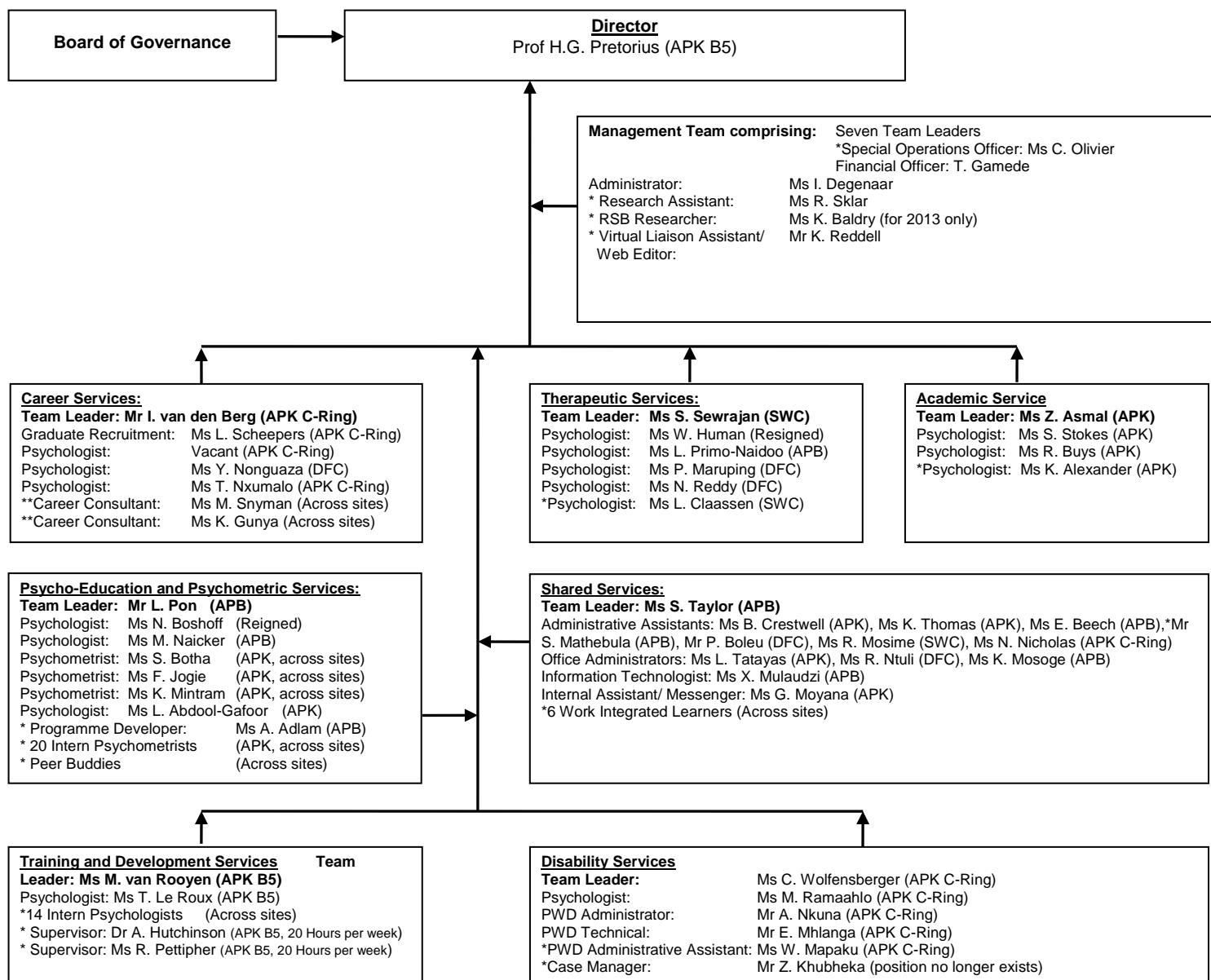
The Director, Professor Pretorius, has served on the Professional Board for Psychology for the past 12 years, is currently the Vice-chairperson of the Board, a member of the CPD committee, and has served on the ETQA of the HPCSA. Further, she is an NRF-rated scholar in Psychology, the consulting Editor for the Journal of Psychology in Africa (JPA) and a member of the International Family Therapy Association (IFTA).



## 1.1 Conceptual model of PsyCaD functions 2013



## 1.2 Organogram as at end 2013



\* Temporary appointment  
\*\* Three year fixed term

### Appointments and resignations during the year

The table below outlines appointments made and resignations during the year under review.

PsyCaD Resignations 2013			
Position	Type	Staff member	Date
Psychologist	Permanent	Lizelle de Wee	31 January
Assistive Technology Administrator	Permanent	Nhlahla Mongwe	28 March
Psychologist	Permanent	Nelmarie Boshoff	31 December
PwD: Case manager	Temporary	Zenzele Khubeka	29 November
Psychologist	Permanent	Wilmien Human	31 July

PsyCaD Appointments 2013			
Administrative Assistant	Permanent	Nicholeen Nicholas	01 August
Psychologist	Permanent	Kerri-Ann Alexander	01 August
PwD	Three Year Fixed Term	Maria Ramaahlo	01 September
Psychologist	Permanent	Reabetsoe Buys	01 September
PwD	Permanent	Eric Mhlanga	01 September
Psychologist	Permanent	Susanne Stokes	01 September
Special Operations Assistant	Permanent	Lynn Padayachee	01 December
Psychologist	Three Year Fixed Term	Gugu Gigaba	01 December
Psychologist	Permanent	Ahmed Mohamed	01 January 2014

### Peromnes levels and divisional demographics

The table below outlines the peromnes levels of staff in the division and their demographic profile.

Centre for Psychological Services and Career Development (PsyCaD) Employees	African	Coloured	Indian	White	Male	Female	Total
<b>P5:</b> Director				1		1	1
<b>P6:</b> Team Leader: Shared services/ WIL Coordinator				1		1	1
<b>P7:</b> Psychologists	5	4	5	5	3	16	19
<b>P8:</b> Psychometrists, Financial Officer	1		1	3	1	4	5
<b>P9 - P10:</b> Coordinator: Graduate Recruitment Programme, Administrative Officers	3			3		6	6
<b>P11 – P12:</b> Administrative Assistants, Administrative Assistant: PwD, Information Technology Assistant, Administrator to the Director	3	2		2	5	2	7
<b>P13 – P15:</b> Internal Assistant	1					1	1
<b>Sub Totals</b>	<b>13</b>	<b>6</b>	<b>6</b>	<b>15</b>	<b>9</b>	<b>31</b>	<b>40</b>
<b>Total</b>	<b>40</b>			<b>40</b>		<b>40</b>	<b>40</b>

\* For reporting purposes, the number of Asian employees is included in the Coloured classification.

## Workforce Profile

Comparison of PsyCaD Psychologists against national and provincial demographics

Group	National Demographics	Provincial Demographics	PsyCaD Psychologists (current profile)
African	73.5	76.1	5 (26%)
Coloured	11.3	4.2	3 (15%)
Indian	3.0	3.0	6 (31%)
White	12.2	16.9	5 (26%)
Total number of Psychologists			19

### In terms of HR capacity

The international and national benchmark in higher education for the number of psychologists per number of students is 1 psychologist for every 1500 students. When this is taken into consideration, the 19 psychologists in PsyCaD for 48 000 registered students in UJ, translates to 1 psychologist for every 2525 students in UJ. In order to serve the UJ student population optimally, according to international and national benchmarks, PsyCaD requires 32 psychologists, which means a further 13 psychologists are needed.

When compared to other established disability units within the tertiary education environment, the UJ Office for People with Disabilities (O:PwD) human resource capacity is considerably smaller. Only two permanent positions, that of O:PwD Administrative Assistant and O:PwD Technical Administrative Assistant, are dedicated O:PwD positions. These two specialised positions are filled by people who have been specially trained in the complex support that students with disabilities require. These employees are responsible for assistive device provision, training and use, as well as the editing and formatting of alternative study materials such as braille. The concessional support required by these students in adapted venues with appropriate equipment is also provided by these employees.

The two psychologist positions within the Disability Services Unit are contractually divided between O:PwD, as well as other PsyCaD responsibilities. To assist with the specialised support that students with disabilities require, two temporary appointments, that of O:PwD Editor and O:PwD Case Manager, were created. The latter position attends to, among other things, the residence, bursary and psycho-social needs of the students. These appointments ensure that equitable services can be provided to all students regardless of the campus at which they are enrolled.

## 2. STRATEGIC FOCUS AND TARGETS

Apart from the fact that PsyCaD aligns itself with the UJ Vision, Mission and Values, the Centre strongly identifies with the UJ personality. In reflecting on the 2013 performance of PsyCaD in lieu of the UJ strategic thrusts, it is clear that PsyCaD support the first objective by providing an excellent postgraduate experience to intern psychologists and intern psychometrists. Apart from this, the Division strives to

maintain research productivity and facilitates the development of research capacity. PsyCaD aligns itself with the *Excellence in Teaching and Learning* objective by providing psycho-social and disability support to UJ students, as well as internships for the flagship Postgraduate Programme in Educational Psychology. As far as the fourth strategic objective of UJ is concerned, PsyCaD plays a role in providing excellent psycho-social and career support throughout the academic lifecycle. It does this by actively supporting students with:

- Psycho-social workshops;
- Online support and guidance;
- Peer guidance to all students via the Peer Buddies;
- Psycho-education for the Residence Academic Advisors (RAA) and residences;
- Career and programme guidance at schools;
- Academic counselling for placement;
- Psycho-social counselling;
- Curative interventions in crisis situations;
- Therapeutic services to the UJ community;
- Career counselling at exit;
- Work-Integrated Learnerships;
- Service Learning; and
- Internship opportunities.

### **PsyCaD Strategic Thrusts for 2013**

The Division identified seven key strategic thrusts for 2013:

1. Providing a foundation of psycho-social-cultural, academic and career services to support UJ students, staff and the broader community.
2. Implementation of preventative and developmental psycho-social interventions to enhance student and staff wellbeing and academic success.
3. Improve access to career resources and career counselling to prospective students, UJ students and staff.
4. Advocating and providing holistic services to people with disabilities.
5. Position PsyCaD with a research mandate, and ensure an enhanced research ethos in PsyCaD.
6. Implement and consolidate social networking as a means of communication with stakeholders.
7. Improve relationships with faculties and other important partners.

A total of 20 286 clients benefited from direct interventions from the 19 psychologists, 14 intern psychologists, two career consultants and three psychometrists deployed by PsyCaD. This does not include students and staff who indirectly benefited from awareness and advocacy campaigns, social media and radio and television talks. The 20 286 clients benefited in the following ways:

### **Professional Psychological Services**

<b>Clients seen per Intervention type</b>	<b>Number of clients</b>
Walk in/Advisory Service	4 716
Assessments	1 720
Cancellation Counselling	889



People with Disabilities	276
Individual Therapy /Counselling /Career Counselling	3 488
Group Interventions	5 497
Crisis Line	283
Career Resource Centre	2 982
HTC & TOP	435
<b>Total</b>	<b>20 286</b>

The top 10 reasons for referrals include depression, anxiety, relationship problems, personal psychological challenges, bereavement, family problems, issues with self-confidence, assertiveness issues, career choice counselling and preparation for the world of work. The majority of students are from the Faculties of Humanities and FEFS, each accounting for approximately 25% of referrals.

<b>UJ Student clients per Faculty</b>	<b>Number of clients</b>	<b>Number of sessions</b>
FADA	69	138
FEFS	563	1 242
Education	156	322
FEBE	321	559
Health Sciences	127	311
Humanities	501	1 246
Law	86	221
Management	374	691
Science	142	303
Across Faculties	2	2
Faculty not indicated	39	45
<b>Total</b>	<b>2380</b>	<b>5080</b>

The PsyCaD Career Services Unit embarked on a review of its activities over the past two years in order to develop an enhancement strategy that will optimise and expand its range of services, as well as the ease of reaching various user populations. In considering the enhancement plan for the unit, key factors were identified as being the changing career counselling and career development context in South Africa, the real need to facilitate access to career knowledge among UJ's prospective student population, and addressing ways of reaching communities without ready access to career counselling services. Other factors for consideration in the enhancement strategy included real changes to the current and future nature of the workplace and job market (which requires career counsellors to have a much wider range of knowledge and skills), and the changing student profile.

Career Services in Higher Education should not be limited to guiding prospective students and enrolled students on subject and career choices. Instead, they should offer an expanded scope of services that address the changing profile of students and demands of the labour market, and provide services to a wide range of stakeholders, including prospective students, current students, alumni, employers and industry representatives, as well as the broader university and surrounding school communities.

### **Strategic focus areas pursued by the Career Services unit during the past two years**

- A broader application of Information Technologies to increase the utilisation of career services among UJ students and prospective students, faculty staff, and the graduate employer community.
- Provide career assessments and career counselling to clients, ranging from UJ students and staff, prospective students, as well as adults in career transition. Trained professionals across all units in PsyCaD provide these career assessments and counselling services as part of their cross-functional professional activities by rendering services across the various units within PsyCaD.
- The Career Education Programme, also popularly known as the Work-Readiness Programme, offered by the Career Services Unit provides effective, comprehensive and holistic career education services to clients. In addition, career development, CV writing, interviewing skills and job searching workshops are presented. These workshops aim to improve clients' readiness to enter the work environment, as well as preparing them for transitioning into their careers upon graduation.
- Fully-fledged Career Resource Centres (CRCs) on each of the four campuses aim to provide students and external clients with a fully functional and user-friendly career information resource, both electronic and online, as well as a variety of printed media. As such, visitors will have access to print and web-based resources that help them facilitate their career decision-making process.
- The Recruitment Programme of PsyCaD Career Services aims to facilitate graduate recruitment through dissemination of information and networking opportunities between employers and graduates. The programme consists of on-campus career fairs, company presentations, as well supportive activities in the form of Career Education workshops and the Job Portal. The programme involves a comprehensive events organisation and coordination function, as it spans all four campuses and attracts a host of employers each year participating in our events. A graduate recruitment guide containing article contributions from all the Career Services' staff, as well as advertising and media copy content provided by our participating employers, is compiled and published each year.
- The Career Services Job Portal offers a range of online graduate recruitment packages to potential employers. The portal is used for permanent, part-time and vacation employment, as well as for Work-Integrated Learning (WIL) opportunities and internships. Employers select a package that best serves their needs. In addition to advertising employment opportunities on this website, the Career Services Unit also advertises opportunities on noticeboards and emails advertisements to students using their UJ email accounts.

### **Student Employability Survey 2013**

The biennial Student Employability Survey – 2013, which was prepared by the Unit for Institutional Research and conducted among recently graduated students from all nine Faculties, was released in the later part of the year. It indicated a number of areas that the Career Services Unit may consider extending its involvement in order to optimise the preparedness of UJ graduates for the employment market. As such, the survey findings indicate the following aspects that may be addressed:

- Students were not involved in any type of employment during their university studies.
- Students fail to find employment opportunities while studying.
- Students lack related experience when they start applying for employment.
- Students lack job-seeking skills, such as interview skills, among other factors, to secure jobs.

The PsyCaD Career Services Unit notes the findings and recommendations of the Student Employability Survey 2013 and will address them within its planning and re-visioning during 2014 in order to identify applicable priority areas to address.

#### Career Services Unit user statistics

Career Services Workshops 2013	TOTAL number of workshops	TOTAL number of Attendees
Career Services Scheduled Workshops 2013	32	483
Faculty Requested Workshops 2013	26	990
Thusanani Work Readiness Programme	8	197
RAAED Workshops	4	74
<b>Totals 2013</b>	<b>70</b>	<b>1744</b>

#### Career Resource Centre visitors 2013

A total of 2 982 visitors were logged across all campuses. The breakdown of Faculty visits and the reason for visits are indicated in the table below:

##### Visitors per faculty

<b>FEBE</b>	1 028
<b>FEFS</b>	738
<b>Humanities</b>	414
<b>Management</b>	309
<b>Science</b>	171
<b>Unknown</b>	140
<b>Law</b>	74
<b>Health Sciences</b>	64
<b>Education</b>	40
<b>FADA</b>	4

##### Reason for visit

<b>Job Search</b>	1 165
<b>Other</b>	474
<b>UJ Online Job Portal</b>	332
<b>CV Writing &amp; Cover Letter</b>	305
<b>Career Magazines</b>	239
<b>Career Advice</b>	126
<b>Interview Skills</b>	119
<b>Bursary Information</b>	98
<b>Faculty Information</b>	55
<b>Unknown</b>	46
<b>Subject Advice</b>	23

#### Career assessment and counselling statistics 2013

Career counselling interventions during 2013 (entailing individual intake interviews, computerised group assessments, individual feedback sessions and written reports) per delivery site were as follows:



### Number of Individual Career Assessments

NATURE OF THE ASSESSMENT	Nu ASSESSED
Subject Choice	15
Career Choice (External)	53
Career Choice (Student)	35
<b>Total</b>	<b>103</b>

### Number of Computerised Career Assessments across all campuses

NATURE OF THE ASSESSMENT	Nu ASSESSED
Grade 9 subject choice	12
Career Counselling School	71
Career Counselling Transition	18
Career Counselling University	232
Change of Course	3
Thusanani	240
<b>Total</b>	<b>576</b>

### Recruitment Programme 2013

The Recruitment Programme 2013 saw a number of companies interested in recruiting UJ student and graduates participating in the on-campus recruitment activities. The statistics are as follows:

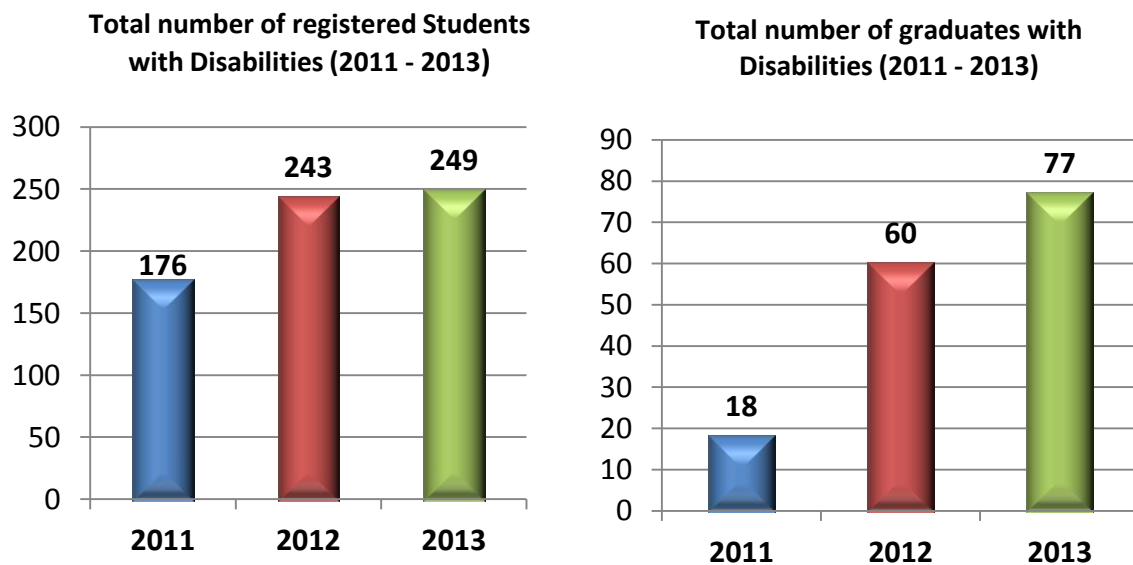
### Recruitment Programme 2013 company participation

Companies participated overall	128
Companies exhibited	107
Company presentations	13 + 1 DFC
SMS to UJ students	5
Mass emails to UJ students	Multiple
Companies made use of Job Portal as per RP package	18
Assessment venues requested	1
Interview dates requested	3
Companies placed advertisements in Guide	34
Companies placed articles in Guide (not compulsory)	6

Companies sponsored prizes for competition	9 companies (15 prizes)
*Not all companies keep statistics and/or provide us with the statistics. **2013 Numbers will only be released by companies during the current period.	<b>2012</b> <b>(40 companies reported * / **)</b>
Applications companies received from UJ students	8 820
Interviews companies had with UJ students	2 117
Bursaries awarded to UJ students	269
Permanent appointments made: UJ students	276
UJ students appointed as interns	306
UJ students appointed for vacation work	263
Total GRP Placements in 2012	1 496

### Statistics relating to Students with Disabilities

The graph below indicates the numbers of registered students, as well as graduates, with disabilities over the past three years:



**Date data was sourced from HEMIS:** Thursday 20 February 2014

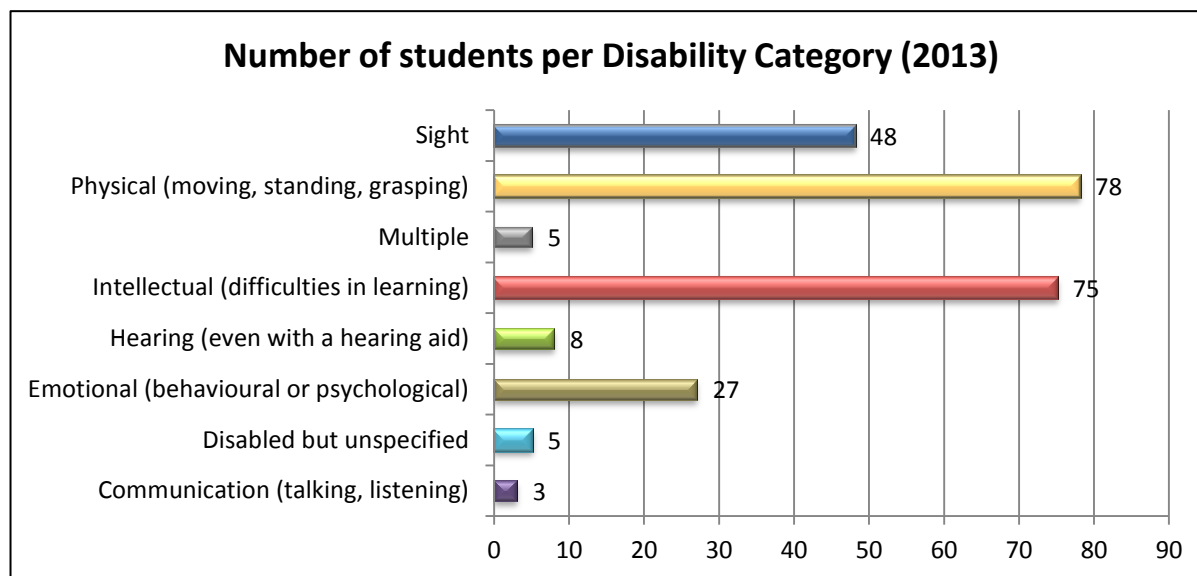
**Qualification Headcounts enrolments, disabled students**

(HEMIS audited data up to 2010 and 2011 provisional).

As more specialised and developed support is being implemented within schools, the numbers of students with disabilities attaining admission to the university are slowly increasing. The increase could also be due to targeted recruitment, networking and marketing strategies driven by the O:PwD which are aimed at special schools in the area. The introduction and better facilitation and utilisation of the Department of Labour bursary for these students has also contributed to increased participation within the tertiary sector.

As national attention is focused on this specific population, the Office consistently seeks to adhere to best practices and contributes to the pool of knowledge within the disability unit sector. The retention and correct placement of these students is paramount, as it influences the throughput of quality graduates with disabilities who are part of the skills shortage within South Africa.

The following diagram indicates the various categories of disability that were supported by the O:PwD in 2013:



**Date data was sourced from HEMIS:** Thursday 20 February 2014

**Qualification Headcounts enrolments, disabled students**

(HEMIS audited data up to 2010 and 2011 provisional)

The above reflects only students who have disclosed their disability on their application forms or those who have formally registered with the O:PwD during the year when support was required. The issue of disclosure still remains an area of concern, as many “invisible” disabilities are often not disclosed or remain unassessed or undiagnosed. The O:PwD actively seeks to educate, not only the student population, but also other UJ stakeholders around these often misunderstood categories of disability.

Generally the largest category of disability is the learning disability category, which includes reading and writing disorders. While every effort is made to support these complex disabilities, the O:PwD recognises the need to further inform relevant stakeholders around this. The challenge also remains to provide appropriate holistic and multi-disciplinary learning support to these students. This would include human support, such as individual tutors/note-takers, planners and facilitators – none of which the O:PwD currently has access to.

In addition, there was a significant increase in the registration of students with physical disabilities. This highlights the importance of an access audit, as many of these students require ergonomically adapted infrastructure within residences, lecture halls and associated buildings within the university context.

Accurate and reliable statistics regarding disability still remains an area of development. UJ's O:PwD actively contributes to discussions with HEMIS, in collaboration with the Higher Education Disability Services Association (HEDSA). Going forward it is expected that there will need to be a standardisation of categories, with input from various disability units across South Africa, so that accurate statistical data for all institutions is available.

The O:PwD provides a variety of services to students with disabilities, which range from technological assistance, psycho-social interventions, as well as holistic support to improve throughput and academic success. This support translates into 441 disability-related sessions conducted with 276 clients in 2013.

The nature of these sessions include concession applications, bursary-related enquiries, academic advice and support, family interventions, prospective student career counselling or assessment, as well as psycho-social support. The above sessions do not include test/exam sessions nor assistive device/computer literacy training sessions that were facilitated in the O:PwD. Test and examination support included:

<b>O:PwD Examination and Invigilation Support</b>			
	<b>Semester 1</b>	<b>Semester 2</b>	<b>TOTAL</b>
Students supported	72	82	<b>154</b>
Hours spent on invigilation	112	244	<b>356</b>
Papers written	256	292	<b>548</b>

In addition, 38 students had never had access to concessional support before they were screened to ascertain if they fell into a high-risk category for a learning disability. These students were either self-referred or referred straight by Faculty. Further psycho-educational assessment arrangements were made for 16 of these students.

### **3. TEACHING AND LEARNING**

#### **Academically underperforming student evaluations**

Academic assessments are completed where warranted for underperforming students referred by Faculty. Assessment findings and accompanying reports serve an important function in guiding Faculty decision-making regarding students and also serve as a means of identifying required areas of counselling and/or academic support to maximise learning potential and ensure optimal academic performance. PsyCaD psychologists collaborated with Faculty and the Academic Development Centre (ADC) to ensure holistic support interventions.

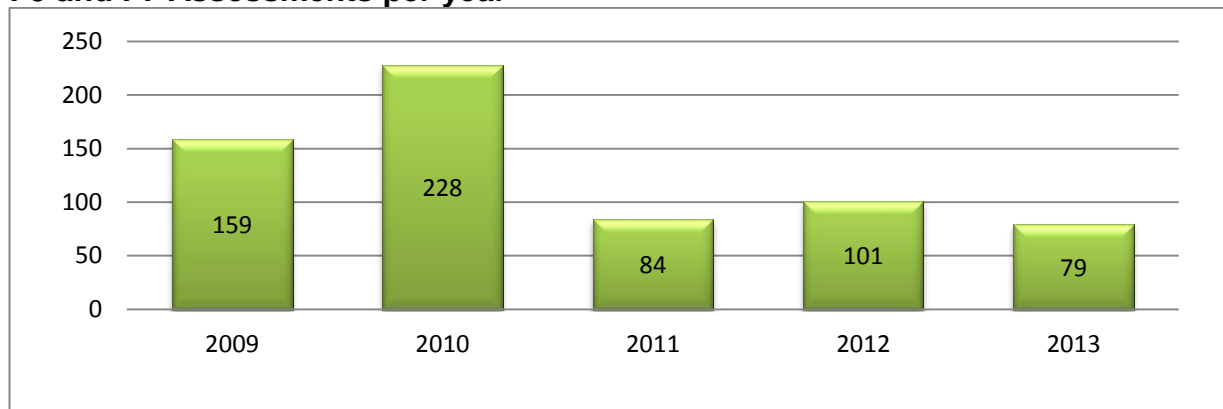
The following tables and graphs represent the distribution of the assessments across the year, according to academic year and faculty.

#### **Faculty Distribution of F5 and F7 Academic Assessments**

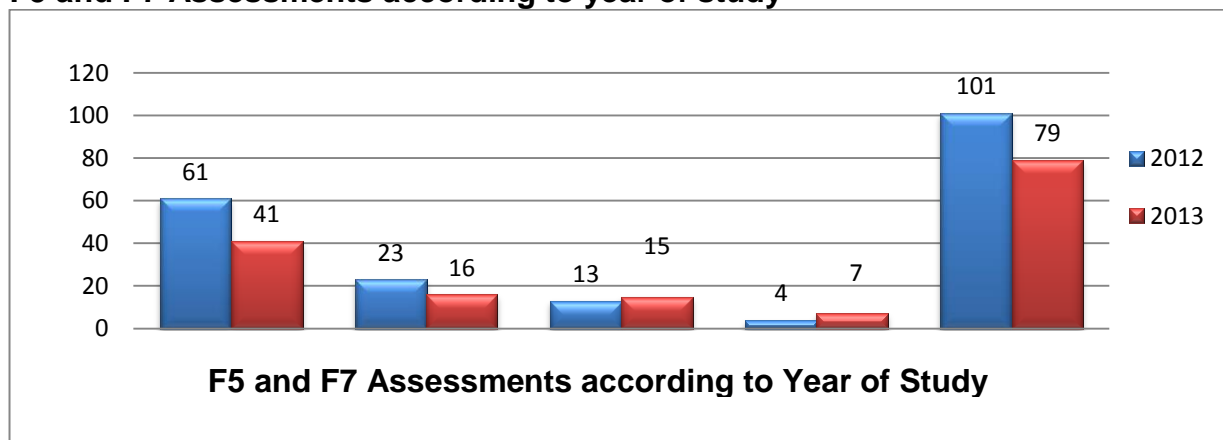
<b>Faculty</b>	<b>Number of F5 assessments</b>	<b>Number of F7 assessments</b>	<b>Total</b>
Humanities	1	6	7

Education	50	1	51
Economic and Financial Sciences	1	10	11
Engineering and Built Environment	0	4	4
Management	1	1	2
Science	1	2	3
Health Sciences	0	1	1
<b>Grand Total</b>			<b>79</b>

#### F5 and F7 Assessments per year



#### F5 and F7 Assessments according to year of study



A total of 41 first-year students were assessed, making up the majority of the assessments (52%) during 2013. These assessments were mostly from the Faculty of Education for F5 assessments (23 assessments). A total of 16 second-year, 15 third-year and seven fourth-year students, mainly from the Faculty of Education, were assessed. The Faculty of Economic and Financial Sciences had a total of 10 students (12.7%) who had completed the F7 assessments and six students (7.6%) from the Faculty of Humanities. A steady referral rate is maintained and first-year students remain the largest group of underperforming referred students.

For the coming year we are committed to:

- Sustaining a responsive culture and pursuing a continuous improvement of our services; and
- Making PsyCaD services more accessible to the wider student body by adding to and developing more informal means of students receiving support. This, in turn,

will help students develop resilience and coping skills and enable them to decide if they need professional help or if they can help themselves if the right information and resources are available.

### **Intern Psychologists Career Case Presentations**

The Career Services Unit hosted a number of Career Case Presentations for PsyCaD intern psychologists. These events provided intern psychologists with opportunities to present a career counselling case and subsequently receive feedback and supervision on the case studies presented. The Case Discussion series fulfilled an active role in engaging our intern psychologists in career counselling interventions and collaboration with their supervisors. Three sessions were conducted and all intern psychologists had the opportunity to present career counselling cases during the year.

The Case Discussion also provided a learning opportunity to our intern psychologists, as they had a chance to learn from their peers' individual career assessment and counselling cases. The Career Services Unit also placed the focus on career research and emphasised the importance of incorporating and conceptualising career cases in a holistic manner. Overall, the training programme contributed to the professional development of the intern psychologists and provided them with an opportunity to develop their career-related knowledge, which in turn was utilised to provide PsyCaD clients with a service that could be tailored to their specific and individual needs. The Case Discussions also allowed for the intern psychologists to interact with and debate around new concepts and initiatives within career psychology, which further contributed to PsyCaD's overall mission and values statements.

### **Training Career Counselling Process: Intern Psychologists and Intern Psychometrists**

Training sessions with the intern psychologists and intern psychometrists were conducted, orientating them to the career counselling process and career-assessment report-writing requirements. They received all relevant documentation and examples of required reports. The training opportunity focused greatly on professional development with regard to new and inventive career-related theories and interventions, which ensured that PsyCaD's career-related services are developed according to the fast-changing body of knowledge available. As PsyCaD believes in providing services to our clients that contribute to personal and professional career development, this training opportunity was used as a platform from which our services could be formulated into an ethical, standard practice and from where our intern psychologists were able to provide clients with services according to principles of relevance and accountability. The training further encouraged our intern psychologists and psychometrists to develop their own career-related interventions in a relevant and ethical manner. This in turn contributed to the overall practice of career psychology, which has greatly enriched our clients' experiences relating to their own career process.

### **Training Career Counselling Process: Shared Services Administrative Staff**

Training was conducted with Shared Services Administrative Staff with regard to the booking procedure for career assessment and career counselling appointments. They were orientated to all the relevant documentation and various types of clients. Throughout this training session ethical practice, according to the guidelines of the

HPCSA professional code of conduct, as well as the POPI and PAIA Acts respectively, were incorporated to guide administrative staff on treating client information with confidentiality and care.

### **Training of Intern Psychologists in Crisis Management**

As part of their internship, PsyCaD intern psychologists man the 24-hour Crisis Line. They receive training on various problems presented on the Crisis Line. Therapeutic Services facilitates the training in crisis management and suicide prevention early in the year to allow for interns to be well equipped to handle the Crisis Line or any other emerging crisis that presents itself. Weekly Crisis Line supervision is conducted with the interns to continuously facilitate the process of learning, as well as to ensure that an effective service is provided at all times.

### **Therapeutic Resources for PsyCaD Professionals**

One of the Therapeutic Services team's main aims for 2013 was to fill its professionals' "back packs" with therapeutic tools and resources to guide, enlighten and ultimately to empower them to develop and grow both personally and professionally. Here we focused on the journey of growth of the therapeutic self as a means to assist and guide our students in the best and most professional manner possible. As part of our teaching and learning process, Therapeutic Services devised and provided both electronic and hands-on therapeutic resources. Our electronic resources included 38 themes, ranging from depression to anxiety, aimed at creating a foundation for professionals to work therapeutically. All five PsyCaD sites also welcomed our new "therapeutic toolkits", where professionals were able to utilise practical therapeutic interventions and games aimed at creating an interactive therapeutic environment. In 2014 our therapeutic journey will continue as we strive to further improve therapeutic practice among our professionals with the aim of allowing our students to develop and grow holistically and ultimately to become the best version of themselves.

### **Training and Development of Intern Psychologists**

Fourteen intern psychologists commenced their internship at PsyCaD on 2 January. Two were appointed by UJ Sport and the Faculty of Education respectively. The intern psychologists are based on the APK campus at either the C-Ring or B5 sites, and one is based on the Soweto campus.

The advantages of intern psychologists appointments are as follows:

- Intern psychologists provide low-cost labour at an amount of R84 000 per annum. They are motivated and bring increased productivity, as they work across all service units within PsyCaD.
- The mentoring of the intern psychologists provides PsyCaD with the opportunity of mutual education and the building of essential skills.
- PsyCaD contributes to their learning and training. The internship is highly beneficial, hence intern psychologists gain experience, develop skills, strengthen their resumés and learn about their chosen field of expertise.
- Through the internship PsyCaD contributes nationally and internationally to the profession of psychology.
- Offering a paid internship is particularly beneficial because it enables economically disadvantaged students to participate.

### **PsyCaD Intern Psychologist Programme**

In January 2013, 14 intern psychologists from eight higher education institutes across the country commenced their internship training at PsyCaD. Seven were trained in the category of educational psychologists, while the remaining seven were trained as counselling psychologists. PsyCaD fully complies with the regulations set by the Health Professions Council of South Africa (HPCSA) with regard to the training of intern psychologists.

Throughout the year the intern psychologists received training relevant mainly to the work in PsyCaD, but also for their work as psychologists in South Africa. The following training was provided during their orientation in January 2013:

- General introduction of UJ and ADC
- Different Service Units within PsyCaD
- Crises Line Training
- Suicide Prevention Training
- Crisis Line Training
- HIV Counselling and Testing (HCT)
- Termination of Pregnancy Training
- General assessment and Report writing
- Paradigms and Conceptualisation

They also visited all four UJ campuses.

Intern psychologists' compulsory duties include the following:

- To provide therapeutic services to UJ students, staff members and to the wider community
- To provide an effective assessment service using psychometric test material
- To provide career counselling and guidance
- To provide HIV pre- and post-test counselling (HCT), as well as counselling relating to termination of pregnancy (ToP). A total of 422 HCT and 13 ToP counselling sessions were provided to UJ students and staff during 2013.
- To provide psycho-educational workshops when requested to students of various Faculties and students in residences, as requested.
- Entrepreneurial projects.
- To provide and man the 24-hour crisis line for UJ students and staff, the outcomes of which are reflected in the table below:

<b>Month</b>	<b>No. of Callers</b>	<b>Suicide Related Calls</b>	<b>Main Concern</b>
<b>January</b>	24	1	Financial Difficulties
<b>February</b>	40	2	Stress (General)
<b>March</b>	25	3	Relationship Stressors
<b>April</b>	30	1	Poor Academic Performance
<b>May</b>	25	3	Depression/Low Mood
<b>June</b>	18	1	Poor Academic Performance
<b>July</b>	37	4	Poor Academic Performance



<b>August</b>	28	1	Depression/Low Mood
<b>September</b>	21	2	Stress (General)
<b>October</b>	19	2	Relationship Stressors
<b>November</b>	12	1	Stress (General)
<b>December</b>	4	1	Depression/Low Mood

Intern psychologists had to find a profitable business idea as a means of teaching them to generate funds with income generated paid to PsyCaD. The following projects were initiated and executed:

- *Bongo High School (Soweto)*: Computerised Career Assessments provided to 37 Grade 12 learners; income generated: R50 000.
- *Masibambane College (Orange Farm)*: Psycho-educational assessments to 14 Foundation Phase learners; income generated: R21 000.
- *Department of Health*: Wellness and self-care workshop presented to 32 nurses.

### Quarterly Evaluations

Quarterly evaluations took place in March, June, September and November. Lecturers from the universities of Pretoria, Zululand, Witwatersrand, Rhodes and Johannesburg were invited to the presentations of their respective students. These presentations were also attended by the various PsyCaD supervisors.

Intern psychologists were assessed on the following:

- A formal case study, plus PowerPoint presentation;
- A video clip (recording);
- An assessment report; and
- Reflection on their internship.

### Supervision

The personnel responsible for the supervision were Ms T le Roux and Dr A Hutchinson, Ms S Sewrajan (counselling psychologists) and Ms M van Rooyen, Ms R Pettipher and Mr I van den Berg (educational psychologists). The supervision was scheduled as follows:

<b>Type of supervision</b>	<b>Description</b>	<b>Allocation of time</b>
Individual supervision	To ensure professional development of intern psychologists	4 hours per month; per intern psychologist
File Supervision	All client files and assessment reports need to be supervised. Intern psychologists are not allowed to work unsupervised.	8 hours per month, per intern psychologist
Group Supervision	All intern psychologists need to do case presentations. This is also regarded as peer learning	Every alternative Friday from 09h00 till 16h00
Open-door Supervision	Daily intern psychologists consult with supervisors and other PsyCaD professionals with regard to their client interventions	As the need arises

## **Board Examinations**

The following intern psychologists qualified to write the HPCSA's Board examination in order to register as professional psychologists: Nancy Ndlovu, Ruth Mareana, Daphney Mawila, Janine Myburgh, Ethel Mupinga and Stephanie Ford. All of these intern psychologists successfully completed the board examination in October and will therefore register in their respective categories in 2014.

## **Recruitment of 2014 Interns Psychologists**

The process for the recruitment of 2014 intern psychologists was completed during the year under review. Wits University invited PsyCaD to present the internship to its counselling psychology students. Two intern psychologists from PsyCaD did a PsyCaD presentation to the UJ psychology master's class. A total of 54 candidates applied for the 13 internship positions available. They were from the counselling as well as the educational psychology categories. A paper selection was completed and 25 prospective intern psychologists were invited to the interviews in July. From the prospective intern psychologists, six educational psychology students and seven counselling psychology students were selected to complete their internships at PsyCaD during 2014. One of the intern psychologists will be funded by UJ Sports. A compulsory orientation day was attended by all selected intern psychologists in November.

## **Staff Training**

The Training and Development unit is responsible for, among other things, identifying, arranging and monitoring staff training and development within PsyCaD. All training interventions are organised throughout the year to ensure effective services to all PsyCaD clients. CPD-accredited training is offered to all professionals registered with the HPCSA to adhere to the requirements of the Board of Psychology. Training interventions were as follows:

PsyCaD psychologists and intern psychologists:

- MEISA Conference in Pretoria in February.
- Solution-Focused Therapy Training, by Dr Jacqui von Cziffra-Bergs in October.
- Grief Therapy Training by Dr Hartmann in September.
- Multi-disciplinary training (not compulsory and depends on availability of professionals).

Psychometrists and registered counsellors:

- Classical theories and dilemmas by Jopie van Rooyen Academy in October.

PwD Unit:

- Workshop on the impact of hearing loss at the National council for Persons with Physical Disabilities in Edenvale, in August.
- Basic Sign Language course by Tiny Hands.

Administrative Staff (as presented by HR)

- First Aid in April.
- SAPnet in May.
- Fire Fighting in May.
- Office Administration in August.

- Conflict Management workshop offered by Davide Zaccariello, in September.

The Psycho-Education and Psychometry Services Unit, in collaboration with Training and Development Service Unit, provided psychometry training for intern psychologists throughout the year.

### **New Staff Induction**

The Training and Development unit is responsible for, among other functions, the induction of all new staff appointed within PsyCaD. This process includes the following:

- Complete overview of UJ, ADS and PsyCaD.
- Signing of PsyCaD Confidentiality Code.
- PsyCaD policies.
- Individual follow-up after three months.

The following appointments were made in 2013:

- Three permanent psychologists.
- Three 3-year fixed-term contract psychologists.
- One permanent special operations assistant to the Director.
- One permanent administrative assistant.
- One permanent assistive technology assistant.
- Two temporary psychologists (20 hours per week).

The Psycho-Education and Psychometry Services Team provided workshop presentations to Faculties and centres within UJ. In addition, this service unit also administers and executes the Continuous Professional Development workshops for Registered Psychological Practitioners as mandated by the Health Professions Council of South Africa.

### **Professional Development for O:PwD staff**

In the interest of professional development, as well as providing specialised support to students with disabilities, the following training was organised for O:PwD staff members in the first semester:

- Training provided by Blind SA in editing, formatting and braille processes.
- Training provided in basic Sign Language. More than 200 basic signs were covered. This allows staff members to greet, give directions and answer basic questions that prospective deaf students would require.
- Training provided by the South African Council for the Blind in assistive devices and software.

## **4. SUPPORT TO INTERNAL UJ STAKEHOLDERS**

### **Awareness and Advocacy Campaigns**

In addition to the abovementioned teaching and learning activities, the Psycho-Education and Psychometry Services Unit also engaged in two awareness and two advocacy campaigns in an attempt to stimulate preventative behaviours to the UJ

community. The following campaigns, which were rolled out on all four UJ campuses, were run during 2013:

- **Adjusting to university** – Introduced first-year students to university life and welcoming them to the University of Johannesburg.
- **It's my Life, my Body Campaign** – Information was shared about substance use and abuse, sexual behaviour and other self-harming behaviours that can affect academic success. PsyCaD was supported by IOHA, the SRC, Campus Health and external stakeholders.
- **Gender Appreciation** – This campaign dealt with relationships between men and women, performing gender and sexual violence. This was a three-month campaign, which involved Student Affairs and UJFM.
- **Being different, doing difference campaign** – This campaign was launched in collaboration with the Transformation Office and addressed sensitive issues relating to religiosity, culture, the differently abled, sexual orientation, homosexual bullying and hate crimes.

The core business of the O:PwD is to support teaching and learning, with the aim of promoting academic throughput of students with disabilities. The Office works closely with all Faculties when support of students with disabilities is required. This support consists of the following:

- Assessment and placement of students with disabilities after career counselling and assessment referrals.
- Advising Faculties regarding the admission of prospective students with disabilities.
- The facilitation of concession application when accommodations are required within tests/exams.
- Providing assistive technology and software to students and lecturers so that study materials can be accessed.
- Editing and formatting of study material to be converted into braille or for access to reading software.
- Guiding and supporting departments around reasonable accommodations in relation to disability-specific needs.
- Working with lecturers to assess what reasonable accommodations are required in the lecture halls, at practicums or tutorials and at tests and exams.
- Advising on practical solutions with regard to alternative lecturing or assessment methods, based on the specific need of the student.
- Finalising and sourcing of study material/tests with lecturers.
- Providing direct support to students with disabilities at tests and exam time.
- This direct support collaboration has resulted in strong relationships with Faculties, as well as administrative staff.

### **Tests and examination support**

One of the busiest times of the year for the O:PwD is when examinations are written within the university. It was requested by the Faculties that all students that receive additional time on APK make use of the O:PwD's facilities to complete their papers. Therefore, apart from those students that make use of assistive devices and technology to complete their examinations, the O:PwD, in collaboration with the

Invigilation Department also ensures that other students receive their full-time concession.

This support translated into the following statistics for 2013:

<b>Exams and Invigilation:</b>			
	<b>APK</b>		
	<b>Semester 1</b>	<b>Semester 2</b>	<b>TOTAL</b>
Students supported	72	82	<b>154</b>
Hours spent on invigilation	112	244	<b>356</b>
Papers written	256	292	<b>548</b>

The above statistics do not include the additional 265 semester test papers that required adaptation or assistive device support and that were therefore written during the semesters at the O:PwD offices.

### **O:PwD First-Year Orientation**

An orientation session was facilitated on each campus for first-year students with disabilities. The aim of these sessions was to encourage students with disabilities to disclose their status and to register with the O:PwD. This was also an opportunity for students with disabilities to learn about the services and assistive technology available, as well as an opportunity for them to meet other students with disabilities. These students were also orientated to the campus through mobility orientation sessions, individualised and tailored to their needs.

Mobility orientation, in collaboration with Blind SA, was arranged for visually impaired students. Students were also presented with an O:PwD orientation pack, filled with helpful UJ information (brailed where necessary), as well as a memory stick to assist those with physical disabilities.

### **HEDSA inputs**

The team leader of the O:PwD was elected as the vice-chairperson of the Higher and Further Education Disability Association (HEDSA). This association aims to provide a collective voice of all disability units in the HE sector and to focus expertise and collaborative experience on achieving these aims through disability-related projects. These projects include, among other things, enhanced collaboration between the DHET and Department Women, Children and Persons with Disabilities, more focused benchmarking and training of FETs in establishing Disability Units, the continuation of standardised coding of disability within HEIs, as well as the possibility of establishing a standard good practice guideline document for HEIs. HEDSA promotes the sharing of good practice processes in relation to students with disabilities. The O:PwD continually strives to research, benchmark and implement these practices if applicable to the UJ context.

### **First-year Learning Support sessions**

As part of the holistic support provided to students with disabilities, learning support sessions were introduced in the O:PwD for first-year students. The transition from high school to university can be difficult, potentially more so for students with disabilities. These sessions provided first-year students with an opportunity to “check-in” with one of the O:PwD staff members and make them aware of challenges (e.g. of a classroom-based/environment nature), so that the necessary intervention could be

facilitated. It also included extended orientation support in terms of study-related material. These sessions have had a positive effect, as many first-year students have reported a successful first semester.

### **Penny's Diary**

In an effort to extend support to first-year students, a virtual first-year student with a disability named **Penny** was created. She has a physical disability and writes about her experiences at university. We have tried to choose typical situations that students with disabilities may encounter, and through her writings offer possible solutions/referrals to support services on campus. These diary entries are uploaded monthly on the website.

### **Suicide Awareness Campaign**

Suicide rates among young people in South Africa are a phenomenon that requires on-going attention. Characteristics such as hopelessness, anxiety and substance abuse are evident among clients who seek psychotherapeutic assistance for depression, trauma and or substance abuse. These trends are important factors to consider when identifying the presentation of suicidality. Taking these factors and the population we are dealing with into consideration, on-going intervention regarding the prevention of suicide within the UJ community is considered to be of paramount importance.

The Suicide Awareness Campaign, an on-going programme within Therapeutic Services, was specifically tailored to the needs of the UJ community and primarily involves the dissemination of information and awareness raising among staff and students. The Suicide Committee comprises representatives from each service unit within PsyCaD across the four campuses. Equivalent campus representation across the four campuses enabled equal distribution of information to all students simultaneously.

### **Life Enrichment Workshops**

The Psycho-Education and Psychometry Services Team presented workshops to Residences, Day Houses, Faculties, staff and for students engaged in Community Service Learning at the PsyCaD. Below is a table indicating the trends in workshop requests and the number of students and staff who attended the workshops.

<b>Total Presentations</b>	<b>Total Number of Workshops Presented in %</b>	<b>Total Number of Workshop Attendees</b>
Day House Presentation	1	13
Residence Presentations	3	55
Faculty Presentations	20	1 029
Staff Presentations	4	106
CSL Presentations	2	20
Ad Hoc Presentations	3	293
<b>TOTALS</b>	<b>33</b>	<b>1 516</b>

Out of the nine Faculties at UJ, only four tapped into PsyCaD's Life Enrichment Workshop Programme in 2013. The Faculty of Economic and Financial Sciences

(FEFS) requested the most workshops, followed by the Faculty of Health Sciences and Management. A total of 22 workshops were presented to Faculties, and 1 029 students attended these workshops.

Seven workshops were presented to various centres in the university, and four workshops were presented to UJ residences. Below is a table representing the Faculties and centres and their departments that utilised PsyCaD's Life-Enrichment Workshop Programme. The majority of the workshops presented dealt with preparation for the world of work and psycho-emotional skills needed to succeed in a career.

Workshop	Number of workshops
Preparation for the World of Work	5
Public Speaking: Getting your message across	1
Effective Communication	1
Presentation Styles	1
Diversity	1
Sexual Harassment	1
Stress Management	1
Exam Stress and Coping	1
Stress and Emotional Intelligence	3
Customer Care and Dealing with Difficult Callers	2
Team Building	1
Feedback on Team-Building Workshop	1
Leadership	1
Conflict Management	1
Interpersonal Communication	1

### **Newly Developed Life-Enrichment Workshops**

During the 2013 academic year, the Psycho-Education and Psychometry Services Unit developed eight new life-enrichment workshops. These included written manuals and PowerPoint presentations relating to:

- The Thusanani Workplace Readiness Programme
- CV cover letter and application processes
- Stress management
- Sexual harassment as it occurs in the academic context
- Using emotional intelligence to navigate the work environment
- Customer service
- Dealing with difficult callers
- You and your career
- Dealing with authority

Additional life enrichment workshops were developed on:

- Adjustment to university
- At-risk students
- Conflict management

- Diversity in the workplace
- Financial management
- Healthy boundaries
- Highly effective leadership
- Presentation skills
- Sexual harassment
- Stress management
- Surviving exams
- Time management

The following is a layout of activities undertaken during the year under review:

### **Semester 1 - Quarter 1:**

- Focus was placed on reinforcing relationships with relevant university stakeholders.
- Meetings were held with a UJ resident representative regarding the dissemination of information in university residences. The outcome was that Suicide Awareness posters were distributed to all residences.
- Discussions were held with Primary Health Care (PHC), particularly with regard to the gathering of statistics and involvement in campaigning planned for the year. A template for the completion of statistics was provided, which nursing staff reported on. It was later found that these statistics were duplicating PsyCaD statistics, as all patients identified by PHC were referred to PsyCaD. Duplication of records was therefore stopped.
- IOHA was approached regarding dissemination of information in their offices and during their campaigns.
- Protection Services was approached regarding collaboration around campaign activities.
- The First Year Experience (FYE) coordinator was approached with regard to playing the Suicide Awareness Video in first-year classes during class time.
- Liaison with the PsyCaD research assistant took place regarding monitoring and evaluation of the programme. Initially the idea was to gather information for the purpose of research at a later stage. However, this could not materialise due to the inability to reach the targeted sample within the specified timeframe. Ethics clearance for the potential research was obtained from the UJ Ethics Committee.

Interactions with the various stakeholders generated an overall interest in the value of implementing a programme that could curb the manifestation of suicide trends within the UJ community. It was, however, important to keep each stakeholder's primary work descriptions and objectives in mind when requesting practical assistance for the programme. For example, stakeholders with an academic responsibility needed to ensure that they had sufficient class time for their course content before they could allow additional time for playing the Suicide Awareness Video in class. A lesson learnt is that it is important to incorporate the interest of the various stakeholders in planning the project.



### **Semester 1 - Quarter 2:**

- The Suicide Awareness Campaign was conducted in May 2013. The campaign took on a different look and feel by sensitising students and staff about suicide prevention through the visibility of yellow ribbons around trees in strategic places on all the campuses, yellow being the colour of suicide awareness. Attached to the ribbons were positive messages, as well as the Crisis Line sticker. Suicide awareness posters accompanied these ribbons. Informal feedback from students and staff suggested that the yellow ribbons created visibility regarding suicide awareness. For some who did not know what the ribbons were representing, it generated a need to ask questions, which allowed the opportunity for distribution of information and discussion around the topic. Further, the collective effort of staff members on the various campuses created discourse about suicide within PsyCaD offices. This dialogue can be considered important, specifically for administrative staff as it generated interactive discourse around the construction of meaning about suicide, which in turn could influence the manner in which a potential situation with a client is addressed.
- According to a brief survey with first-year students (the survey was conducted after the students watched the Suicide Awareness Video in class) that explored whether they received information regarding the Suicide Awareness Campaign from posters, yellow ribbons around campus, and/or YouTube, the majority said that they saw information on posters. Most respondents from this group also indicated that they learnt something about how to handle a potential suicidal crisis by stating that such threat should be reported to PsyCaD or the Crisis Line. It can therefore be said that although on-line communication has proven to be an effective medium of communication with students, personal interaction and environmental visibility of a campaign remain important tools for interacting with students as well.



### **Semester 2 - Quarter 3 and 4:**

- Negotiations regarding playing the Suicide Awareness Video started at the outset of this programme back in 2011. By means of guidance and consultation from Professor Gertie Pretorius and Professor De Kadt the committee agreed that the target population for this process should be first-year students. A presentation of the video was made to the UJ First Year Experience (FYE) Committee, where after e-mail communication was sent out to all FYE committee representatives requesting a 15-minute slot to play the video during lecture times.

- Until July 2013 the video on suicide prevention, which is available on YouTube, was accessed by 101 people. Out of 625 first-year students (who were asked to complete a short questionnaire after the video presentation in class) 305 (48%) indicated that they saw material with information on suicide prevention around one of the UJ campuses during 2013.

### **Therapy Awareness Campaign**

The aim of the Therapy Awareness Campaign is to enhance therapeutic awareness and engagement by sensitising students and staff of the UJ community around being proactive about their psychological wellbeing. A particular focus in reaching this goal is to share messages against the stigma around seeking psychological assistance. This campaign also advertises the services offered by PsyCaD. Students responded well to campaigns on all four campuses. After completion of the events, the therapeutic services team reflected that the goals of the campaign were met. Aspects that were also looked at were the best methods used to engage students, as well as how best to manage finances for the next year.

Therapy Awareness Campaign activities took place once a week on a Friday between 12h00 and 14h00 during the months of April and May.



The campaign was well implemented across all campuses. As a means of marketing the campaign, posters were designed and strategically placed on all four campuses before the event. These posters were also made available on social media platforms and constant reminders were sent out via Facebook and Twitter. A circular was also distributed to ensure that UJ staff members were informed.

During the campaigns, our psychologists engaged with the students and staff, and information was shared on pertinent topics, such as What is Therapy, Depression, Anxiety and Post-traumatic Stress Disorder. Students were given little treats, such as packets of NikNaks to attract them to our table. A competition was held to assess students' knowledge around PsyCaD services. Questions such as: 'What does PsyCaD stand for?' and 'What is the Crisis Line number?' were asked and a winner was drawn on each campus. Somatology vouchers and Van Schaik Book Store vouchers were offered as gifts.

A change implemented in the 2013 campaign was the inclusion of a monitoring and evaluation process. The competition entry form was used to capture the number of participants on each campus. An observation made was that some who attended the campaign did not enter the competition; therefore the statistics in the table below are

not a full representation of the numbers of students who participated. The following is an indication of what was drawn from the competition forms:

### **Therapeutic Awareness Campaign Statistics**

	<b>DFC</b>	<b>APB</b>	<b>APK</b>	<b>SWC</b>
Number of student participants	65	42	123	140
Number of staff participants	0	1	0	4
Participants that know about PsyCaD Crisis Line	46	30	103	114
Participants that don't know Crisis Line number	19	13	20	30

One of the competition questions asked students about their views of PsyCaD services. The responses indicated that students appreciate and value the services offered by PsyCaD. The responses also indicated that students know where to seek help, implying they know where PsyCaD is situated, as well as when to reach out for help.

After reflection, some of the challenges that presented were the possibility that students might have had insufficient time to engage with the available professionals during the campaign. The factor of timing is always difficult in the university context as it is not always possible to accommodate everyone due to lecture times and work obligations.

After taking into account the identified challenges, it is fair to say that the goal of the campaign was achieved. The goal was to communicate and instil in the UJ community the importance of therapy, as well as to share information on important issues that are affecting students, such as depression and anxiety. A positive outcome of the Therapy Awareness Campaign was an increase in the number of students who visited PsyCaD. Observations made by some psychologists were that students consulted PsyCaD after exposure to information they received during the campaign. Students who engaged with PsyCaD professionals and peer buddies, received relevant information about what it means to see a psychologist or come to consult at PsyCaD.

### **Therapy**

Therapy provides a special setting that facilitates the process of self-discovery in a safe space. Clients use the therapeutic space to learn better ways of coping with the overwhelming demands of life and various stressors. Many people find that being able to talk about their difficulties eventually brings relief. This process assists the individual to be more effective in their relationships with the self and others. Psychologists may make use of various methods, in addition to talking, to assist the client. Because therapy supports people who are going through difficult times, we find that people come to therapy for many different reasons. Some of the more common reasons include: academic difficulties; anxiety; concentration difficulties; dealing with traumatic experiences; grief; depression; suicidal thoughts; low self-esteem; problems with adapting to university life; problems with eating and body image; problems with

self-harming behaviour; procrastination; relationship concerns – romantic, family and friends; sexuality concerns; sleeping problems; stress; substance abuse; and uncertainty about the future. PsyCaD offers individual, couple and family therapy.

In 2013 a total of 3 430 therapy clients received individual psychotherapy at PsyCaD. Psychotherapeutic services were delivered to these clients in 4 761 therapy sessions.

Some of the trends over the past year show an increase in cases dealing with rape. In 2013 PsyCaD assisted 110 clients who were victims of sexual assault, 15 more than the previous year. Records show that issues of grief and bereavement increased drastically in 2013. The number of clients seeking support went up by almost 100. PsyCaD psychologists assisted 401 clients through the process of grief during 2013, by offering emotional support, assisting the client to develop better coping mechanisms, as well as managing the process of psychiatric referrals due to the onset of depression. Another trend that PsyCaD observed was an increase in pregnancy-related matters during 2013. Although there was a slight increase in the number of female clients who were distraught over pregnancy matters from the previous year, it was significant to note that the number of clients dealing with termination of pregnancy decreased by 10 in 2013. In total, 71 abortion-related cases were seen and 44 other pregnancy-related cases were managed by PsyCaD.

The above-mentioned examples are only a reflection of clients seeking individual psychotherapy and may therefore not be indicative of the presenting problems of clients seeking assistance via the 24hr Crisis Line.

## **PsyCaD Services offered to Campus Health Clinics**

### **Occupational Health Referrals**

PsyCaD and the Division of Occupational Health (OH) within Campus Health Services at UJ collaborate to ensure that staff members and their families are referred for therapy should the need arise and the presenting problem relates to occupational issues. During 2013 three UJ staff members were seen in relation to occupational problems affecting psychological wellbeing.

### **Wellness Committee**

PsyCaD still assists staff members who do not come through the Occupation Health referral system. PsyCaD provides a reduced rate for these staff members. A quarterly report is presented at the Wellness Committee providing statistics around the number of staff seen by PsyCaD for the year. These statistics also include family members of staff seen.

### **Staff seen at PsyCaD**

<b>Number of Staff Seen</b>	81
<b>Number of Sessions</b>	296
<b>Main Presenting Problem</b>	<ul style="list-style-type: none"><li>• Problems within the family structure</li><li>• Work-related stressors</li></ul>
<b>Main Referral Source</b>	Self

## **Campus Health**

PsyCaD assists Campus Health Clinics by making the services of Intern Psychologists available to provide HIV Counselling and Testing (HCT) and Termination of Pregnancy (ToP) counselling sessions on the APK, APB and DFC campuses. In total, 422 HCT and 13 ToP sessions were offered by PsyCaD's intern psychologists during 2013. This does not comprise the total number of clients seen by Campus Health Services during 2013.

## **Crisis and Trauma Intervention**

'Stress', 'crisis' and 'trauma' are words that are used interchangeably. Crisis or traumatic events are situations that the psychologists at PsyCaD are equipped to handle. One can even argue that it is the experience of being in a crisis situation that pushes an individual to attend therapy. It is for this reason that it is difficult to assign a quantitative value to the clients who seek support due to a crisis or trauma. The statistical trends, however, show that clients turn to PsyCaD for assistance due to traumatic life experiences such as finding out one is HIV positive, going through an abortion, sexual abuse, the death of a loved one, as well as being academically excluded due to lack of finances.

Besides intervening on an individual level, PsyCaD is often called upon to assist in major traumatic events that occur within the UJ community. In these cases there is a need to respond and mobilise resources quickly and efficiently. In 2013 PsyCaD intervened in many different incidents, such as:

- A staff group debriefing session with staff members belonging to the same department who experienced a traumatic situation in the work context.
- An incident involving the death of a student on the DFC campus. A request was made by the Office of Student Accommodation and Residence Life to debrief students staying in an off-campus accredited residence. The students had witnessed two fellow residents, one of them a UJ student, fall to their death from the building in which they lived. A group debriefing session was arranged and the students who attended the trauma debriefing felt the discussion was useful in helping them come to terms with the incident.
- The death of a staff member during a hijacking incident also required group intervention in the form of trauma debriefing. A request was made by the Academic Development Centre on the morning following the incident to provide debriefing to the deceased's students and colleagues. Approximately 40 students were seen, in four groups, immediately after being informed of the death of their lecturer. Students were given an opportunity to express their thoughts and feelings within the safety of the group space. Psycho-education regarding bereavement, trauma and coping strategies was also provided.
- The many emergency and walk-in referrals PsyCaD receives from Campus Health for students who have just been informed that they are HIV positive or female students who find out they are pregnant.

In all cases clients are made aware of the additional support offered by PsyCaD in the form of the 24-hour Crisis Line and individual therapy. The interventions also focused on effective coping strategies and resources. It is essential here to highlight the importance of the 'Safe Zone' that PsyCaD offices create. Through Safe Zone posters PsyCaD instils the idea in both students and staff that PsyCaD is a safe space.

## HIV

Therapeutic Services represents PsyCaD on UJ's HIV Committee. This role is to liaise with all relevant stakeholders and filter relevant HIV information from PsyCaD to the committee and from the committee to PsyCaD. Therapeutic Services are involved in various HIV initiatives at UJ and collaborate with the Institutional Office for HIV and Aids (IOHA) and other stakeholders such as Campus Health to provide HIV services and support to UJ students and staff.

As a representative on the Care and Support Task Team of the committee, PsyCaD, in collaboration with IOHA and Primary Health Care (PHC), provides therapeutic support to students and staff who are living with or are affected by HIV/AIDS at UJ. Below are statistics as provided by psychologists regarding individual psychotherapy with clients infected with HIV/Aids:

### Individual Sessions with clients

Individual Psychotherapy to clients infected with HIV/AIDS		
	No of sessions:	No of people:
<b>February</b>	0	0
<b>March</b>	7	4
<b>June</b>	2	1
<b>July</b>	2	2
<b>August</b>	2	1

### HCT Counselling

As part of their training, intern psychologists assist Primary Health Care HCT counsellors with the HIV Counselling and Testing (HCT) services to students on APK, APB and DFC campus health clinics. A total of 422 HCT sessions were conducted in 2013.

### HCT Counsellor Debriefing

Therapeutic Services conduct debriefing sessions with the UJ HIV Counselling and Testing (HCT) Counsellors (four in total). Debriefing takes an individual format, with each HCT counsellor attending a one-on-one debriefing session with a PsyCaD psychologist on his/her campus. There has been resistance from some of the HCT counsellors to this process. Therefore Therapeutic Services make the service available should the need for debriefing arise. The HCT counsellors are then responsible to book appointments with a PsyCaD Psychologist. In 2013, 21 HCT debriefing sessions were conducted with the HCT counsellors, across all four campuses.

According to interpretations made by psychologists at the end of the year, on-going fixed scheduled debriefing sessions have not proved effective due to inconsistency in attendance. Together with Primary Health Care, it was decided that going forward a workshop sensitising HCT counsellors regarding the importance of debriefing will be conducted annually. Thereafter, further individual intervention will be based on individual requests.



## HIV Support Groups

The Institutional Office for HIV and AIDS (IOHA) is responsible for running psycho-educational and psycho-social support groups for HIV-infected and affected UJ students. Therapeutic Services provides psychological expertise in assisting with facilitating the support groups. This involved group therapy sessions with HIV-positive students to provide therapeutic support and psycho-education. These groups were facilitated by PsyCaD psychologists from various PsyCaD units.

Throughout the year, 16 HIV support groups were conducted with 144 students, which took place on APK and SWC. Feedback from the facilitators of the APK support group suggested that the intervention was constructive to its attendees, evident in its consistency, as well as number of attendance. IOHA and PsyCaD have been in continuous dialogue regarding the development of these groups, which can benefit group participants.

## First Year Seminar (FYS) Faculty presentations

To ameliorate the initial apprehension that many new entrants experience, PsyCaD psychologists delivered focused presentations providing a general overview of university life, introduced the PsyCaD support services and some tips to get started. These presentations reached students across all Faculties and campus sites. A total 23 presentations were facilitated in 2013. Attending students were requested to complete an evaluation form. Data from the form was used for needs-assessment and intervention-planning purposes during the year.

Comparative sample data over a three-year period yielded the following information (statistics for first-year orientation/seminar, 2011 to 2013):

## Population Distribution

Population Group		2011	%	2012	%	2013	%
No Indication	0	2	0.1	17	0.5	4	0.1
Asian	1	5	0.2	12	0.3	22	0.6
Black	2	2093	64.8	2875	81.2	2752	80.5
Coloured	3	61	1.9	143	4.0	158	4.6
Indian	4	48	1.5	108	3.1	125	3.7
White	5	114	3.5	378	10.7	342	10.0
Other	6	907	28.1	7	0.2	14	0.4
<b>TOTAL</b>		<b>3230</b>		<b>3540</b>		<b>3417</b>	

The figures correlate well with national demographics, with over 80% of the respondents being black.

## Faculty Distribution

Faculty		2011	%	2012	%	2013	%
No Indication	0	3	0.128	7	0.2	0	0.0
Art Design and Architecture	1	0	0	208	5.3	96	2.8
Economic & Financial Sciences	2	1034	44.2	919	23.3	944	27.6
Education	3	147	6.3	522	13.2	515	15.1
Engineering and the Built	4	164	7.0	424	10.8	289	8.5

Environment							
Health Sciences	5	4	0.2	403	10.2	0	0.0
Humanities	6	103	4.4	477	12.1	428	12.5
Law	7	192	8.2	232	5.9	222	6.5
Management	8	560	23.9	322	8.2	796	23.3
Science	9	135	5.8	428	10.9	127	3.7
<b>TOTAL</b>		<b>2342</b>		<b>3942</b>		<b>3417</b>	

Over 90% of the respondents were South African

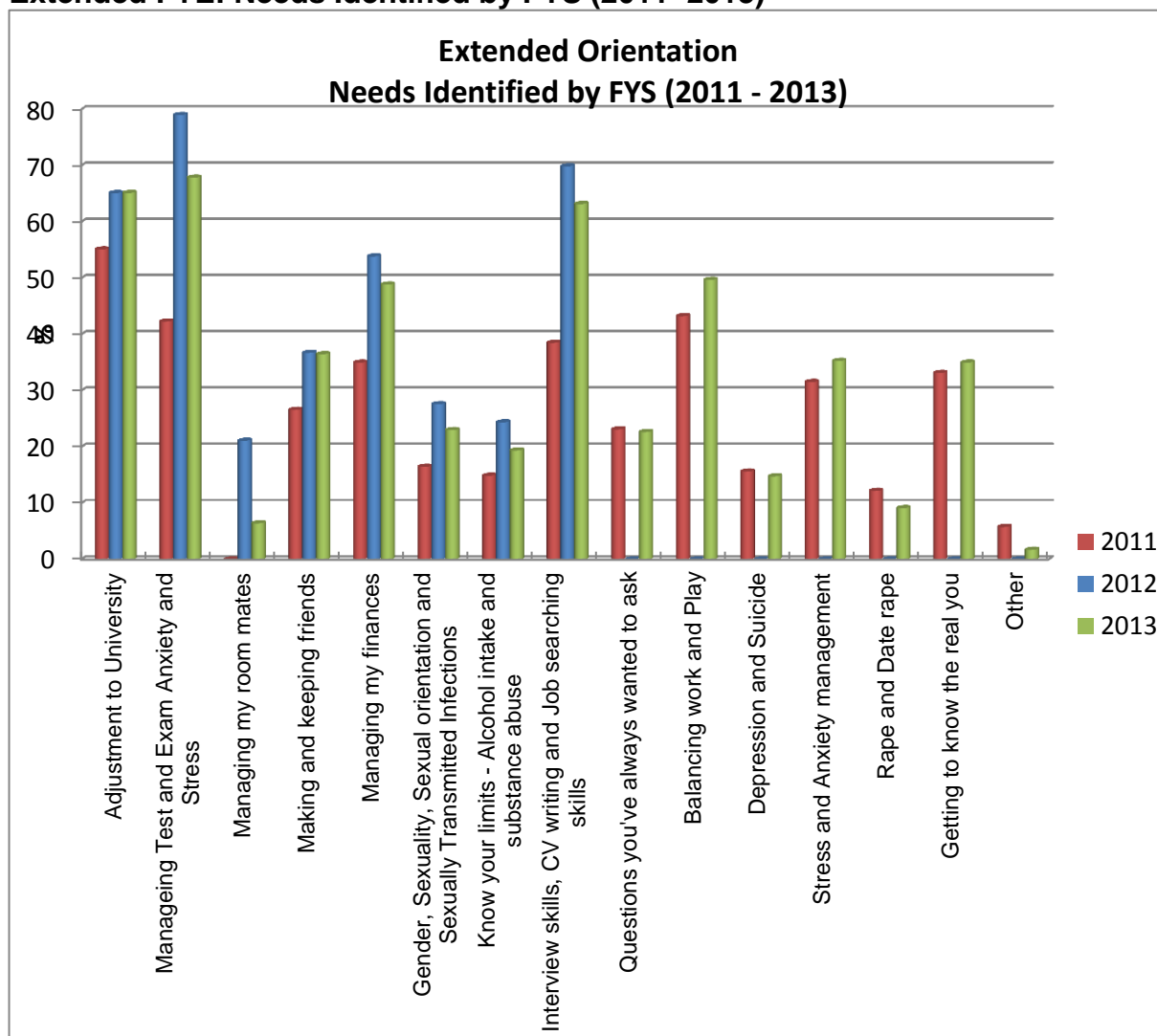
#### Family History and University attendance

<b>Family</b>		<b>2011</b>	<b>%</b>	<b>2012</b>	<b>%</b>	<b>2013</b>	<b>%</b>
No Indication	<b>0</b>	85	3.9	0	0	1016	29.7
First in Family to attend university	1	670	30.6	0	0	866	25.3
One Parent attended	2	322	14.7	0	0	197	5.8
Sibling attended university	3	382	17.4	0	0	359	10.5
Uncle/Aunt/Cousin attended university	4	539	24.6	0	0	307	9.0
Other	5	195	8.9	0	0	672	19.7
<b>TOTAL</b>		<b>2193</b>		<b>0</b>		<b>3417</b>	

- Over 25% of the respondents were first-generation students. Data for 2012 is not available.
- Generally, the largest number of respondents came from suburban schools, followed by township schools, rural schools and private schools. During 2013, there was an overall decline in the number of respondents reporting on the type of school attended, with over 75% respondents preferring not to indicate.



## Extended FYE: Needs Identified by FYS (2011–2013)



The top three needs identified by first-year students include:

- Adjusting to university;
- Reducing test and exam anxiety; and
- Managing their careers in terms of developing interview skills, CV writing and job searching.

The biographical information together with the responses to the needs questionnaire serves to develop an understanding of the first-year student profile and assists in guiding PsyCaD with the implementation of focused intervention initiatives. While the majority of the students found the presentation to be informative and beneficial to them as FY students, comparative data across a three-year period is indicative of a decline in the respondents' overall satisfaction with the PsyCaD DVD presentation. This could be attributed to the content not being as relevant to the current cohort of students, since the DVD was produced five years ago. With this in mind, the DVD upgrading process was set in motion during the year.

### **Extended FYE Initiatives**

In an effort to provide on-going support for students during the first year at university and to further connect students to campus life and enhance the overall transition experience, the following additional support activities continued throughout the year:

#### **Online Resource – “Kgati’s Journey to Success”**

The aim for 2013 was to focus on developing student self-awareness and promoting the holistic wellbeing of the student. To achieve this, the “Kgati’s Journey to Success” guides focused on 12 broad areas. (Each guide covered different aspects of the topic and included several posts.)

- The right of all to learn
- Striking the balance and maximising my academic success
- Making the most of my UJ Journey
- Engaging in positive learning actions
- F5 and F7 results and what they mean
- Career assessments and career counselling
- Relationships as a means to reach goals
- Building and maintaining your own support system
- How to rise above difficulty circumstances
- Loans and budgeting
- Setting goals
- Things to know about university stressors

The guides were made available on the UJ/PsyCaD website, with some also being made accessible on PsyCaD@UJ/Facebook and uLink.

Kgati engaged with students through posts on social media. Students were invited to take part in a “Throwback Thursday” competition titled “Caption this” and posts of UJ Campus Life. These posts allowed students to engage with Kgati and provided an opportunity for students to voice their opinions on topics relevant to them. In addition to the above, Study Skills and Exam Preparedness tips were provided before the examination periods. These included topics such as staying focused and motivated during your studies, curbing procrastination, memorisation techniques, relaxation techniques, using support services and dealing with exam stress and anxiety.

### Google Analytics: Social Media Online Reach and Followers

Activity	Number of students FOLLOWERS	Number of students REACH	Number of Posts
Kgati's "Journey to Success"	699	1 608	8
Marketing Discussion Forums	5 676	12 534	35
Kgati on the UJ Campus	6 780	15 082	3
Kgati's social media interactions	1 541	3 778	13
Study and Exam Preparedness Tips	2 462	5 267	29

The Kgati's "Journey to Success" guides, posted on the PsyCaD@UJ timeline, initially reached 699 followers. These followers then engaged with the posts on the PsyCaD@UJ wall on Facebook and encouraged others to visit the wall. The posts then reached a total of 1 608 (reach). From the engaged activities, such as sharing the post, commenting on the post and selecting "like" of the reach population, an additional 509 followers had seen the posts. A total of eight guides were made available on the PsyCaD@UJ wall.

The discussion forums marketing on PsyCaD@UJ Facebook timeline and wall reached 12 534 followers, with an additional 4 168 from their sharing, comments and "like" of the posts. Students attending these workshops noted that they had seen the workshops being advertised on Facebook. Complementing the posts of the discussion forums, the posts on "study and exam preparedness tips" yielded a total of 567 (reach) just prior to examination time.

Kgati on UJ Campus (life on campus) reached 15 082 followers, just with three posts. This was successful due to the visual posts made (photos of campus life).

Kgati's interactions with followers on the social media platform reached a total of 3 778 students with 13 posts, just starting with an initial reach of 1 541. According to Google Analytics, 1 335 students connected with Kgati online.

A total of 368 new visitors visited the site during the period July to December. Not less than 64% of the visitors were new to the site (for the period between July and December) and had spent some time on the site at least downloading or accessing two guides. Visitors were directed from the PsyCaD@UJ Facebook wall to access previous guides that were not available on the wall. It was not necessary for previous visitors, who had already accessed previous guides to visit the site again as the recent guides were available on the PsyCaD@UJ Facebook wall.

### Discussion Forums/Adjustment Groups

The Discussion Forum groups were based on student needs identified initially from the First Year Seminar evaluation forms and analysis of the more frequent reasons students presented with during the walk-in/advisory service.

Furthermore, a number of FY students continue to use skills and techniques developed at high school, to cope with academic demands at university. These skills,

however, soon become ineffective as the workload and pressure increase and the need for disciplined and independent functioning becomes imperative. Furthermore, poor time management and high levels of procrastination often lead to increased stress and anxiety levels, consequently resulting in poor academic performance.

To address the under-preparedness of first-year students, PsyCaD psychologists facilitated small-group discussions on various topics affecting and promoting student academic success. While these voluntary attendance discussion forums were initially designed to accommodate first-year students, interested senior students were also permitted to attend. The groups were structured along the lines of a “Think, Pair, Share” concept, which enabled students to be more proactive in finding solutions for challenges they were experiencing with regard to their academic performance. This concept also allowed students an opportunity to explore possible solutions within a group setting and benefit from the shared experiences of their peers.

### Workshop Details

Workshop Themes	Sessions	Number of attendees
Procrastination exposed	10	37
Coping with stress and anxiety	28	88
Curbing distractions and setting goals	5	13
The social me	2	8
Staying motivated and study effectively	21	182
Managing my finances	0	0
Being my best	2	16
<b>Total</b>	<b>68</b>	<b>344</b>

Discussion forum groups on maintaining motivation and coping with stress and anxiety proved to be the most popular. No interest was shown for “Managing my Finances”, even though this need was indicated by the feedback from the FY Seminar evaluation forms. A likely reason for this was that the student needs were more in line with securing financial assistance than budgeting finances.

Students felt that the discussion forum themes were valuable and relevant to their current needs as students at UJ. They enjoyed the practical group activities and found the tips provided most helpful. Most students valued their learning experience in terms of having an opportunity to engage with and exchange ideas with their peers in a safe, accepting and non-intimidating small-group setting.

Student comments taken from the Discussion Forum evaluation forms include:

- “Talking frankly about my habits and having to challenge them”
- “learning the breathing techniques was most useful”
- “the group discussion without a host”
- “everything that was covered was useful but especially learning how to manage myself and deal with distractions”

### Faculty of Humanities Safenet (Early Warning) Intervention Initiative

PsyCaD psychologists implemented a support programme for a group of academically at-risk FY students, identified through the university's early-warning system (Safenet) and referred by the Faculty of Humanities.

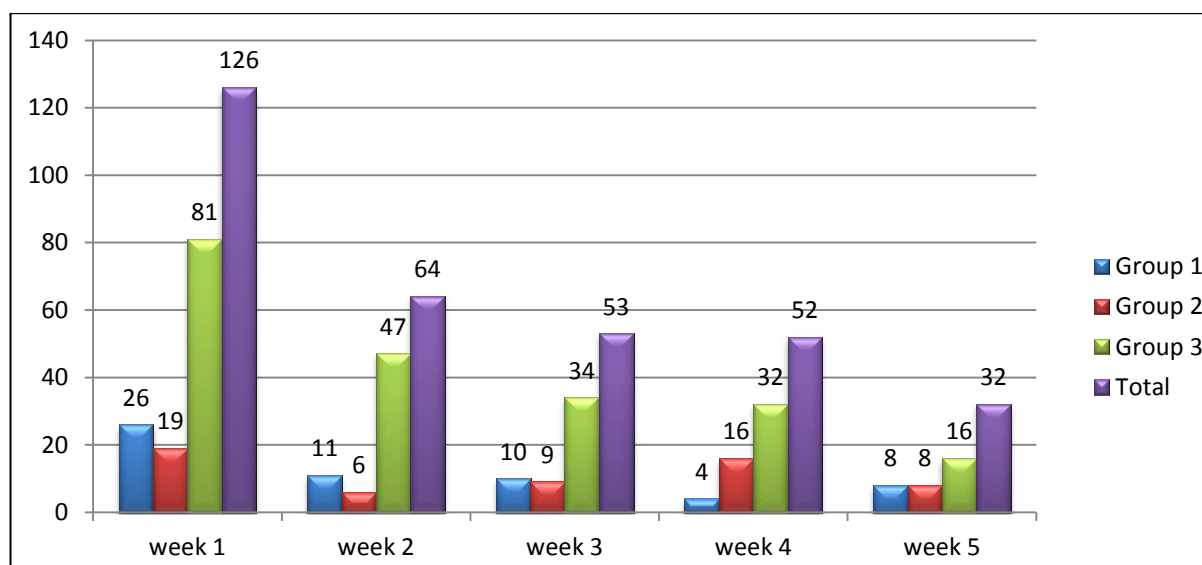
The outcomes of the intervention were to:

- Encourage students to strive towards reaching their full potential.
- Facilitate self-awareness and growth.
- Enable the identification of strengths and utilise them effectively.
- Enable the identification of obstacles to succeeding academic and reaching full potential.

The intervention programme consisted of a set of five workshop sessions. To accommodate all the students, each workshop was made available three times a week with a total of 15 workshop sessions being facilitated. All workshop sessions were activity-based and completed in a workbook which students kept for easy reference.

Session	Workshop Topic
1	Personal exploration.
2	Identifying and utilising personal strengths.
3	Finding balance and setting academic goals.
4	Studying effectively and staying motivated.
5	Coping with exam anxiety and stress.

### Number of attendees throughout the five-week period



Students lacked commitment in terms of attendance, with 50% dropping out after the first week and a further attrition at week five, which coincided with the university's study break period. Timetable clashes were also a contributory factor.

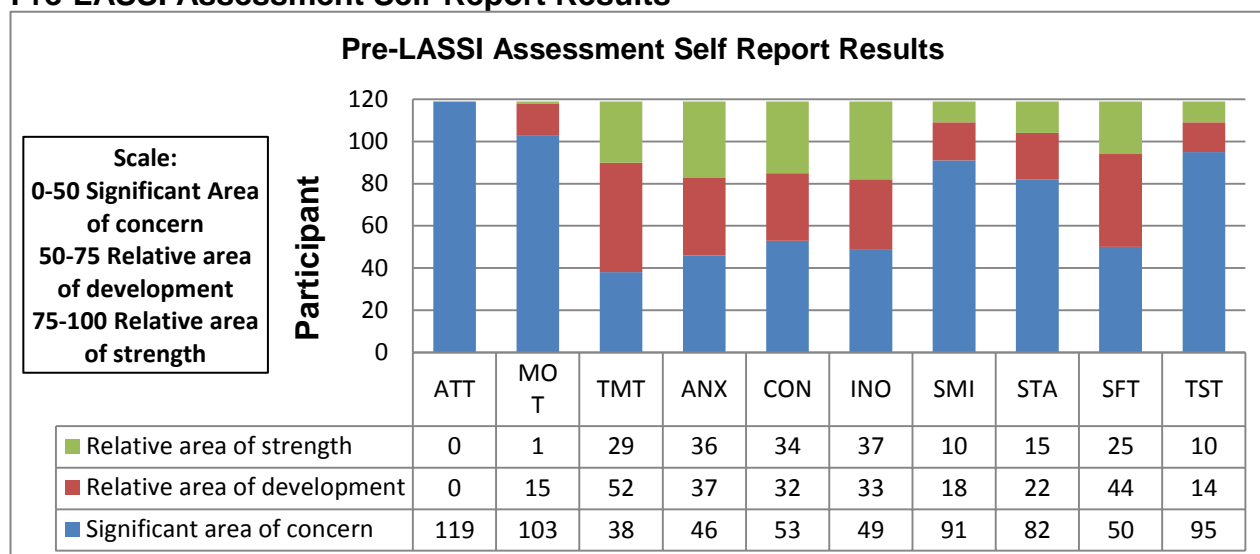
The intervention programme was further enhanced with the inclusion of a psychometric evaluation, the Learning and Study Skills Inventory (LASSI). The LASSI is a self-report measure designed to identify hindrances to academic growth. By looking at students' current perceptions towards their academics they develop greater awareness and understanding of their learning, as well as their studying strengths and weaknesses.

Areas measured by the LASSI include the following:

- ATT - Attitude and interest
- ANX - anxiety and worry about academic performance
- CON - concentration and attention to academic tasks
- INP - information processing, acquiring knowledge and reasoning
- MOT - motivation, self-discipline, diligence, and willingness to work
- SFT - self-testing, reviewing and preparing for class
- SMI - selecting main ideas and recognising important information
- STA - use of support techniques and material
- TMT - time management for academic tasks
- TST - test strategies and preparing for tests

The LASSI was used as a pre-post achievement measure for the students attending the workshop intervention programme.

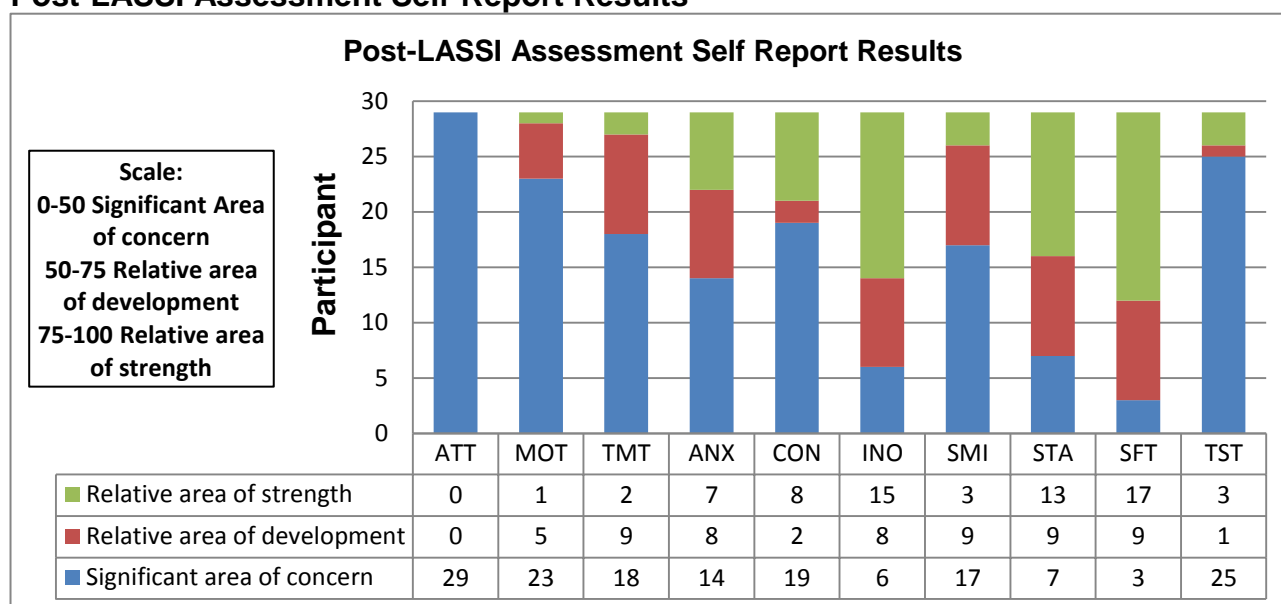
### Pre-LASSI Assessment Self-Report Results



### Pre-achievement assessment process

A total of 119 students were assessed at the beginning of the project. Significant areas of concern to the students included attitude toward studies, motivation, selecting main ideas from text and test-taking strategies. Time management, concentration, anxiety and information-processing were not of major concern. The workshop facilitators focused on developing practical skills/techniques by attempting to use each student's identified strengths and encouraged self-reflection.

## Post-LASSI Assessment Self-Report Results



### Post-achievement assessment process

Students were reassessed after the last session, and 29 students completed the post-assessment. Results indicate that some areas remained of concern, i.e. attitude (the students continue to experience many environmental factors that impact on their learning), motivation (even though during group discussions many indicated that they felt more motivated than before), test-taking strategies and concentration. The students reported that the strategies learnt during the workshops assisted them but felt that had not as yet had the opportunity to apply what they had learnt. Improvements were reported in coping with anxiety, working constructively with information while studying (meaningful learning) and self-testing abilities.

The group feedback was educational in nature, and students were provided with their individual assessment profiles. Students in need of additional or individual support were also referred to PsyCaD for individual counselling and ADC for additional learning support.

The post self-report measure was completed a week prior to the semester examinations, when many students would naturally be feeling more tense and pressured and would be more likely to evaluate themselves less positively. In addition, student attendance was sporadic and very few if any students attended the full five-session programme, and this would have also negatively influenced the post-testing results.

Shortcomings of the intervention include the following:

- Timing of the intervention programme – rollout was too late in the semester and too close to the semester exams, which contributed to the large dropout rate and the sporadic attendance.
- The intervention focus was psycho-educational and psychosocial in nature, and, while beneficial, should have included a complementary academic/learning-related component such as that provided by ADC.

- Language/literacy- and module-related concerns raised by students could not be adequately addressed other than referring students to ADC to voluntarily seek additional assistance.

The above and other recommendations were discussed with Faculty to improve and assist with future planning.

### **Faculty Liaison Project (FLP)**

Developing and maintaining relationships in an effort to service the needs of Faculty and their students remains a priority for PsyCaD. In this regard, dedicated PsyCaD Faculty Liaison representatives continue to be readily available and maintain regular links.

Engagement with Faculties was maintained by way of the departmental heads, lecturers, faculty FYE committee members, HFAs, faculty advisors (administrators), concession committee members, and residence managers. Activities spanned across the year, beginning with the PsyCaD presentations at the First Year Seminar. Tasks varied from sending emails and telephonic calls, to presenting workshops, marketing the services of PsyCaD, assisting with the referral process of students, creating awareness of prevention programmes, as well as supporting academically at-risk and excluded students on an individual and collective basis.

### **Faculty Needs Survey**

The needs survey was undertaken to:

- Evaluate the effectiveness of PsyCaD services and determine whether the needs of Faculty and their students were being met.
- Become aware of possible needs that PsyCaD was unaware of.
- Make sure the actions taken are in line with the needs expressed.
- Guide future action and address the needs.

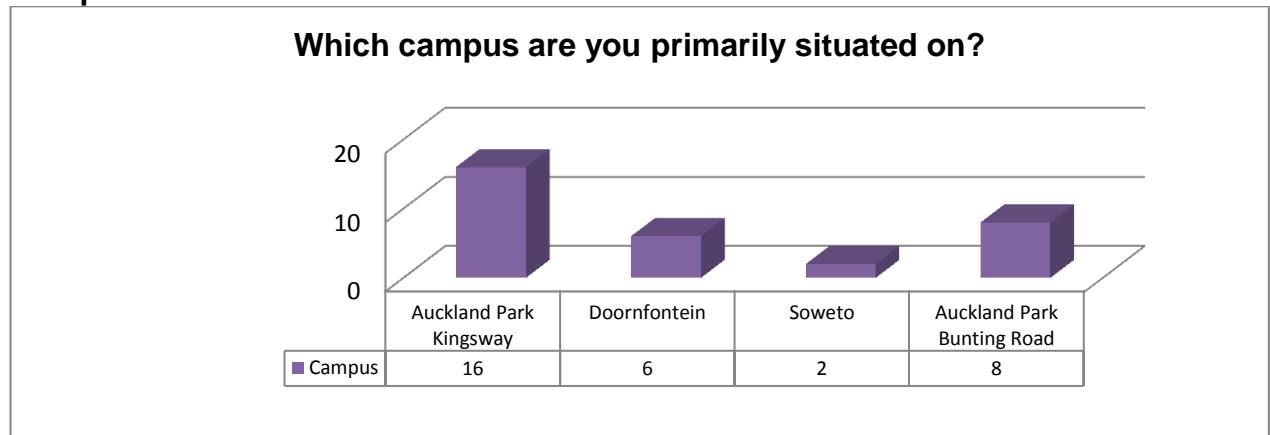
The aim of the survey was to measure the level of satisfaction with PsyCaD services and to identify areas of strength and improvement in PsyCaD service delivery.

Faculty members were made aware the survey via the circulars, the UJ Communicator and individual email requests. However, only 32 participants responded to the questionnaire, placing limitations of the results of this study.

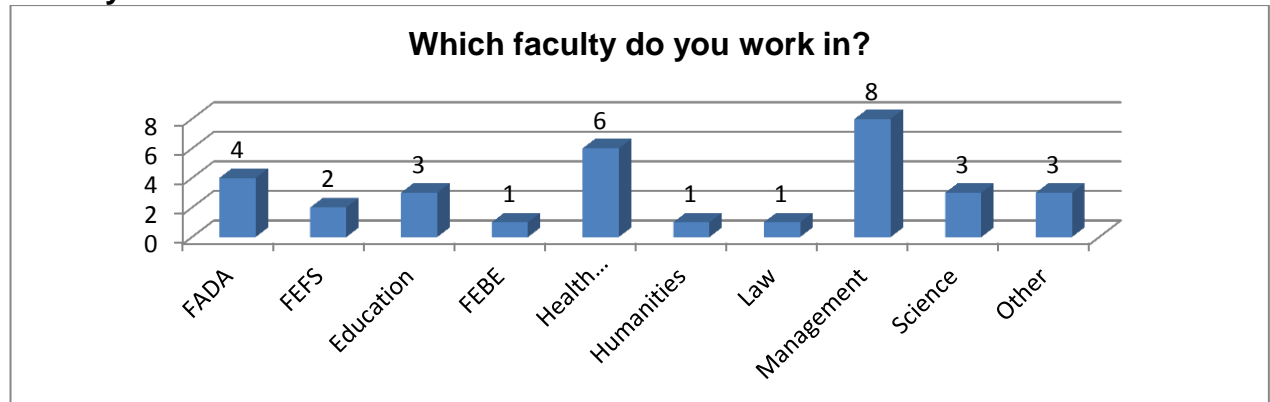


The following biographical information was obtained:

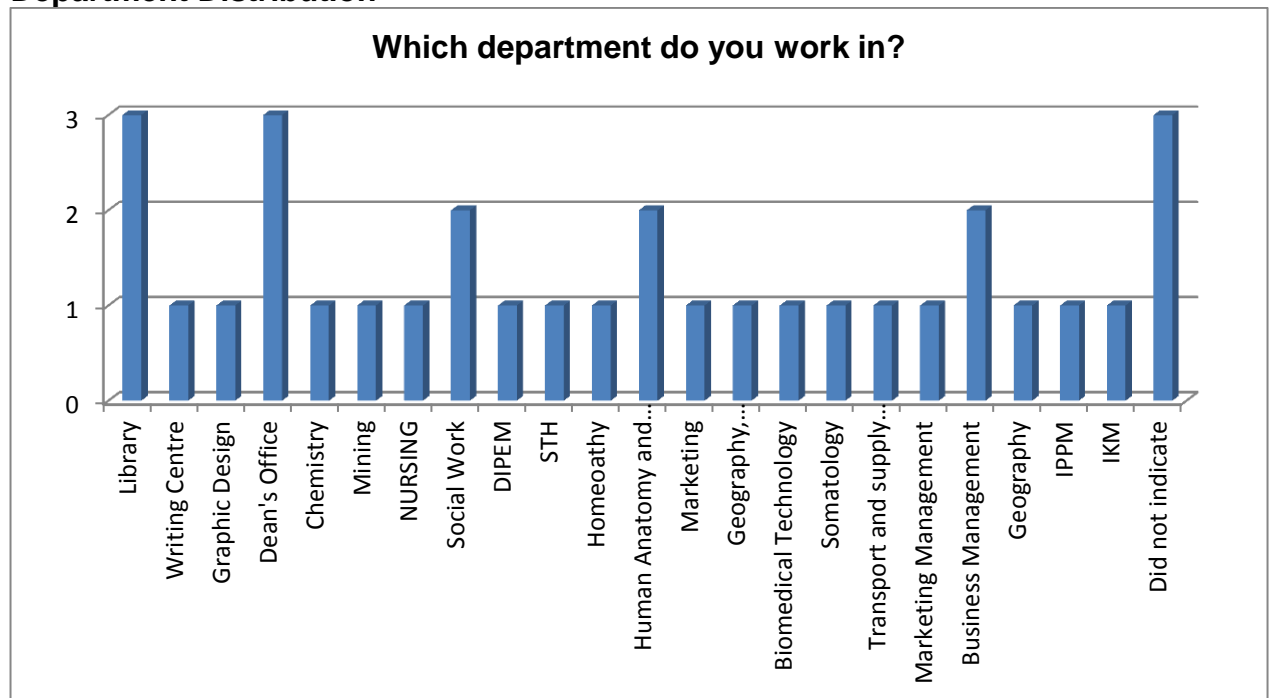
### Campus Distribution



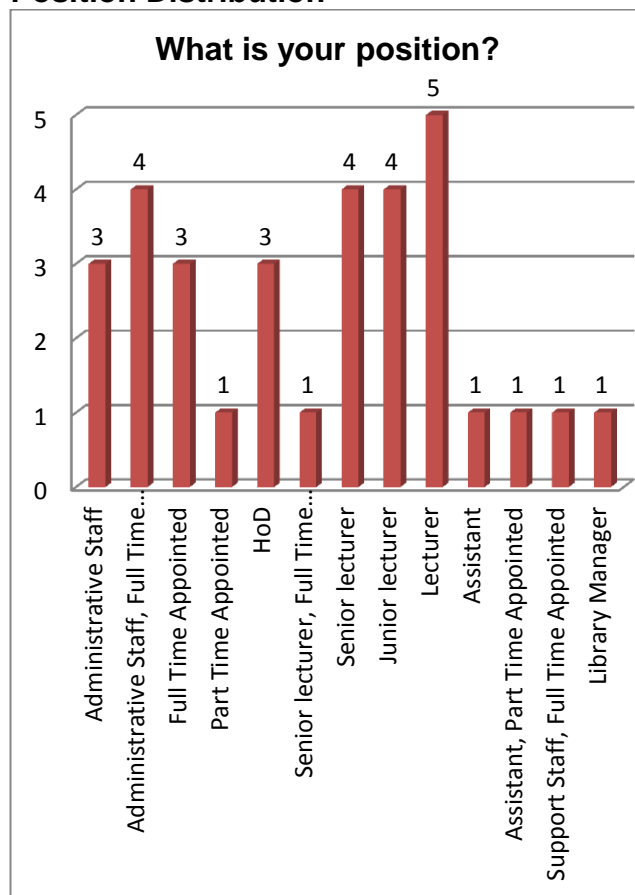
### Faculty Distribution



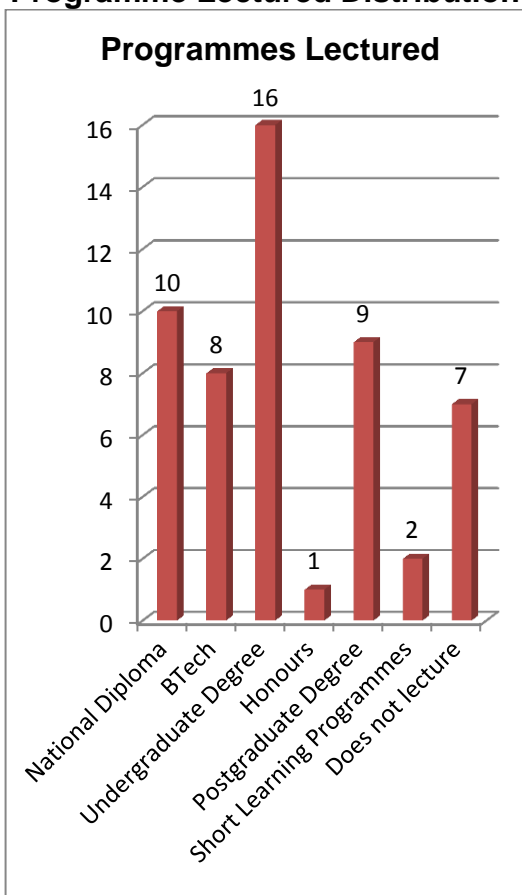
### Department Distribution



**Position Distribution**



**Programme Lectured Distribution**



Respondents' perceptions of the difficulties experienced by students are represented in the table below. They viewed financial difficulties, personal problems, difficulties adjusting to university and language difficulties as the main problems students experienced.

**Challenges of students identified by participants**

Challenge experience by students	Number of participants indicated this as an area of concern for UJ students
Financial reasons	24
Personal problems/therapy	20
Difficulties adjusting to university	19
Difficulties with language of teaching and learning	16
Difficulties with course content	12
Accommodation	11
Career guidance and subject choice	10
Poor academic progress	10
F5 or F7 assessments	8

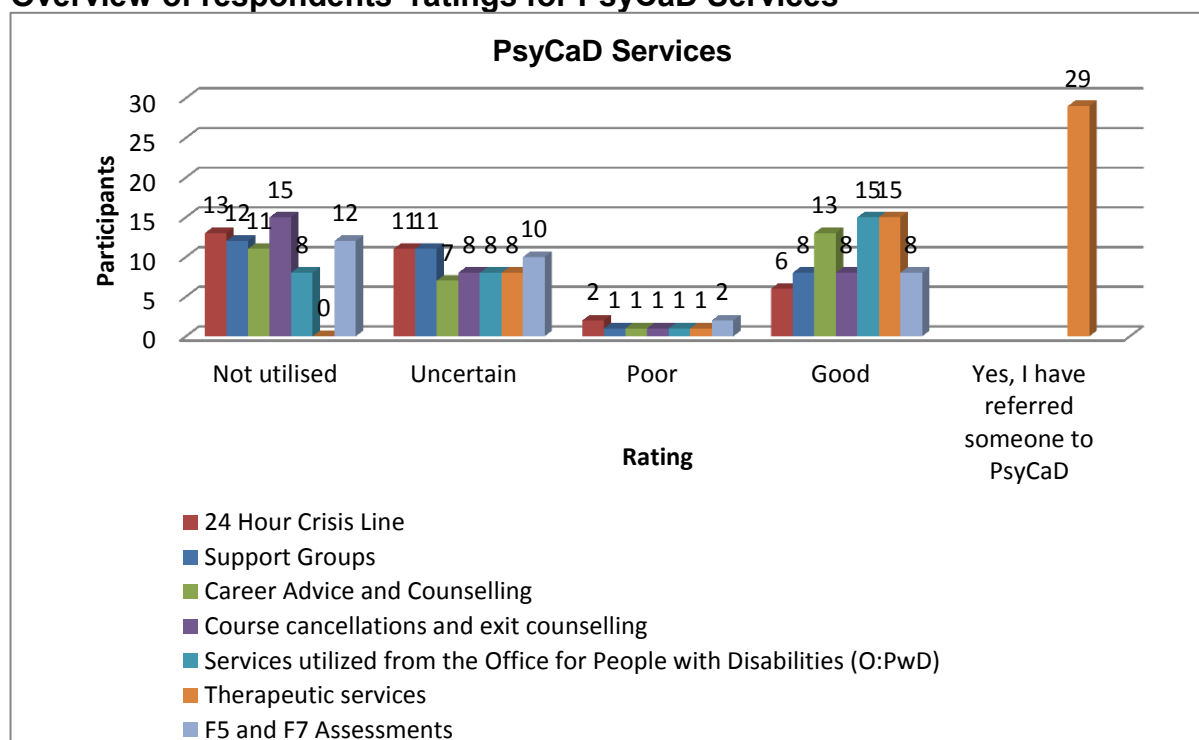
Health issues	6
Disability and special needs	2
Food	1

The following section provides a quick overview of the services offered by PsyCaD, including the participant's feedback with regard to their perceptions and utilisation of the services.

The services were rated on a four-point scale, categorised as not utilised, uncertain, poor or good. Some services were not utilised by the participants and some participants were not aware of the services PsyCaD offered. These two aspects were indicated by "not utilised". The term "Utilised" implied self-use and/or having referred a student to the service.

The graphical representation below depicts the ratings of PsyCaD services offered:

### Overview of respondents' ratings for PsyCaD Services



- 91% of the respondents indicated that they had referred someone to PsyCaD.
- 41% of the respondents had not utilised the 24-hour Crisis Line, with 32% of the respondents who had utilised the services indicating they experienced the support as good. 11% (two respondents) felt the service they received was poor.
- The support groups were rated as good by 40%, but with 55% noting an uncertain rating despite having indicated that they had utilised this service.
- 62% of UJ staff who utilised the Career Advice and Counselling Services indicated a rating of good, with 33% rating the service as uncertain (used but did not rate the service). This service is identified as a relative strength of PsyCaD.
- 47% of respondents who had utilised the course cancellations and exit counselling service rated it as good.

- The Office for People with Disabilities received a good rating by 63% of the respondents. This service was also rated as uncertain by 33%. This service is identified as a relative strength of PsyCaD.
- 63% respondents utilising the Therapeutic Services indicated that they experienced the support as good, with 25% not having utilised the services at all. This is identified as a relative strength of PsyCaD.
- Life Enrichment, Leadership Training and Staff Development workshops were not utilised to the same extent as the other PsyCaD services. However, respondents who utilised these services indicated a rating of good (31% Life Enrichment, 20% Leadership Training and 67% Staff Development workshops). However, the services were also rated as uncertain (63% Life Enrichment, 73% Leadership Training and 28% Staff Development).
- PsyCaD support services targeting first-year students (i.e. FYS presentations, workshops, lecturer slides) were utilised slightly more than the other PsyCaD services and rated as being good (71% FYS presentations, 67% workshops and 52% lecturer slides). The services also received an uncertain rating even though utilised (41% FYS presentations, 33% workshops, 43% lecturer slides).
- Support services for underperforming students (F5 and F7 Assessments) was rated by 40% as good, 50% as uncertain and 10% as poor (1 respondent).

The respondents requested the following additional services:

- Faculty- and student-related: multi-disciplinary support for “problem” students and how to cope with these students, self-esteem workshops, and specific support groups, i.e. social work students, a wellness seminar for tutors, information sessions on PsyCaD services and the referral process.
- Faculty staff-related needs: financial counselling, workplace conflict, coping with burn-out, trauma debriefing and counselling, marital counselling and providing a free service to needy/poor staff.

Some of the requested services are already in place and identified gaps will continue to be addressed by PsyCaD.

### **UJ Sports Bureau Workshops**

PsyCaD intern psychologists facilitated a series of workshops requested by the UJ Sports Bureau, with the primary aim of assisting their student athletes to balance the demands of university/academic life with their sport commitments.

This PsyCaD support initiative started in 2011 with FY students, but included both FY and senior students in 2013. Workshop topics ranged from developing effective coping skills (Adjustment: Self-Esteem, Being Moneywise, Stress Management) to developing sport specific skills (Enhancing my performance, Leadership and Managing my career).

The following statistics represent the demographics of the students who attended the sessions:

- Gender - 75% of the participants were male, 24% female (1% not indicated).
- Race - 43% Black, 10% Coloured, 1% Indian, 43% white (3% not indicated).
- Sport Participation - 74% varsity sport, 12% provincial, 4% junior national, 5% senior national, 4% club (1% not indicated).

- Year of study - evenly distributed across the years, with 17% students in their fourth/fifth year of study and 17% studying postgraduate courses.
- Faculty - 1% FADA, 14% FEFS, 0% Education, 3% FEBE, 24% Health Sciences, 15% Humanities, 3% Law, 36% Management, 2% Science.

The student athletes were divided into first-year and senior student groups.

A total of 162 student evaluations were collected. The overall impression gained was that the workshops were a success. The Sports Bureau expressed satisfaction, noting the workshop content as relevant and useful, and being well received by the students.

64% attendees requested the following additional topics for 2014.

- Living Healthily - Nutrition, Nutrition in Sport, Nutrition for athletes.
- Sport knowledge - Sport-specific balancing/topics around the specific sport.
- Utilising support structures - What is a good support base?
- How to conduct yourself - Professionalism, how to handle fame/media.
- Self-knowledge - How to build self-confidence and self-esteem, relationships, internal motivation and how to deal with criticism/becoming your best.
- Team and Leader roles - Team cohesion/relationships with team members.
- Studying/Academics - Motivation in school work, staying motivated and self-motivation.
- Careers - Career advice, handling sports and academics for athletes.
- Therapy/Resolution - anger management, conflict management, match-day stress.
- Life Issues – Faith, sex education, family issues and alcohol abuse.

Recommendations were forwarded to the Sports Bureau to assist them with future planning. Some of the students' requests/needs were not within the scope of PsyCaD professionals. It was recommended that consideration be given to inviting external specialist presenters such as sports professionals.

### **Department of Social Work Support Group**

PsyCaD conducted a Faculty-wide needs survey with the aim of ascertaining needs and measuring Faculty satisfaction levels with PsyCaD services. One of the main findings that emerged from this report related to the Department of Social Work and the need for some assistance to be offered to Social Work students.

According to the needs survey report students from the Social Work Department indicated they experience burn-out and find it difficult to manage their emotional experiences within the field. Added to this, was a noticeable trend in Social Work students accessing individual therapy services. To this end it was decided that instead of seeing these students for one-on-one therapy, it would be prudent to address the specific needs of these students within a group-based therapeutic setting.

The aim of the Social Work Support Group is to offer Social Work students a place to speak about the difficult experiences they were facing as training social workers.

The objectives for the support group included the following:

- Assist Social Work students to improve their personal self-care strategies.
- Improve the self-awareness of the Social Work students.

- Assist Social Work students with the creation of a boundary between their own personal/emotional issues and those of their clients.
- Assist Social Work students with case management skills.
- Offer Social Work students social support from colleagues.
- Meet the goals set out by the Social Work students at the outset of the group process.

The intervention was facilitated over five weekly sessions with third-year Social Work students attending. The group was run in a psycho-educational format and included the following topics:

- Managing internship community projects.
- Self-awareness.
- Building social support in class/interpersonal skills.
- Managing and containing your own emotions.
- Managing workload.

Continuous monitoring occurred throughout the intervention. Two primary methods of monitoring were used, and both are considered as fairly informal means of monitoring the intervention. The first method of monitoring the intervention was through simple observation and note-taking throughout the entire process. The second method of monitoring the intervention was through informal discussions held with the group that included a series of questions at the end of every session. The group was asked what they enjoyed from the session, if there was anything they would have changed in the running of the session and one thing valuable that they gained from the session. Formal evaluation forms were sent out at the end of the entire group process.

<b>Findings from monitoring and evaluation</b>		
<b>Monitoring by way of observation</b>	<b>Monitoring by gathering feedback</b>	<b>Formal evaluation</b>
<ul style="list-style-type: none"> <li>• Sign-up process was rushed</li> <li>• Students entered the group with unrealistic expectations</li> <li>• Consistent attrition because of students' demanding workloads</li> </ul>	<ul style="list-style-type: none"> <li>• Students enjoyed getting support from peers</li> <li>• Student felt as though they were not alone in their struggles</li> <li>• Students enjoyed sharing with each other and connecting as a group</li> <li>• Topics were needed earlier in the year and earlier in their degrees</li> <li>• Groups need to be less frequent because there is too much time pressure externally</li> </ul>	<ul style="list-style-type: none"> <li>• Overall objectives seem to be met</li> <li>• Students wanted more debriefing-type sessions in the future</li> </ul>

Based on the findings from the monitoring and the evaluation, the following recommendations and improvements are to be made in 2014:

- Longer marketing and extension of the signing-up period.
- Gather needs from students and staff at the outset of the intervention.
- Weekly psycho-educational groups for first- and second-year students aimed at preparing for third year.
- Monthly social-emotional groups with third-year students aimed at assisting with managing difficult emotional content.
- Have the groups earlier in the year and leave a longer time for a more thorough formal evaluation.

### **The Gauteng City Regional Academy (GCRA) bursary students support**

The GCRA sponsors bursaries for deserving students at underprivileged schools in the region. They requested a mid-year psycho-educational and psycho-social support programme for their students studying at UJ.

The generic workshop programme was aimed at motivating and developing effective coping skills to enable these students to succeed academically.

Approximately 450 students attended and were grouped into first-year and senior-student groups, with the workshop content adapted to meet their respective needs.

To accommodate the maximum number of students, the programme was facilitated on a Saturday morning. However, only 218 students remained for all sessions and a number of students left early because of other commitments. The students completed a workshop evaluation questionnaire after the last session.

The workshop programme included the following topics:

Time	Topic
09.00 – 09.45	PsyCaD Services
09.45 – 11.00	Procrastination Exposed
11.30 – 12.15	Studying Smart and Staying Motivated
12.15 – 13.00	Managing Exam Anxiety and Stress

The following discussion is a quantitative analysis of the students across the Faculties, campus, year of study and type of study course. The majority of the students were from the Faculties of Education (50) and Health Sciences (44). A large percentage of students attend classes on the APK Campus (140). A quarter of the students were studying towards diploma courses, and the rest were enrolled for degree courses – with the majority of students taking part in full-time studies. Student distributed according to year of study: 29% first-year, 30% second-year, 36% third-year and 2% fourth-year students. A total of 48% students completed the full four-session programme.

### **Faculty distribution**

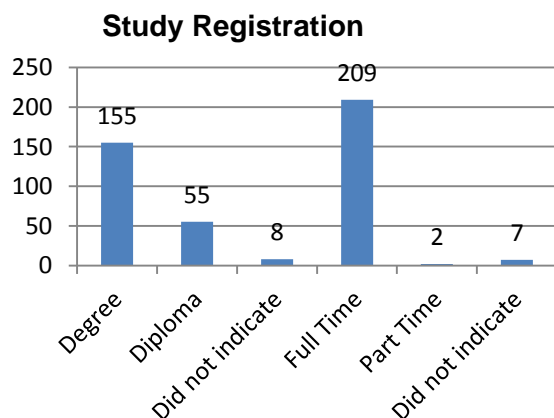
Faculty	
Education	50
Health Sciences	44
Economic and Financial Sciences	25
Science	24

Engineering and the Built Environment	23
Management	23
Law	10
Humanities	8
Did not indicate	8
Arts, Design and Architecture	3
<b>Total</b>	<b>218</b>

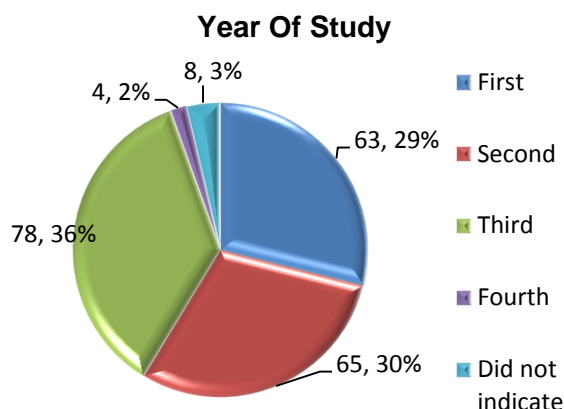
### Campus distribution

Campus	
APK	140
APB	15
DFC	25
SWC	30
Did not indicate	8
<b>Total</b>	<b>218</b>

### Study Registration



### Year of Study



The results from the completed evaluation forms revealed the following:

- A total of 43% students indicated that they had a “good” understanding of the topics covered prior to attending the workshop and a total of 40% students indicated they a “moderate” understanding of the topics.
- There was a noticeable improvement in the students’ perception of knowledge gained after the workshop programme with 56% indicating an “excellent” improvement and 40% indicating a “good” improvement.
- Overall the students indicated they had understood what they had learnt and they felt they would be able to apply what they had learnt (71%). However, some third- and fourth-year students indicated the workshops had somewhat catered for their needs (39%). Even though the sessions were adapted for the senior students, they still felt their overall needs were not adequately accommodated.
- A sample of student comments taken from the workshop evaluation forms include: “The tasks we had to take part in and the slides explained a lot”, “Everything was helpful, all I learned will help me to pass and do well”, “Nothing



was least helpful because everything we did with people from PsyCaD was most helpful”, “... the whole presentation was to develop us as students”.

- Students commented on how PsyCaD could play a role in their career/academic process, i.e. “That I can go to PsyCaD concerning any kind of support I need”.
- The overall impression gained was that that first- and second-year students found the intervention to be a positive experience. The programme was viewed as a motivating learning experience for students who were underperforming and affirming to those doing well academically. However, the take-home value for final-year students was limited. Since the majority of final-year students would have already mastered or at least have an understanding of the underlying behavioural aspects influencing and affecting their academic success. In this respect, a workshop programme focusing on preparing them for the world of work would have been far more beneficial.

A recommendation report was forwarded to the GCRA to guide them with future planning and moving forward.

### **Academic Support Counselling**

Academic counselling formed the cornerstone of the majority of reasons for referrals from Faculty to PsyCaD. Faculty members requested counselling for students in academic crisis, or academic probation /exclusion/ suspension.

By being responsive to the needs of students and understanding the connections between psychological stressors and academic performance, PsyCaD psychologists were able to attend to the pressures on their clients caused by the demands of the student role. Student clients presented with issues connected with studying, time management, motivation, exam pressure and anxiety. Many personal problems also have an impact on a student's ability to study and succeed academically.

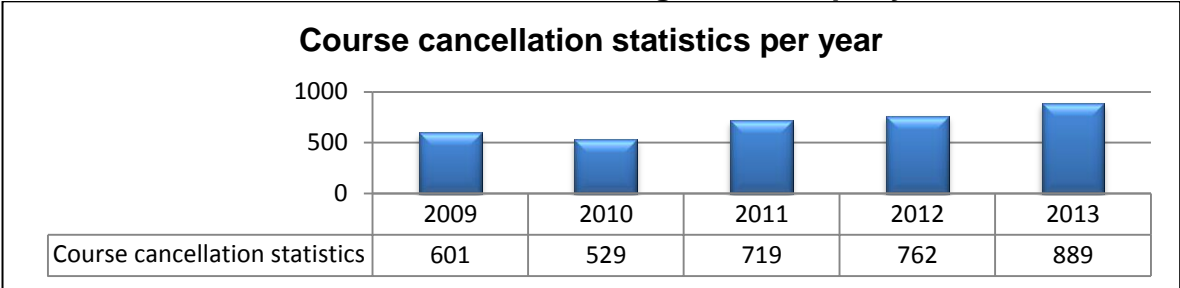
### **Course Cancellation Counselling**

PsyCaD psychologists met with Faculty-referred students concerning course or programme withdrawal to explore the reasons for exiting the university. Counselling was aimed at assisting students with making more informed decisions and finding alternate solutions where possible.

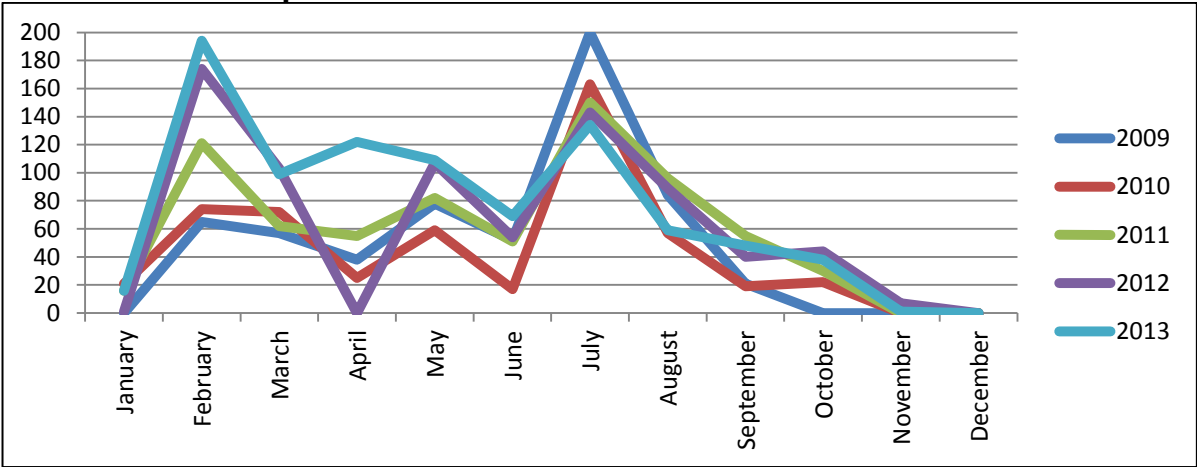
The graphic data below represents the trends over a three-year period, in terms of numbers of students cancelling their studies and the primary reasons for doing so. Lack of finances, poor decision-making regarding the initial study choice and poor academic progress remain the most predominant reasons for students cancelling their studies. First-year students constitute the largest group/number of academic withdrawals

Course Cancellation comparisons 2011 – 2013

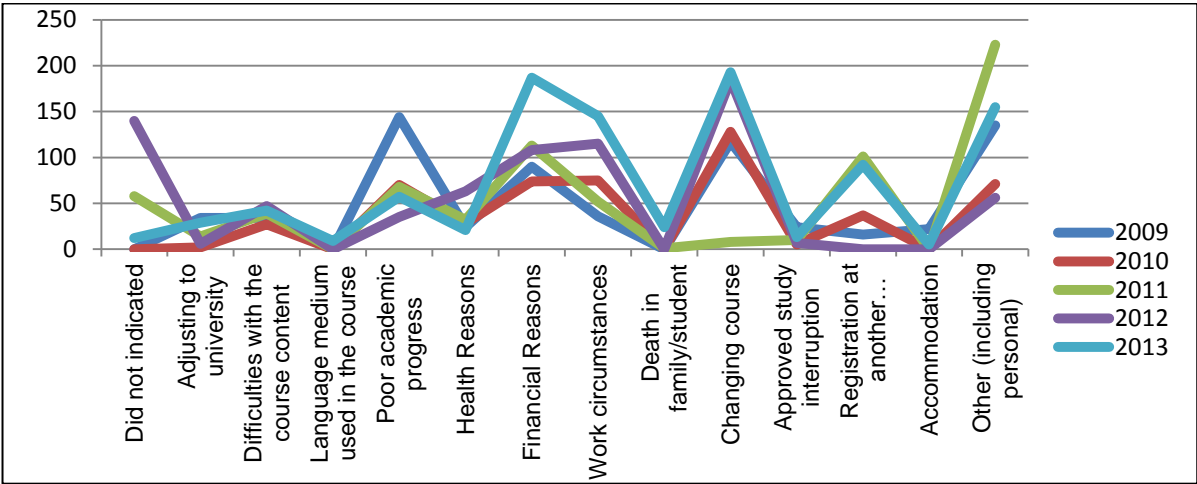
Number of Course Cancellation Counselling Sessions per year



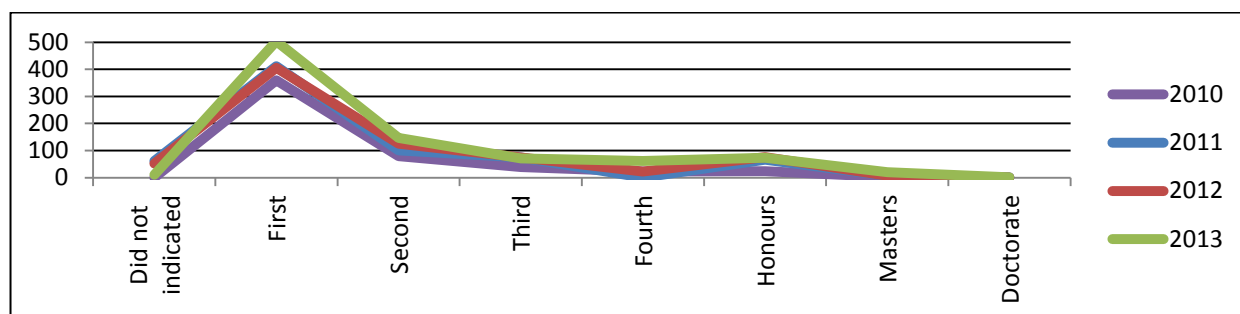
Number of clients per month



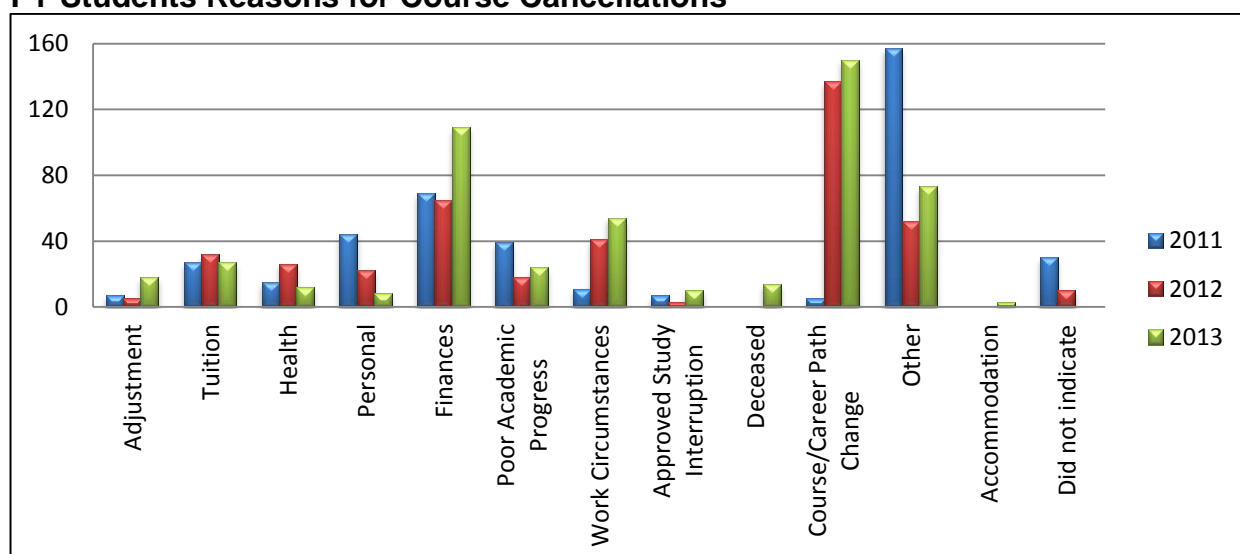
Reasons for Course Cancellation



## Course Cancellations per Year of study



## FY Students Reasons for Course Cancellations



## Advisory Service

The Advisory Service has turned into a useful point of quick access for UJ students and especially for urgent cases, where a risk assessment is initially undertaken to identify whether a student needs to be seen urgently for on-going counselling/therapy sessions. In some instances the service is sufficient in itself, by allowing for a reasonable exploration of the client's problem, defining the problem and helping the client find some solutions and take action for themselves. In other instances, students may not be in need of traditional counselling but still benefit from the one-to-one consultation, which offers support, information or referral to other services within the university as deemed necessary.

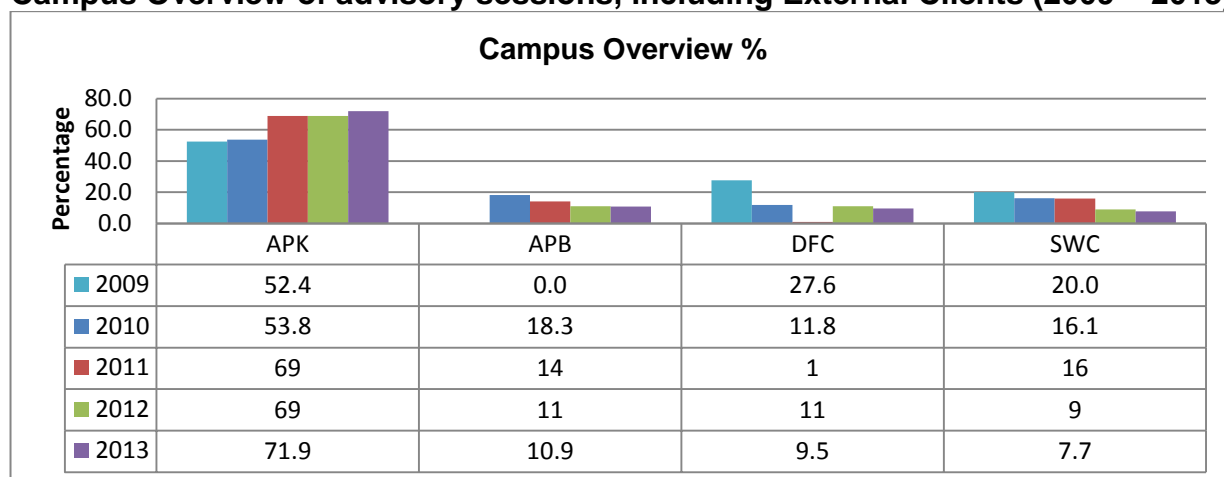
### Walk in /Advisory Service - (2009 – 2013)

Advisory Totals (includes external clients)	2009	2010	2011	2012	2013
	1869	1700	1701	3256	4716

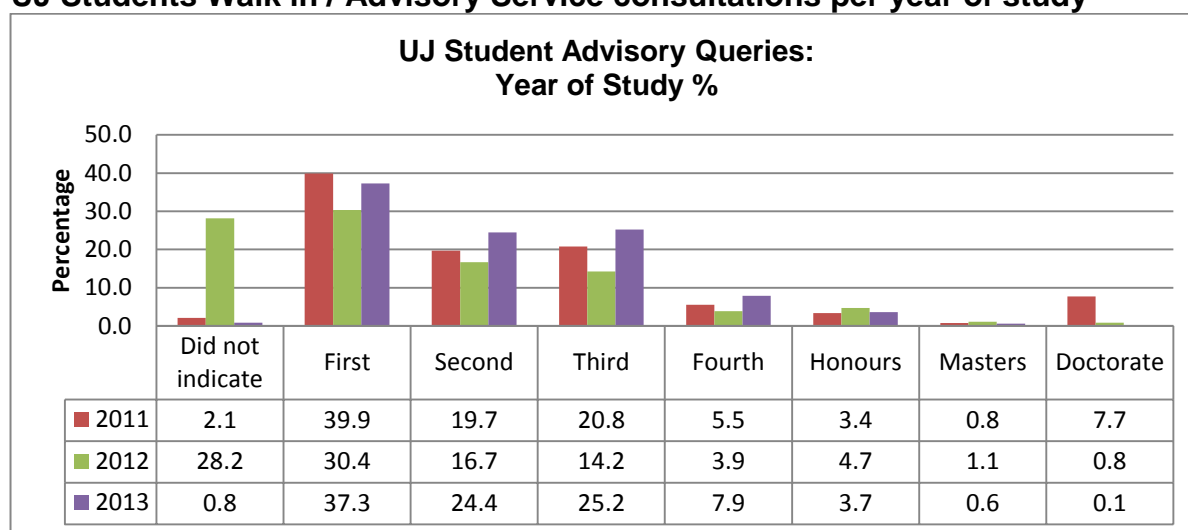
### Walk in/Advisory Service - UJ students (2011 – 2013)

Advisory Totals For UJ students/Per year of study	2011		2012		2013	
	Actual Figure	%	Actual Figure	%	Actual Figure	%
Did not indicate	25	43.4	672	47.5	32	16.8
First	469	21.3	724	22.2	1448	31.0
Second	232	8.1	397	12.2	949	20.4
Third	244	7.4	339	10.4	979	21.0
Fourth	65	2.6	93	2.9	306	6.8
Honours	40	1.1	112	3.4	142	3.3
Master's	9	0	26	0.8	25	0.8
Doctorate	91	16.2	20	0.6	3	0.1
<b>Total</b>	<b>1175</b>		<b>2383</b>		<b>3884</b>	

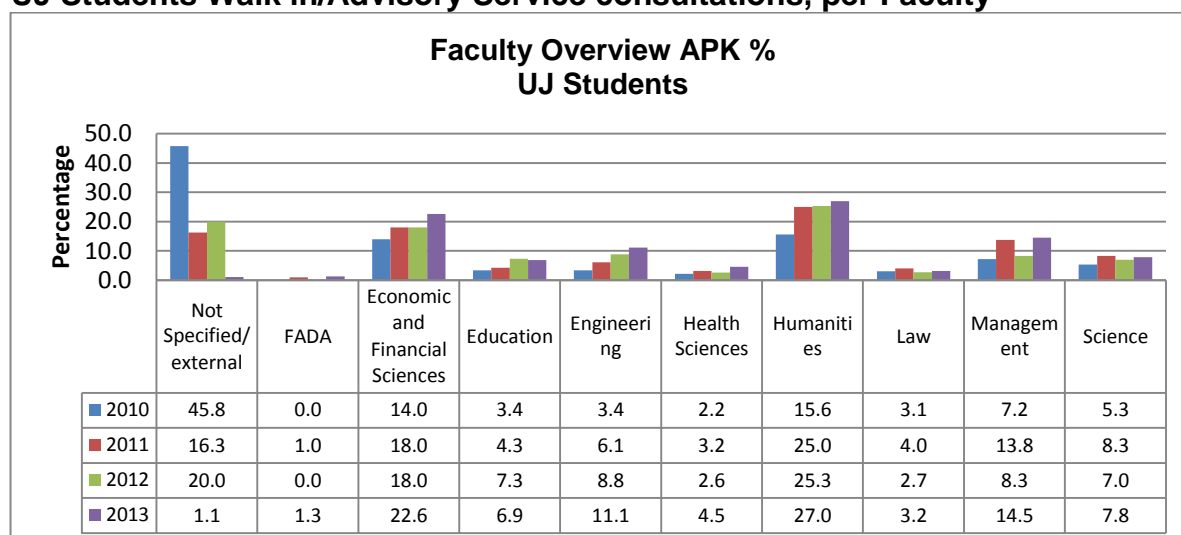
### Campus Overview of advisory sessions, including External Clients (2009 – 2013)



## UJ Students Walk in / Advisory Service consultations per year of study



## UJ Students Walk in/Advisory Service consultations, per Faculty



PsyCaD Career Services support and subscribe to the vision, mission and values of the university, the Division of Academic Development and Support, as well as that of PsyCaD, in which Career Services is located organisationally. Career Services' mission is to promote the career development and related life-planning skills of UJ students and prospective students, and to facilitate graduate recruitment opportunities and contact with potential employers, in order for our clients to actualise their career development goals.

Career Services strives to engage with its clients and stakeholders, being prospective and enrolled students, alumni and the working population, as well as the employer community and the Faculties of the university. We view career development as a life-long activity, and engage with our clients in a comprehensive manner in order to contribute to their career development by providing the following activities:

- Advisory services to assess client needs and to refer them appropriately;

- Career assessment, consulting and counselling services to assist clients to explore their self and career knowledge, and to enable them to exercise informed career choice decision-making;
- Career Resource Centres with print and web-based resources to enable clients to access self-help and self-assessment resources, information about career fields, job search strategies, and to access employment opportunities;
- Career education workshops to assist in the acquisition of CV writing and cover letter skills, interviewing skills, job search skills and career management skills;
- Online Careers Portal provides clients access to job listings for graduates, work-integrated learning and Internships, part-time and promotional work opportunities, as well as to access opportunities in the educational and NGO sectors;
- Recruitment Programme to facilitate contact and networking opportunities between prospective employees and graduates, spanning a range of qualifications and work-integrated learning opportunities.

PsyCaD's Career Services Unit is dedicated to offering clients and stakeholders opportunities to participate and fully utilise service offerings and activities by the provisioning of equitable and available resources of all four UJ campuses. As such, each campus provides access to a staffing contingent comprising registered psychologists, registered counsellors and psychometrists, a recruitment programme coordinator and professional support staff.

### **Support and discussion groups**

The objectives of the career group discussions were to provide career discussions within a group setting. The main aim was to extend our services to our clients in a broader perspective. The discussion topics ranged from promoting self-awareness to the factors that influence decisions on career choice. To further discuss what informs that choice and which tools could assist our clients through their career paths. In promoting exploration of the self-further assist the client with the impending question of: "Who Am I?" The career group discussions were piloted in April 2013 across all four campuses. Mainly targeting first-year students, the idea was to focus on the first years to start embarking on discussions on how they came to their career choice and to learn new ways on how to develop their future careers.

The career group discussions were also piloted among final-year students. Attendance was mostly by senior and final-year students, and in comparison to the first-year group, this group had more satisfactory results as regards attendance. The objective of assisting the students with the question "Where Am I going?" expanding career services programmes had been initiated and a successful turnout gave the career services team confidence in maintaining further implementation of the programme. Structured topics ranged from career development, career counselling, the advantages of postgraduate study and interview skills, job search strategies, CV and cover-letter writing etc. The feedback from the attendees indicated that the length of session be minimised and more practical tools be introduced to enhance the discussions. Thus there had been a positive response in terms of how they had seen the benefit of attending the discussions groups to assist them in expanding and aiding them to develop their choice of career and their future after graduation.

In aligning with PsyCaD strategic objectives the career group discussions process has contributed in an attempt to provide a foundation of career services in support of UJ students. The discussions offered a platform where they can engage with their peers who could possibly be experiencing similar dilemmas when it comes to career development. Thus the process has initiated a programme where career development-related questions could be addressed by reaching out to larger numbers as opposed to individual career counselling or career guidance.

### **Career Assessment and Counselling Programme**

The career assessment and counselling process, encompassing intake procedures, formal and informal career assessments, feedback procedures, as well as report writing, reflects a combined approach between more traditional career counselling approaches and contemporary post-modernist or narrative career approaches within the process of career assessment and counselling.

Career Services introduced the Missouri Card Sort Test, together with other qualitative assessment measures for utilisation by our professional staff, during brief career counselling interventions with students. The career assessment and counselling process contributed to most student career planning and development, as the focus of assessments was geared towards practical aspects and applications of job-searching strategies and skills, as well as development of employability.

The career assessment and counselling process encompassed the development of the “self” together with development of knowledge and interest in particular vocational areas. This process allowed university students, scholars and adults in career transition to empower themselves within their own journey of career development and planning and created a platform from which these individuals were able to make the best-informed decision regarding their future career prospects.

### **UJ Careers Workbook**

PsyCaD Career Services, in collaboration with the Division of Institutional Advancement, which supported the UJ Career Workbook project conceptually and financially, developed a self-help career guidance workbook aimed at informing prospective UJ students in Grade 11 and 12 about study opportunities at UJ. This project formed an important aspect of the PsyCaD Career Services Enhancement Strategy, aimed at providing simple and easily available career guidance information to prospective UJ students.

Throughout 2013 the first print run of 15 000 booklets was distributed through the Department of Education to prospective students, as well as through the Student Marketing section of Advancement. The booklet, for example, was included in school information packs distributed to learners from priority UJ schools when visited by the UJ student marketers.

One of the major trends that emerged and formed a part the foundation of the development of the UJ Career Workbook is the lack of Career Development and guidance at a school level. The workbook thus contributed to creating career awareness, as well as creating a means for learners to empower themselves with regard to career decision-making, career knowledge and career development. This, in

turn, contributed to graduate preparation, as well as readiness to make the career choice in line with learners' individual interests and skills.

### **Career Case Discussions**

In 2013 the Career Services Unit hosted a Career Case discussion with Dr Maximus Monaheng Sefotho, from the University of Pretoria, as guest speaker. The Career Case discussion specifically focused on career narratives of differently abled persons. This case discussion stemmed from his PhD study titled *"Narratives of differently abled persons: informing career guidance policy"*.

This workshop contributed to the development of our professional and intern psychologists' frame of reference relating to Career Assessment and Counselling. This in turn allowed our professionals to extend their professional skills and practices relating to Career Psychology. Within the context of the University of Johannesburg, we form part of a diverse and dynamic student population that includes students from all walks of life. This workshop specifically equipped PsyCaD's professional staff with the knowledge and skills necessary to be able to assist a student with specific needs, as well as differently abled persons. This in turn falls in line with PsyCaD's overall mission statement of providing services that best suit our clients in relation to some challenges they might be facing on a daily basis. The Career Services Unit strives to keep our knowledge of career assessment and counselling practices relevant and ethical by providing our staff with unique learning experiences.

### **Career Resource Centres**

The purpose of the Career Resource Centres is to create a user-friendly and well-equipped space with extensive information resources to assist clients with their career development activities, ranging from career planning to job search strategies. Furthermore, the Career Resource Centres provide access to updated and relevant career resources (printed and electronic) to assist in the enhancement of employability, as well as with informed decisions in line with a client's career goals.

The four Centres, situated across all four of the UJ campuses, were visited by a total of 2 982 visitors between the 2 January and 13 December 2013. UJ students were the most frequent users of these facilities, although the services were also utilised by external visitors, mainly prospective students and clients referred by PsyCaD staff to the Career Resource Centres.

User statistics reflect that students from the Faculty of Engineering and the Built Environment at DFC used the resources the most, followed by the students from the Faculty of Economic and Financial Sciences, with job searching as the main reason for visiting for both groups of students. Other top reasons for making use of the Centres were: registering on the Job Portal; CV and cover letter writing; interviewing skills; career magazines; and bursary, subject and Faculty information.

The following resources are available within all four Career Resource Centres:

- Computers with Internet access for self-help career-related activities, including the Pace Career Centre.
- Career magazines such as GradX, careerssa.net, CareerCompass, Companies of the Future, and SA Career Focus.



- Books on different career-related topics.
- The Ultimate Career Guide.
- UJ PsyCaD Career Services Career Workbook.
- UJ Undergraduate Career Prospectus.
- PsyCaD Career Services Recruitment Guide 2011, 2012, 2013.
- Files containing articles and information on careers and job search strategies.
- Company brochures for recruitment purposes.
- Noticeboards with important notices, workshop details, open vacancies, bursary information.
- General UJ and PsyCaD booklets and/or brochures.

### **Career Education Programme**

The PsyCaD Career Services Unit hosted a number of Career Education workshops across all four of the UJ campuses during 2013. The unit participated in different initiatives, including the facilitation of an extensive number of Career Education workshops, the Thusanani Work Readiness Programme, external career talks, external workshops and working collaboratively with UJFM.

The Unit hosted two workshop series, comprising four different titles, during the year, one each per semester across the four campuses. Attendance of these workshops is voluntary, and attendance tend to change in correlation with students' employment needs as they near graduation, and their awareness regarding the recruitment programme. Increases in the demand for on-request workshops within academic departments were also noted this year. The Career Services Unit has worked closely in this regard with the Faculty of Management, as well as the Faculty of Engineering and the Built Environment, with a number of workshops facilitated within the academic departments housed within these faculties.

The CV and cover letter workshop was revised in its entirety with assistance from the Psycho-Education and Psychometry Unit. The Job Search Strategies workshop was presented in collaboration with the South African Graduate Intern Resource Centre (SAGIRC), an external body involved in graduate development, on all the four campuses in August 2013.

During 2013 three career articles, aimed at informing readers about specific occupations, were written and published on the Career Services website and social media pages. The articles addressed careers in Public Relations and Communication, Architecture and Electrical Engineering.

### **Recruitment Programme 2013**

The annual Recruitment Programme of the Career Services Unit offers services to both students and recruiters of graduates, in addressing the needs of students searching for Work-Integrated Learning opportunities and internships, temporary positions while studying (to augment income and finance studies), and jobs for students (degree and diploma) upon graduation. The programme facilitates and enables recruitment opportunities and networking between UJ students and graduates, and employers seeking to recruit recent graduates from the university. To this end, visible recruitment activities in the form of on-campus talks and events, and job search workshops are offered. In addition, the Career Services Unit offers an

online Job Portal, as well as a comprehensive website to inform students and recruiters about its services.

The UJ PsyCaD Career Services' Recruitment Programme offers the following activities and events:

- Graduate Recruitment Guide.
- On-campus company presentations.
- Law Career Fair.
- General Career Fair.
- Career fair competitions.
- Sms, mass e-mail services, and social media pages postings.
- Online Job Portal, including a button focused exclusively at the recruitment of disabled students and graduates.

The central marketing theme to UJ students during the year was captured in the jingle: "Let your dreams take flight, attend the Career Fair, your passport to career success".

The Career Services Unit is excited to announce the procurement of two new digital platforms for 2014: the Career Services Portal and the Symplicity Career Services Manager (CSM) platform, which replace the existing online Job Portal and extend the recruitment programme to the online environment, will be in place at the end of the first quarter 2014. The Career Services Portal will extend the services of the present campus-based Career Resource Centres beyond their geographic restrictions, and enable clients to access interactive online content. The portal will allow prospective students, students and companies to access online career resources, especially career resources aimed at learners in general, and prospective students in particular. Students and companies will also be able to learn more about our services at a glance, and access extended services.

The Symplicity Career Services Manager (CSM) is a comprehensive web-based career services management solution for career services staff, students and employers, developed by Symplicity Corporation, a USA software corporation. CSM unites all facets of a university career services unit under one customisable application branded with the institution's look and feel. It offers three interfaces, allowing Career Services to interact effectively with students, alumni and companies, enabling us to provide more services to employers and students than ever before while increasing efficiency and reducing operating costs for the unit.

Internal and external liaisons are well established and continue with collaboration between Career Services and all nine Faculties at UJ, and well-established collaborative cooperation between the Coordinator: recruitment programme, and the Marketing Coordinators of all Faculties.

PsyCaD Career Services also maintains collaborative relations with internal role players, namely student organisations and UJFM. Externally, the Career Services Unit maintains relationships and professional affiliations with all participating companies of the Recruitment Programme and Job Portal, Universum Communications and the South African Graduate Recruiters Association (SAGRA).

The University of Johannesburg, represented by the Career Services Unit, also enjoys membership of the South African Graduates Developers Association (SAGDA).

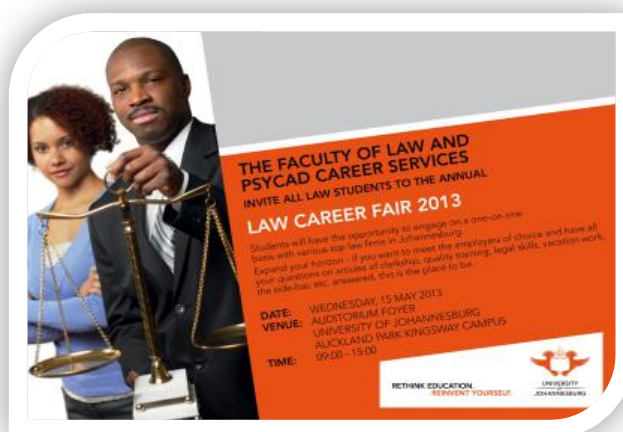
The UJ PsyCaD Career Services Recruitment Programme 2013 offered the following activities and events:

### **On-campus career fairs**

The PsyCaD Career Services Recruitment Programme 2013 hosted two on-campus Career Fairs to 128 companies including 14 on-campus Company Presentations.

### **Law Career Fair**

Career Services hosted the annual Law Career Fair in conjunction with the Faculty of Law. The Law Career Fair took place on 15 May at the Foyer on the Auckland Park Kingsway Campus. Fifteen companies attended the fair, and the day was a success. We also hosted a competition for the Law Students. Three companies, as well as the Faculty of Law, sponsored us with five prizes. According to company feedback, all were satisfied with the services and students.



### **General Career Fair**

A successful General Career Fair took place between 22 and 25 July in the foyer on the Auckland Park Kingsway Campus. This very successful four-day event saw 107 companies participate. According to completed evaluation forms returned from companies the event is rated as excellent. Feedback is that students may be groomed with regard to CV-writing skills, job-hunting skills and interview skills.

### **General Career Fair Competition**

The competition is a huge success every year. Nine companies sponsored a total of 15 prizes in 2013. This is an exciting event for our students and an opportunity for our recruiters to receive more exposure.

### **Company presentations**

Companies have the opportunity throughout the year to host on-campus presentations on all four campuses. Fourteen on-campus company presentations were hosted on the APK and DFC campuses.

### **SMSes, mass e-mails, web and social media pages postings**

Targeted Faculty-orientated SMSes to students were sent as per *ad hoc* requests from companies, as well as mass emails (especially during the General Career Fair in July). Job Portal advertisements were combined on a weekly basis to minimise the amount of mass emails sent to students' inboxes. All activities of the Recruitment Programme and company requests were placed on the social media sites (Facebook and Twitter), as well on other Facebook pages and the Student Portal where necessary.

### **Recruitment Guide**

A hard copy of the annual Recruitment Guide containing the overall graduate recruitment programme, with information on all companies and the qualifications they are seeking, was posted to all final-year degree and diploma students. Students are specifically invited to attend the on-campus recruitment activities, regardless of which campus they are studying on. In total 24 000 Recruitment Guides were mailed to all final years, including diploma and honours students, during the June holidays and 34 companies placed advertisements and six company articles was placed.

### **On-campus marketing of the Recruitment Programme 2013**

PsyCaD Career Services partnered with Student Village, a specialist graduate recruitment consulting organisation, to conceptualise and co-develop a marketing and promotional programme for the Recruitment Programme 2013. A successful programme including the use of social media, posters and student ambassadors with placards across all four campuses, was executed to create awareness of the Career Fair and to invite students to participate in the event.

The following marketing routes were used to make students aware of the Recruitment Programme:

- A special marketing campaign in conjunction with 17 UJ student ambassadors and Student Village.
- "Let your dreams take flight ... Pilot your own career ... The only passport you'll ever need" marketing jingles were developed and used across all marketing channels, including:
- 17 Picket Boards printed for marketing purposes on all four campuses.
- Special campaign serviettes were printed and distributed on all four campuses Student Centres.
- Direction Boards and Flags in and outside the venues.
- Mass Emails and SMS messages sent as per company requests.
- UJ Website, Career Services Web page, Student Portal postings.
- Postings of on-campus recruitment opportunities on the Job Portal.
- UJ Facebook utilisation.
- General staff circular e-mailed to all UJ staff.
- Specific e-mail sent to Deans of Faculties and Head of Departments.

### **FADA Selection Assessments**

Since 2010 the Psycho-Education and Psychometry Services Unit has been assisting the Faculty of Art, Design and Architecture (FADA) with the selection of first-year students applying for the National Diploma: Architectural Technology course. In 2013 a group of 310 candidates were assessed for the FADA Entrance/Selection between

14 September and 9 November. The FADA Selection Assessment generates a small income for PsyCaD, as there is a minimal fee attached.

### **PsyCaD in collaboration with the Department: Industrial Psychology and People Management: Assessment, Selection and Training of Intern Psychometrists**

As from 2011 the Industrial Psychology and People Management Department (IPPM) has been facilitating the Psychometry Internship Programme. In 2012, upon PsyCaD's advice, the IPPM Department decided to incorporate standardised psychometric assessments in its selection process. The IPPM Department selects approximately 30 candidates to enrol for the Extra-curricular Programme of Equivalence for the BA (Hons) (Psych) Degree Certificate. PsyCaD was requested to conduct the standardised selection assessments and provide feedback to the IPPM Department. In addition, PsyCaD's three psychometrists form part of the panel that interviews the prospective candidates.

### **PsyCaD in collaboration with the Faculty of Education: Community Service Learning**

The Psycho-Education and Psychometry Services Unit of the PsyCaD has been involved in a number of Community Engagement projects during the 2013 academic year. The year saw the incorporation of Community Service Learners into PsyCaD. These are fourth-year B.Ed. and PGCE students (specialising in Life Orientation and who endeavour to follow the Educational Psychology route for honours and master's studies) who have to complete a compulsory module in Professional Studies. In return for their existing skills and knowledge, PsyCaD offered them opportunities to develop specific skills and knowledge to promote an ethic of care and to practise a critical pedagogy in the domains of the classroom, playground, Whole School Development and Health Promotion in schools.

These include the following training:

<b>Name Of Workshop</b>	<b>Half-Day</b>	<b>Full-Day</b>
Basic Counselling Skills for Teachers A		√
Basic Counselling Skills for Teachers B		√
Setting up a Career Resource Centre, CV, cover letter writing, job hunting, networking and Interview skills	√	
Career Exploration: using qualitative methods in the classroom		√

Moreover, the PsyCaD Community Service Learning initiative aims to empower future graduate teachers who specialise in Life Orientation with tools to employ functional Career Orientation strategies in the classroom, as Life Orientation teachers often do not have the know-how of career guidance, and, if they do, they do not have the confidence to apply what they know. In addition, students were trained to develop, manage and maintain a Career Resource Centre and received training in doing career exploration in the classroom. They also received training in the latest trends of CV, resumé and cover letter writing, job hunting, networking and interview skills. They were expected to apply some of this acquired knowledge within the teaching-learning context to their work on Wednesdays in the Career Resource Centres at a basic level

and expected to refer the students visiting the Career Resource Centres to a career consultant or a psychologist in PsyCaD for more intensive career counselling.

### **Community Service Learners serving UJ community through Campaign work**

Teachers are involved in Whole School Development and Health Promotion in schools. The PsyCaD Community Service Learning students participated in the planning, design, organising and launching of a number of awareness and advocacy campaigns that underpin a critical pedagogy. These students were incorporated as members of campaign committees in PsyCaD as a means to develop their leadership potential, tap into their creativity and exposing them to the process of awareness and advocacy campaigning.

### **PsyCaD in collaboration with the Faculty of Management: Centre for Social Entrepreneurship and Social Economy (CSESE)**

The Faculty of Management's Social Entrepreneurship and Social Economy (CSESE) Centre on the Bunting Road Campus approached PsyCaD to assist in their Community Engagement endeavour. The Social Economy Volunteer Coaching Association (SEVCA) is a UJ body that is part of the UJ Centre for Social Entrepreneurship and Social Economy (CSESE) within the Faculty of Management.

SEVCA's aim is to encourage academics, business professionals and students to participate in their programmes to mentor and coach NGO (Non-Governmental Organisations) and SEO (Social Economy Organisations) leaders. The approach is to make technical and managerial skills available to help the capacity building of SEOs and NGOs as not-for-profit organisations, social enterprises and cooperatives and to assist them to adopt a more sustainable approach. The SEVCA programme is registered with the UJ Community Engagement (CE) Office.

These SEOs and NGOs have a registered UJ student representing the organisation. The CSESE has 70 NGOs in the CSESE network and is receiving additional support through the SEVCA programme (Sheik, CSESE, via email).

Between August and October 2013 team members, in collaboration with the Therapeutic Services team, provided three two-hour workshops to 16 delegates.

The following areas of leadership were explored in the three workshops:

- Leadership Skills.
- Interpersonal Communication.
- Conflict Management.

### **The Residence Academic Advisors (RAA) Programme**

The RAA Programme's vision and mission are to promote the academic success of students living in the residences of the university and co-opted alternate housing external to UJ through the advancement of an ethic of care and fostering a sense of belonging via UJ citizenship. This is realised through internal support services for the academic retention and throughput of students living in these residences and UJ-accredited accommodation, by providing a vibrant collegial student life that requires students to develop respect for self, others and diversity, and be accountable and responsible for their future destinies.

During January 2013, 137 RAAs were trained, with six facilitators running the three-day training at a camp organised and paid for by the Department of Student Life at the UJ. An additional 37 RAAs were trained mid-term of the first term, as there were unanticipated logistical difficulties encountered by the Department of Student Life.

### **Thusanani Assessments**

The Psycho-Education and Psychometry Services Unit conducts selection assessments on behalf of Stanley Hutchinson and Associates for the Thusanani Work Readiness Programme. This programme selects prospective postgraduate candidates who are unable to find work and provides them with basic skills such as CV writing, cover letter construction, job hunting and interview techniques to empower them in their job search endeavours. The psychometrists assessed 240 prospective candidates in 2013 for the Thusanani Programme.

### **Esperanza Assessments**

The Esperanza Project was initiated by the Training and Development Unit in 2010. The venture started off as an entrepreneurial project and escalated into a yearly project when it was seen that there was a need for intervention. The Esperanza Project assesses and provides therapy to children from underprivileged backgrounds and the Psycho-Educational and Psychometry Unit assists with the intake interviews, psycho-educational assessments, scoring and report writing. A total of 23 learners were assessed in this project during the 2013 academic year.

### **St. Barnabas Grade 8 Selection Assessments**

A new project during the year under review was the St. Barnabas Project initiated with the Psycho-Education and Psychometry Services Unit. The aim of this project was to assess Grade 7 learners for entrance into St. Barnabas Grade 8. A total of 246 candidates were assessed.

### **Massel Selection Assessments**

The Career Services Unit's Team Leader, Mr Ian van den Berg, requested the assistance of the Psycho-Education and Psychometry Services Unit and use of D Les 303 Assessment Centre to conduct company selection assessments for Massel Property Services. In the course of 2013 Psycho-Education and Psychometry Services Unit undertook four selection assessments for various positions for Massel Property Services.

### **Stephan Read Project**

The Stephan Read Project incorporates a selection-based assessment that aims to identify candidates in its Small Business Management Programme's strengths and areas of development. The programme is 50/50 theoretical and praxis-oriented. During the training the candidates must develop a business idea and conceptualise a business plan and strategy with the aim of executing the business idea with funding from the programme. They are supported throughout the execution of their small business.

The tables below provide a summary of External Assessments and the income generated from the Psychometry Projects:

<b>2013 Projects</b>	<b>Estimated Income Generated from Projects</b>
St. Barnabas Selection	R 43 050.00
FADA Selection	R 47 380.00
IPPM Intern Psychometrist Selection (2x Intakes)	R 49 955.00
FIELD/Stephen Read (Selection)	R 16 650.00
Thusanani	R 68 847.54
ELG Assessments	R 117 769.20
Sports Bureau	R 3 845.60 (+ on-going)
Intern Psychologist Entrepreneurial Project	R50 000.00
<b>Total</b>	<b>R 397 497.34</b>

### **Continuous Professional Development Workshops**

The Continuous Professional Development (CPD) Programme sits with the Psycho-Education and Psychometry Services Unit. The laws governing psychology (Health Professions Act No 56 of 1974, Mental Health Care Act 2002, No 17 of 2002, National Health Act 2004, No 61 of 2003 and Health Professions Council of South Africa's rules and regulations (HPCSA)) mandates that all health professionals must engage in CPD activities to keep abreast with changes in the field and to develop new skills not covered in their training, but within their scopes of practice, and must collect a certain number of CPD points to remain registered with the HPCSA.

PsyCaD is an accredited HPCSA Service Provider for CPD activities. Psychological practitioners must collect 30 Continuous Education Units (CEUs) per annum to retain their licence to practise their profession.

During the 2013 academic year, PsyCaD delivered the following six CPD Workshops presented by PsyCaD and External Experts in the field:

- Subject choice and career counselling in the South African context.
- School readiness assessment: A psychometrist's perspective.
- A terrible thing has happened: Trauma, children and therapeutic change
- An Introduction to Sand-tray Therapy.
- Mending the broken bond: Addressing attachment related difficulties in children.

These workshops generated income in excess of R30 834.00.

### **Quality Assurance of the CPD Programme**

During 2013, PsyCaD accommodated 58 delegates in the CPD programme. The majority of attendants were female. In terms of professional registration categories, psychometrists constitute the largest group (26%), while industrial psychologists made up the smallest proportion, with only 4% of delegates being registered in this category. The largest workshop attendance was for the "Subject Choice and Career Assessment in the South African Context workshop with 25 attending delegates".



The workshops were also evaluated based on delegate satisfaction, and the following results were obtained:

- 52% of delegates agreed that they had acquired new information in attending a workshop.
- 59% strongly agreed that they are likely to implement their newly acquired knowledge in practice.
- 65% of delegates strongly agreed that PsyCaD's CPD workshops are based on information of a sound quality.
- 54% of delegates strongly agreed that the information was conveyed effectively by presenters.
- 93% of delegates indicated that they would recommend our CPD workshops to others.

It is important to note that the results may be skewed because psychologists applied and insisted on attending the psychometry workshops despite the fact that they were informed that these workshops were refresher workshops for registered psychometrists and the workshop content may be at an intermediary level for registered psychologists.

The following suggestions have been made for changes to CPD workshops in 2014:

- Pilot a two-day seminar for registered psychometrists and registered counsellors in 2014.
- Develop the seminar through redesign, and execute it on an annual basis.
- From this experience, deliver a similar seminar for registered psychologists by inviting experts in the field to present skills-based workshops over a two-to-three day period.
- Evaluation forms to be completed electronically by delegates.
- Introduction of lower fees for intern psychological practitioners and psychology master's students.
- Electronic completion and submission of CPD evaluation forms.
- All certificates should be issued electronically and kept on record by programme developer.

The O:PwD is often approached by various stakeholders within UJ when support around aspects of disability is required. The Office is in a position to best advise and provide recommendations around reasonable accommodation in line with national and international support. The issue of disability requires integrated interest and support from all stakeholders to ensure holistic and universal support. UJ's view on disability is that it is not an isolated party's responsibility but should be understood within a framework of transformation and inclusion and should therefore be integrated within policy so that support provision is shared by many. This results in collaborative relationships between the Office and UJ stakeholders to sustain the support required by students with disabilities. These internal collaborations are presented next:

### **UJ Access Audit**

In an on-going effort to provide access underpinned by a universal design perspective, the O:PwD and stakeholders from the Operations Division embarked on a project to evaluate the access needs on all campus sites. This resulted in a document that informed budget funding, as well as smaller maintenance changes to enhance access.

In addition to this, UJ was allocated money by the DHET for upgrading and improving the facilities at UJ to support disability. To fulfil this requirement, it was decided that the services of an experienced disability consultant with universal design training and experience would be engaged. The implementation of this has progressed well, and the envisioned report will provide direction regarding future funding required for disability-related issues.

### **Adapted transport services**

In collaboration with the Logistics Department, two Quantum vehicles were adapted to transport people with disabilities. The adaptations specifically accommodated people in wheelchairs. In addition, a dedicated driver, trained within the specialised transport support required, has also been allocated to the vehicles. The adapted vehicles are used for the following:

- The transport needs of students with disabilities for academic requirements (e.g. internship requirements, travel between campus sites, medical requirements).
- The transport needs of students with disabilities for sporting requirements.
- The transport needs of staff with disabilities for academic/work-related requirements

The adapted transport service officially commenced in August 2013, after the technical adaptations of the vehicles was completed. For the period August to November 2013, 224 trips were made, thereby enabling persons with disabilities to meet their academic, sport and work responsibilities. This number highlights the importance and value of this service as part of an accessible university.

### **HR-related matters**

In a collaborative effort to strengthen the HR support structures for staff with disabilities, the O:PwD and the Wellness Office meet monthly to identify areas of development. The first project of this nature was to improve the process of disclosure of disability status of staff members.

To achieve this, two new processes were developed:

1. A business process to support new staff members with disabilities; and
2. A business process to support already employed staff with disabilities.

In addition, a workshop to the UJ business partners around the definition of disability was conducted with the aim of improving the information given to HODs and Directors in supporting their staff, as well as encouraging the employment of more staff with disabilities.

To support the focused targeting of employing persons with disabilities, a standard operating procedure regarding the recruitment and selection of prospective employees with disabilities was developed.

### **Finance - DoL revisions and guidelines**

Towards the end of 2012, The Higher Education Disability Services Association (HEDSA) was requested by NFSAS to revise the guidelines for the Department of Labour (DoL) bursary allocated to students with disabilities. This was requested as many students were not able to access this bursary adequately, and much of the

allocated money was not being utilised. HEDSA requested its members for comments in response to the DoL guidelines. These comments, which included comments by the O:PwD, were collated and forwarded to NFSAS.

In January 2013, revised guidelines were forwarded to the Finance Office and Disability Unit. The revised guidelines consider disability to include chronic illness, which then results in disability and also emphasises the importance of the role of the Disability Unit when having to motivate for considerations around the means tests. Other changes include the expansion of the definition of “assistive technology”, which now makes provision for human support and services, which can be partially funded by DoL. This amount is limited and, if required, universities need to budget to supplement the amount. This process has resulted in strengthened relationships with the Finance Office and O:PwD to ensure the smooth implementation and facilitation of funding services.

### **Library Services collaboration**

As UJ aims to provide professional support to students with visual disabilities, a focused strategy driven by a task team made up of library and O:PwD representatives met monthly to initiate this. Standardised practices for e-book procurement, as well as access to databases for visually impaired students have been established. The specialised computer labs provide students with assistive technology and software, which promote direct access in the library area. Funding was also made available to appoint two library tutors for the PwD computer labs. Their job description was to specifically assist students with disabilities with research and library-related activities.

### **Awareness and sensitivity**

In an effort to raise awareness and encourage support for disability, the O:PwD initiated campaigns, in collaboration with the Transformation Office, for the UJ 2013 Diversity Week initiative. The annual WOEMA race in particular was aimed at addressing specific issues affecting people with disabilities on their respective UJ Campus sites. The O:PwD coordinated the UJ Casual Day, a fundraising event for persons with disabilities. An amount of R5 230 was raised which goes to organisations that support disability-related initiatives.

### **ADC and CAT Collaboration**

Individual support sessions with these academic support units were arranged for students with disabilities. Study methods and tasks were adapted to facilitate specialised support for students with limited limb functions. In addition, computer literacy to promote use of assistive technology was also focused upon.

The O:PwD will continue to establish and strengthen collaborative relationships with various stakeholders within UJ to ensure the effective roll-out of the UJ disability strategic goals.

## **5. ENGAGEMENT WITH INTERNAL AND EXTERNAL STAKEHOLDERS**

### **Peer Buddies**

PsyCaD Peer Buddies are senior and experienced students who have proven sound academic performance and are socially well adjusted. Peer Buddies have a community and social justice orientation and an ethos of care and are inclined to guide, mentor, support and empower fellow students in their pursuit for academic and social-emotional wellbeing. This is done through the participation in various wellness and advocacy campaigns, as well as individual interactions with fellow students. The Peer Buddies have a humanistic life view and a sense of altruism. They derive rewards and satisfaction from helping.

The Peer Buddies training camp took place from 15 to 17 January 2013 at UJ Island. A total of 52 students and seven staff members of PsyCaD participated in the camp.

The aim of the camp was to prepare students for the duties they are expected to perform as part of the Peer Buddies Programme, and the following topics were addressed:

- The role of Peer Buddies at UJ.
- Self-awareness training.
- Diversity.
- Crisis screening and referral.
- Communication skills.
- Team and conflict management.
- Project management.

Students found the training to be very insightful and useful. The training took place in a small-group format with each facilitator providing training to the students in his/her campus group. This was very successful in providing students with the opportunity to learn and practise the skills they will require for participation in the programme.

Peer Buddies received training on conducting focus groups as part of the Academic Development Centre's (ADC) FYE research project. Campus Facilitators performed the training on each campus. The project took place in August 2013.

Peer Buddies were provided with additional training in self-awareness, as well as supervision throughout the year. They found the training and group sessions to be very useful for self-development and preparing them for the world of work, especially in terms of teamwork and interpersonal communication.

As part of their community service, Peer Buddies presented a workshop on career guidance at John Orr Secondary School in Auckland Park and at Kliptown Senior Secondary High School in Kliptown. The project involved the Peer Buddies discussing with the Grade 11 learners the importance of selecting a tertiary course programme that is in line with a person's personality and interests, and to select a tertiary learning institution based on a person's personality, interest and academic performance.

PsyCaD is uniquely situated to engage with threshold communities. During 2013, PsyCaD provided psychological services to Siyabuswa, and initiated and maintained a number of community engagement projects. The UJ Work-Integrated Learning (WIL) coordinator was also situated in PsyCaD during 2013. Internal and external partnerships relating to WIL placements were strengthened, and guidelines for WIL placements were developed.

### **Community Engagement**

PsyCaD is uniquely positioned to participate in Community Engagement. During 2013, intern psychologists were once again involved in the Esperanza Project. The first part of the project, the assessment of the 23 learners, was completed by the end of March. Play therapy and learning support commenced thereafter and continued till November. Three teacher workshops and one parent workshop were presented in August and September respectively.

PsyCaD collaborated with Kidz2Kidz Trust and donated 80 Shoeboxes and personalised Christmas presents to 25 orphans and part of the Shoebox Initiative.

The intern psychologists assisted at the Ubuntu Tea House, which is at the Skills Village, in Bez Valley during Nelson Mandela Day on 18 July. Their involvement included painting, decorating and working in the community vegetable garden at the institution.

PsyCaD, in collaboration with UJ Faculty of Education, presented an Anti-bullying Campaign at the Funda Ujabule School in Soweto.

### **PsyCaD's engagement with schools: Johannesburg Girls High School**

In May members of the Psycho-Education and Psychometry Services team provided Grade 11 and 12 learners at the Johannesburg Girls High School with Career Workshops dealing with the following aspects:

- Curriculum vitae.
- Resume and cover letter writing.
- Interview and job hunting skills.

### **PsyCaD's engagement with schools: Kliptown Senior Secondary High School**

The Peer Buddies Coordinator of PsyCaD was invited by the Academic Development Centre (ADC) to participate in their Community Engagement Project with the Kliptown Senior Secondary High School in Kliptown. Teachers were trained in Communication and Counselling Skills for Teachers, and the Peer Buddies did outreach work at the school, talking about university life, applying to university and the courses available at UJ.

Part of the O:PwD strategic goal is to actively market the services the Office provides to special schools as part of its community engagement projects. Very often, learners with disabilities, as well as the special schools that they are based at, are unaware that there is a national mandate to increase and promote the throughput of learners with disabilities. The O:PwD is of the opinion that the correct career counselling will directly support this mandate.

Therefore the O:PwD collaborated closely with teachers, parents and students at specials schools and focused on career counselling to enhance the application to university of learners with disabilities. The following projects directly supported this initiative:

### **Hope School Career Guidance Programme**

The O:PwD, together with Student Marketing, participated in the Gauteng Special School Career Exhibition. Various stakeholders from corporate organisations and schools, as well as higher education institutions, planned a programme in which students with disabilities were provided career counselling opportunities, and then guided with their career-related decisions. This career counselling programme was jointly presented by both Wits' and UJ's disability units.

### **Hope School Career Exhibition**

The annual Hope School Career Exhibition enabled over 500 learners with various disabilities to be exposed to future career opportunities, as well as interact with exhibitors of various corporate organisations. This process would enable organisations and companies to possibly employ students with disabilities in learnerships, with the possibility of further engagement for career opportunities. In a collaborative effort UJ and Wits disability units presented information around applying to universities and FETs, as well as providing information around the support available to students with disabilities in HEIs.

### **Nelspruit Career Exhibition**

An invitation was received from Disabled People South Africa (DPSA) to take part in a career exhibition for students with disabilities in Mpumalanga. The objective of the exhibition was for the learners to receive information from tertiary institutions on how their respective application processes work, bursaries available to students with disabilities, and support from the disability units.

### **Special school visits**

Upon request, the O:PwD was also invited to speak at the following special schools: Adelaide Tambo Special School (for learners with physical disabilities) and Philadelphia Special School (for learners with visual disabilities). The discussion was aimed at the parents of Grade 12 learners to inform them of holistic support (technology/ resources/ residence/ finance) available to their children at university.

### **Orange Carpet Event**

Three top-achieving matric learners with disabilities were invited to the Orange Carpet Event in an effort to recruit academically strong first-year students. Appropriate career counselling and intervention were also provided to assist these students with their career choices. Two of these top performers were accepted into UJ for 2014.

The Career Services Unit supported a number of community engagement programmes during 2013. Among them were the following:

### **Career live chat platform**

The Career Services Unit launched a pilot project during 2013 in collaboration with BrainWave Careers and MobieG, two organisations specialising in online counselling and career guidance. The Career Services Unit hosts a live online talk session on

Wednesday afternoons where learners in Grade 11 and 12, as well as prospective UJ students, have the opportunity to have real-time interactions with our Career Consultants by means of our mobile Mxit platform. The extension of this project will be explored during the coming year, in order to implement a long-term service in this regard.

### **School-based Career Advisors programme (SBCA)**

The main aim of this programme was to initiate and develop a community-based career counselling programme; the pilot was within the Soweto schools community. The project aims to train a select group of Grade 11 learners in career guidance with the goal of enabling them to provide career guidance with services to their peers. A career development stance focus was pursued while addressing one of the major challenges facing prospective students, i.e. receiving targeted career information before learners submit their applications to UJ or any other institution.

The headmasters of the schools participating in the programme supported the initiative and signed a memorandum of understanding, and also committed themselves to assist in the project's success, in order for the learners to give career guidance to their peers.

Three schools were targeted for 2013, and 26 learners and two Life Orientation educators were trained. The schools involved were Thaba Jabula High School, Musi High and Mshukantambo High School in Pimville, Soweto. Training took place on the 14 -18 January 2013 at the UJ Soweto Campus.

The project aims to train five schools in 2014 and to enhance and strengthen relationships with the current stakeholder schools.

### **Raymond Ackerman Academy of Entrepreneurship (RAAED)**

The RAAED programme is hosted annually during the first half of the year on the Soweto Campus by the Centre for Small and Medium Enterprise. The Career Services Unit supports the programme by facilitating a range of career development workshops for the participants, mostly unemployed youth from the general Soweto area. The workshops that were facilitated included CV and cover letter writing, interviewing skills, job search and career development.

### **Thusanani Work Readiness Programme**

The SETA for Finance, Accounting, Management Consulting and other Financial services (Fasset) once again commissioned Stanley Hutcheson and Associates (SHA) in 2013 to present the Thusanani Work Readiness Programme with their consortium partners Deloitte and the University of Johannesburg. This was the tenth year UJ has been involved in this programme, both hosting the programme at UJ, and also seeing PsyCaD select and facilitates phases of the programme. Two intakes of 60 unemployed graduates were facilitated respectively on SWC during the year. PsyCaD Career Services was primarily responsible for the project on behalf of the university, and as such oversaw the selection phase, as well as the presentation of four of the programme modules, namely the job-hunting modules, with SWC campus management responsible for venue coordination on the campus.

Workshop modules facilitated during the April and September intakes (two groups per module) were as follows:

- Career development and networking.
- CVs, cover letters and job advertisements.
- Interviewing skills.
- Job search strategies.

The Thusanani programme is unique in the SETA environment in that the participants not only receive training in vital workplace skills to improve their personal marketability as employees, but are also placed where possible in learnerships or internships with interested employers upon completion of the training programme.

### **External career talks**

Requests for career talks formed part of the Career Education Programme in 2013. UJFM invited the Career Services Consultants, Mrs Snyman and Ms Gunya, to discuss the importance of CVs and cover letters in the recruitment process during a talk hosted on 2 October 2013. Mafikeng FM, a community radio station in the North West Province, also invited Ms Gunya for a life careers talk, held on 7 February. The interview focused on the importance of an informed career choice. The Amazing Grace Private School in Randburg invited Career Services to address their learners in understanding the importance of career choice on 16 August 2013.

### **World Wildlife Fund (WWF-SA) Environmental Leaders Programme**

Ms Gunya attended a workshop on 20 September 2013 at OR Tambo International Airport, organised by the World Wildlife Fund's (WWF-SA's) Environmental Leaders Programme, which aims to coordinate a suite of programmes to support students and new graduates to transition smoothly into working for biodiversity. The aim of the workshop was to develop a pilot project for the Bio-Diversity Career Project with different universities in South Africa. This project will be implemented at UJ in 2014.

### **Kliptown Youth Programme (KYP) Community Outreach project – Making the choices that are right for you!**

The Kliptown Youth Programme's (KYP) mission is: "Eradicating poverty of mind, body and soul, and to fight against the disadvantages imposed on the children of Kliptown by providing educational support and after-school activities. It seeks to develop young and dynamic individuals who are willing to contribute effectively for the betterment of their community".



The Career Services Unit contributed to the KYP mission on 11 July by providing career assessment and counselling services to 17 KYP participants, consisting of 13



Grade 12 learners and four young adults. Participants attended a career development workshop, followed by the completion of the assessment tools Career Interest Profile (CiP) and PACE career interest questionnaire. They were amazed by the UJ facilities available, the size of the lecture halls and the library during their Soweto campus tour. They departed from UJ with information on how to apply at UJ, bursaries and accommodation, as well as on the National Benchmark Test (NBT) project. The comment, made by one of the KYP participants, “I feel like this is very helpful; I would call it self-evaluation”, created an awareness of our role in the betterment of our communities.

### **City Year**

City Year brings together a diverse group of young people for a year of voluntary service and leadership development. The City Year project specifically focuses on 10 primary schools throughout Johannesburg and Soweto with the aim of supporting the National Youth Service movement. The project also focuses on service delivery and the impact thereof.

Throughout 2013, the Career Services Unit was involved in promoting career development with the overall aim of addressing youth unemployment.

### **Vuka Kleva**

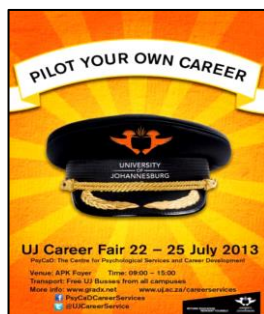
Vuka Kleva is a reality television series that focuses on the rehabilitation of six boy teens and six girl teens between the ages of 15-18 years. Participants are placed in a house for 12 days where certain programmes are followed to help rehabilitate them.

As part of the 12 days, the teens have been referred to PsyCaD for the purpose of career guidance and development. This opportunity was utilised as a means to emphasise the importance of education, as well as cultivating a belief that they are able to achieve greatness within their careers. Vuka Kleva was an opportunity for the Career Services Unit to make an impact on the lives of these young people in terms of empowering themselves to take responsibility for their future career and education opportunities.

### **Annual Recruitment Programme 2013**

The graduate recruitment programme of the Career Services Unit facilitates contact and networking opportunities between prospective employers, and UJ students and graduates. The recruitment programme of the Career Services Unit offers services to both students and recruiters of graduates, in addressing the needs of students searching for WIL opportunities and Internships, temporary positions while studying (to augment income and finance studies), and jobs for students (degree and diploma) upon graduation, as well as facilitating contact between UJ students and graduates, and employers seeking to recruit recent graduates from the university. To this extent, visible recruitment activities in the form of on-campus talks and events, and job search workshops are offered. In addition, Career Services offers an online job portal, as well as a comprehensive website to inform students and recruiters about our services.

The Recruitment Programme 2013 was well supported by employers seeking to recruit UJ graduates. Overall, we registered a total of 138 companies for the Recruitment Programme, of which 107 attended and exhibited in the four-day Career Fair held in July. Additionally, 15 law firms attended a Law Career Fair in May.



We received feedback from 40 participating companies regarding their participation in the UJ recruitment programme and on-campus recruitment activities. Feedback from companies was that they enjoyed the interaction with our students and overall they are satisfied with applications received.

A total of 109 company responses were received back from participating companies for the Recruitment Programme 2013 across all Faculties and campuses. The graph below outlines the recruitment of UJ students across Faculties.

#### Company recruitment activities across all faculties



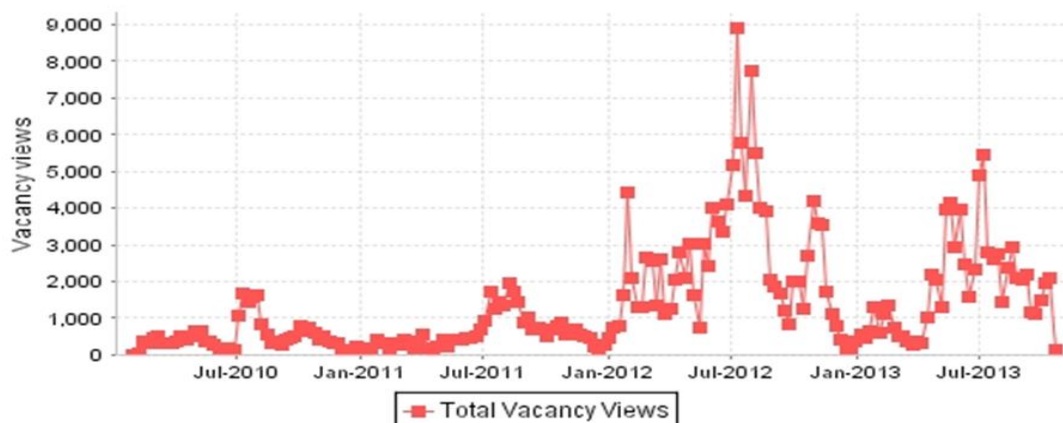
#### Job Portal

The Job Portal was used on a regular basis by companies during 2013 for the placement of employment opportunities to UJ students and graduates. Companies are very satisfied with this service, and often requested that their advertisement be discontinued, as they received applications in great numbers from UJ students and graduates. 76 advertisements had been placed by 25 October 2013.

#### Total vacancy impressions on the Job Portal for 2013; drawn 28 October 2013

Vacancy impressions in total = 265 461
Vacancy impressions in last 24 hours = 181
Vacancy impressions in last 7 days = 2 252
Vacancy impressions so far today = 111

## Total vacancy views on the UJ Job Portal (2010 – 2013)



## Graduate Recruitment Programme 2013: Income generated and expenses

The annual recruitment programme hosted by the PsyCaD Career Services Unit generates an income for the university by levying a tariff for companies to participate. Hosting costs, including the logistics and events management costs, with regard to renting and assembling shell skins, printing, marketing and promotion costs, and hostility costs are offset against the registration fees payable by participating companies. The profit made by this endeavour had to go towards the UJ prescriptive income of R1 500 000 to be generated by PsyCaD annually.

## Recruitment Programme Income and Expenses



## UJ Events participation - Orange Carpet event and the UJ Open Days 2013

The PsyCaD Career Services Unit participated in the UJ Open Day during May, as well as the preceding Orange Carpet event aimed at hosting and attracting top Grade 12 achievers to UJ. By participating in these events, the PsyCaD Career Services Unit supports the overall aim of providing an opportunity to prospective students to explore and gain insight in their career preferences, and subsequently explore related corresponding study possibilities within the context of the UJ programme offering. Prospective students had the opportunity to complete an online self-assessment tool, the PACE career interest questionnaire, across all four UJ campuses on 10 and 11 May. Furthermore, the Unit facilitated eight career counselling talks with the aim of creating awareness of the importance of career exploration, in support of their career decision-making.

### **Subject Choice Seminar**

In 2013 the university hosted a Subject Choice Seminar. During this seminar, the Career Services Unit was given the opportunity to participate with the aim of adding value and knowledge to the broader field of career development, which is formulated out of the process of choosing subjects within a learner's Grade 9 school year.

The Career Services Unit presented on topics such as "What is subject choice?" and "How do I go about choosing the right subjects?" The workshops focused first and foremost on development of self-knowledge and self-insight, which are two major components in the process of subject choice. Another major area of focus was development of strengths and combining strengths with possible subjects that will allow scholars to utilise their strengths effectively. The workshops furthermore engaged in the learners' understanding of the world of work and emphasised the importance of conducting research on different areas of career interests and possible future occupations.

### **24-Hour Crisis Line**

A crisis can be viewed as individuals experiencing a situation as an intolerable difficulty that they are unable to cope with using their current resources and coping mechanisms. The purpose of the 24-hour Crisis Line, then, is to provide immediate psychological assistance to both UJ students and staff at any time of the day and night. The psychologist's main aim will be to provide crisis intervention and trauma debriefing with the intention of minimising the potential for psychological trauma and to therefore increasing a sense of safety and stabilisation within the individual. Services offered through this line include telephonic counselling, referrals to applicable emergency services, and recommendations and referrals to various organisations and resources to assist with the presenting crisis or query. The 24-hour Crisis Line is established and well known in the UJ community. This is due to the intensive marketing programme that PsyCaD has put into place. The 24-hour Crisis Line is marketed with a sticker that is extensively circulated at various forums.



In 2013 the Crisis Line assisted 283 callers throughout the year. Of these 22 were suicide-related calls and all 22 callers were successfully assisted. While only eight of these callers had only suicidal ideation, 14 callers had both suicidal ideation and a means to follow through, which was predominantly through overdosing on sleeping pills. Some of the problems that clients were dealing with were abortion, abusive fathers, attempted rape, F7: Academic Exclusion and diagnosed depression.

It was noted that February was the busiest month for the crisis line, with 40 calls being received that month. The general concern in this month was around stress due to various things such as finances, academic difficulties and relationship concerns, among other things. There were two suicide-related calls during February.

The 24-hour Crisis Line receives more calls from female callers; however, in the months of September and December these statistics were reversed, with more male callers seeking assistance. In total, only 18 staff members called the Crisis Line throughout the year, with most calls also coming through in February. Another trend that was observed is that the majority of student callers for the year came from the Faculty of Humanities and the Faculty of Financial and Economic Sciences.

### **Financially Needy Students**

One of the many difficulties UJ students face is that of financial difficulties. PsyCaD psychologists are faced with the dilemma of how to assist students who have no money to feed themselves. It is impossible to engage therapeutically with a client who is hungry. A relationship was formed with Student Affairs aimed at developing a clear referral procedure for students in need. Students are referred to the social workers who are located within Student Affairs for further assistance. Student Affairs also provides PsyCaD with a box of dry meal packs to give to students in desperate situations. Although students present themselves at PsyCaD throughout the year with financial difficulties, it is most prevalent in the months of January and February.

## 6. FINANCIAL REPORT

AN ABRIDGED INCOME AND EXPENDITURE STATEMENT FOR CENTRE FOR PSYCHOLOGICAL SERVICES AND CAREER DEVELOPMENT			
Cost Centre 181100 (PsyCaD Budget)			
Entity number	Income	Budget	Amount Earned
14500	Grants and Donations Internal	-	30 000.00
16100	Inter-Departmental Sales	39 500.00	174 149.36
16200	Public Sales and Services	986 500.00	1 068 885.18
16400	Consultation/Evaluation	474 000.00	380 400.31
17500	Insurance Claims	-	4 625.36
	<b>SUB TOTAL</b>	<b>1 500 000.00</b>	<b>1 658 060.21</b>
Entity number	Expenditure	Budget	Amount Spent
<b>31000</b>	<b>Personnel Costs</b>		
31200	Salaries Cost to Company	16 139 555.76	16 217 175.74
31300	Temporary Salaries	3 222 846.78	3 380 851.49
31400	Overtime Salaries	15 000.00	7 731.29
31500	Ad-hoc Salary Payments		-10,834.24
	<b>SUB TOTAL</b>	<b>19 377 402.54</b>	<b>19 594 924.28</b>
<b>32000</b>	<b>Operating Costs</b>	<b>1 815 183.60</b>	<b>1 941 634.99</b>
<b>44000</b>	<b>Capital</b>	<b>251 953.16</b>	<b>253 935.29</b>
	<b>SUB TOTAL</b>	<b>2 067 136.76</b>	<b>2 195 570.28</b>
	<b>TOTAL</b>	<b>21 444 539.30</b>	<b>21 645 970.39</b>
	<b>Funds available/Overspent</b>		<b>-201,431.09</b>

### Notes: PsyCaD Budget Cost Centre 181100.

- The actual income for the year ended 31 December 2013 is R1 658 060.21 compared to the budget of R1 500 000.00.
- This resulted in a surplus R158 060.21, which can be attributed to the inter-departmental sales, which increased by more than 200%.
- The personnel costs actual expenditure for the year ended 31 December 2013 amounted to R19 594 924.28 compared to the budget of R19 377 402.54.
- This resulted in a deficit of R217 521.74, which can be attributed to the over-expenditure in temporary salaries due to maternity leave replacements.
- The R217 521.74 is equivalent to 1% of the budgeted personnel costs.
- The Operating Costs actual expenditure amounted to R1 941 634.99 as compared to the budget amount of R1 815 183.60.
- This resulted in an over-expenditure of R125 681.83, which can largely be attributed to the printing outsourced costs.
- The actual capital expenditure amounted to R253 935.29 compared to the R251 953.16 of the approved budget.

- The funds overspent balance as at 31 December 2013 amount to R201 431.09, which can largely be attributed to the printing outsourced costs and over-expenditure on personnel costs.

<b>AN ABRIDGED INCOME AND EXPENDITURE STATEMENT FOR CENTRE FOR PSYCHOLOGICAL SERVICES AND CAREER DEVELOPMENT</b>			
<b>COST CENTRE 180170 (PsyCaD Reserve Fund)</b>			
<b>Entity number</b>	<b>Income</b>	<b>Budget</b>	<b>Amount Earned</b>
71100	Accumulated Funds	-	4 875 895.19
13500	Interest Received		189 960.73
14500	Grants and Donations Internal	-	2 855.70
16200	Public Sales and Services	-	504 781.08
	<b>SUB TOTAL</b>	<b>-</b>	<b>5 573 492.70</b>
<b>Entity number</b>	<b>Expenditure</b>	<b>Budget</b>	<b>Amount Spent</b>
<b>31000</b>	<b>Personnel Costs</b>		
31300	Temporary Salaries	-	84 922.06
<b>32000</b>	<b>Operating Costs</b>		<b>180 897.67</b>
	<b>SUB TOTAL</b>	<b>-</b>	
<b>44000</b>	<b>Capital</b>		<b>90 264.64</b>
	<b>SUB TOTAL</b>	<b>-</b>	
	<b>TOTAL</b>	<b>-</b>	
	<b>Funds available</b>	<b>-</b>	<b>5 217 408.33</b>

**Notes: PsyCaD Reserve Fund Cost Centre 180170.**

- The accumulated funds/Opening balance as at 01 January 2013 was R4 875 895.19.
- The accumulated funds/Closing balance as at 31 December 2013 was R5 217 408.33.
- The net variance of R341 513.14 when we compare both the opening and closing balance can be attributed to the following
- Furniture and Equipment to the tune of R90 000.00. This was for the new PsyCaD offices.
- Temporary salaries to the tune of R85 000. This was for the payments made to the Thusanani project coordinators.
- Functions and Entertainment to the tune of R66 000.00. This was for the year-end function together with the mid-year feast.
- Total income generated for the year ended 31 December 2013 under the Reserve fund amounted to R690 000. This income was mainly derived from the Public Sales and Services and Interest received.
- The total expenditure under this cost centre is R234 302.63, and it contains the personnel costs and operating costs i.e. functions and entertainment.
- The funds available/Opening balance of R4 875 895.19 can largely be attributed to the accumulated funds and interest earned throughout the year.



<b>AN ABRIDGED INCOME AND EXPENDITURE STATEMENT FOR CENTRE FOR PSYCHOLOGICAL SERVICES AND CAREER DEVELOPMENT (PSYCAD)</b>			
<b>COST CENTRE 181150 (PWD Reserve Fund)</b>			
<b>Entity number</b>	<b>Income</b>	<b>Budget</b>	<b>Amount Earned</b>
71100	Accumulated Funds	-	92 784.54
13500	Interest Received	-	3 891.25
14300	Donations General	-	50 000.00
14500	Grants and Donations	-	20 000.00
16100	Inter-Departmental Sales	-	1 210.00
	<b>SUB TOTAL</b>	-	<b>167 885.79</b>
<b>Entity number</b>	<b>Expenditure</b>	<b>Budget</b>	<b>Amount Spent</b>
<b>32000</b>	<b>Operating Costs</b>	-	<b>6 578.01</b>
<b>44000</b>	<b>Capital</b>	-	<b>54 150.00</b>
	<b>SUB TOTAL</b>		<b>60 728.01</b>
	<b>TOTAL</b>	-	<b>60 728.01</b>
	<b>Funds available</b>	-	<b>107 157.78</b>

**Notes: PsyCaD PWD Reserve Fund Cost Centre 181150.**

- The accumulated funds/Opening balance as at 01 January 2013 was R92 784.54
- The accumulated funds/Closing balance as at 31 December 2013 was R107 157.78
- The net variance of R14 373.24 when the opening and closing balances are compared can be attributed to the following:
- Adapted PWD vehicle to the tune of R54 000.00.
- Total income received for the year ended 31 December 2013 under the Reserve fund amount to R75 000. This income was mainly derived from Donations General (R50 000, Fuchs grant) together with donations internal (R20 000.00), Public Sales and Services and Interest received.
- The funds available/opening balance of R92 784.54 can largely be attributed to the accumulated funds and interest earned throughout the year.

## **7. RESEARCH**

**Summary of research outputs in 2013**

<b>Output Type</b>	<b>Amount</b>
Articles	3
Conference Presentations	5
Manuscript Reviews	1
Supervision of M & D students	8
Dissertations submitted by students	2



### **Articles published by PsyCaD staff members during 2013**

- Taylor, S. (2013). Education and training for the workplace: workplace-readiness skills. *African Journal for Work-Based Learning, Inaugural Edition*.
- Pretorius, G. & Morgan, B. (2013). Women who kill in post-apartheid South Africa: A content analysis of media reports. *Journal of Psychology in Africa*, 23(3), 393 – 400.
- Taylor, S. & Govender, C. (2013). Work-integrated learning and employability. *The African journal for Work-Based Learning, Inaugural Edition*.

### **Conference Presentations by PsyCaD staff members during 2013**

- Pretorius, H.G. (2013, February). Women who kill partners: Toward interventions for parts and whole families after homicide. Paper presented at the International Family Therapy Association (IFTA) World Family Therapy Congress (February, 20 - 23) Orlando, FL.
- Pretorius, H.G. & Gericke, L. (2013, February). Healing for survivors of childhood sexual abuse through a group therapeutic intervention. Paper presented at the International Family Therapy Association (IFTA) World Family Therapy Congress (February, 20 - 23) Orlando, FL.
- Taylor, S. (2013). Workplace Learning and Workplace Experience: Making a difference where it counts. Paper presented at the 2nd Annual FET & Partnerships Conference (August, 14 – 15), Emperors Palace, Kempton Park.
- Taylor, S. (2013). Education and Training for the Workplace, in the Workplace! Paper presented at the SkillzHub Conference: Towards a coherent post school education and training sector in South Africa (November, 11-12), Johannesburg, South Africa.
- Van den Berg, I. (2013). “What about the right of those who have failed?” A phenomenological career research study of academically excluded higher education students. Paper presented at the International conference of the International Association of Educational and Vocational Guidance (IAEVG) (September, 24 – 27), Montpellier, France.
- Taylor, S. (2013). Towards a work integrated learning partnership model for higher education and industry - a Human Resources Management pilot project. Paper presented at the World International Conference on Cooperative and Work Integrated Learning (June 24 – 27), Durban, South Africa.

### **Research reviews and external examinations in 2013**

#### **Review of manuscripts submitted for publication in 2013**

Psychosocial well-being of families in a South African context. *Journal of Psychology in Africa*. Reviewer: Prof H.G. Pretorius (26 June 2013)

#### **Supervision of Master's and Doctoral Students**

##### **Doctoral Candidates**

- Lizelle de Wee: The meaning and experience of corrective rape by black South African lesbians.
- Liezel Gericke: The development of a group therapeutic treatment intervention for female adult survivors of childhood sexual abuse. (Submitted for examination in 2013 for examination)

- Matilda Molefe: Black South African women's experiences of abuse (Submitted for examination in October 2013)
- Sharon Kruger: Psychological perspective on competency testing for the child witness.
- Trudie le Roux: A grounded theory approach to the development of a training model for supervisors, in psychology.

Master's candidates:

- Robyn Reid: The lived experience of males being accused of sexual harassment in the workplace.
- Tanya Marx: Sexual harassment in the workplace: The lived experience of women.
- Izaan Degenaar: The lived experiences of adolescent and young adult males who participate in transactional sex work: A developmental trajectory.

### ADS Research Mornings

Two research mornings were held for ADS staff, during which staff members who were presenting their research at international conferences for the first time were given the opportunity to present their papers to their colleagues. This enabled the presenters to receive constructive feedback ahead of the conferences. The research mornings took place on 17 May and 23 August 2013. The table below outlines the programme dates, presenters and topics:

Date	Presenter/s	Topic
17 May	Sandy Kane and Cecilia Dube	The influence of students' knowledge, attitudes and dispositions towards writing on preparedness for university: A perspective from a South African university (Presented at Critical Transitions: Writing and the Question of Transfer Conference (June 25-26, 2013), Elon University, North Carolina, USA.
	George Mavunga	The contribution of under-preparedness to low first-year success rates: UJ Soweto campus students and lecturers' perceptions. (Presented at the Inaugural European Conference on Education (July 11-14, 2013), Brighton, UK.)
	Jenni Underhill	An understanding of identities as responses to a mentorship programme: A South African case study. (Presented at The Twentieth International Conference on Learning (July 11-13, 2013), The University of the Aegean/Rhodes, Greece.
23 August	Benita Nel	An evaluation of the effectiveness of a mathematics teacher development INSET programme in South Africa (Presented at 2013 International Conference on Mathematics, Science and Technology Education (October 20 – 24), Kruger Park, South Africa.
	Razia Mayet	The Muslim Feminist Scholar: Preconceived Entity traversing a Nomadic Identity. Presented at the 5 <sup>th</sup> Global Conference on Strangers, Aliens and Foreigners: A Diversity Recognition Project (September 5 – 7, 2013), Mansfield College, Oxford, UK.
	Ian van den Berg	"What about the right of those who have failed?" A phenomenological career research study of academically

		excluded higher education students. Presented at the international conference of the International Association of Educational and Vocational Guidance (IAEVG) (September 24 – 27, 2013), Montpellier, France.
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## 8. CONCLUSION AND WAY FORWARD

When reflecting on the 2013 annual report, it is apparent that PsyCaD serves the UJ community in a well-conceptualised way. Apart from the psycho-social services that will continue as in the past, a few important new focus areas will receive attention.

The PsyCaD Career Services Unit provides a holistic range of career counselling and development services across the lifespan of its clients. Our scope of services delivery has expanded beyond the physical borders of the campuses during the past number of years through the implementation of various online initiatives and social media interactions.

The Career Services Unit has also implemented a number of service enhancement initiatives over the past two years, as highlighted in its Career Services Enhancement Strategy, and reflected in this report. Currently the Career Services Unit is reflecting on its long-term vision and revisiting the priority service delivery areas within the unit. The Career Services Unit will note the findings of the Student Employability Survey 2013 and will give careful consideration to service delivery responses that will help prepare students and graduates to gain work experience while they are studying, and to develop employment-related skills required to be competitive in the national and global labour markets.

The re-visioning of the Career Services Unit will therefore explore strategies to optimise service delivery in the following priority areas, namely:

- Strengthen career guidance, assessment and counselling services to Faculty, the career choice and development of our clients, especially enabling UJ students to make informed decisions about their career futures, and enabling them to take self-responsibility to manage their careers while they are studying.
- Strengthen career education programmes by establishing and growing Faculty and academic departmental relations, by developing and facilitating credit-bearing and non-credit-bearing career education and advisory programmes with the curricula.
- Optimise employer relationship building and networking, in collaboration with UJ stakeholders in Alumni, Advancement and the Bursary office.
- Strengthen the utilisation of online and digital technologies, by utilising our systems to facilitate customer relationship building between the Career Services Unit, students and graduates, and employers.

The actualisation of these priority areas will be explored with Career Services, with the aim of foregrounding the following priority areas:

- An enhanced focus on the cultivation of **active employer relations and employer engagement** to maximise employer relations, in order to establish the university as a preferred supplier of graduates.

- The establishment and deepening of **relations with faculties** and the **cultivation of enhanced relations in faculty settings between Career Services and students** (especially final-year students), to establish credit- and non-credit-bearing career education and development modules with the curriculum.

These priority areas represent a new and exciting direction for the PsyCaD Career Services Unit, and careful attention will be given to the further consideration of these strategic and priority enhancements during the year 2014.

PsyCaD's Psycho-Education and Psychometry Services Unit has served PsyCaD's internal psycho-educational needs across teams and participated in varying teaching-learning activities as support to Faculties, UJ staff and external stakeholders. These teaching-learning activities within UJ ranged from the provision of Psychometry Services to aid in the selection of candidates for professional academic programmes, workshops, campaigns and peer helping. Services rendered to external stakeholders were in the realm of Psychometry for selection and placement purposes into either schools or accredited NQF level business courses. Members of this team also participated in community engagement activities with two schools. In addition to this, PsyCaD participated in two internal UJ community engagement endeavours, namely the Community Service Learners from the Faculty of Education, as well as the Faculty of Management's Centre for Social Entrepreneurship and Social Economy (CSESE). Moreover, PsyCaD contributed to the learning and professional development of psychological practitioners in the field through its CPD Programme.

During 2013 the O:PwD was provided with an opportunity to establish itself as an independent unit within the PsyCaD. The following year will focus upon consolidating and building upon this foundation.

The O:PwD actively contributes to the pool of knowledge regarding good practice within the national disability field. This continued contribution and collaboration with other disability units within South Africa ensures that the most academically sound support is given to students with disabilities.

The Office remains dedicated to supporting students with disabilities, with the ultimate aim of promoting academic success. It is continually investigating and furthering best practices to enable inclusive practices in Higher Education, and contributes actively to disability-related activities within the broader university context through the Higher Education Disability Services Association (HEDSA).

Furthermore, it remains committed to barrier-free access and will continually strive to advise on and advocate for people with disabilities through policy and procedure, information and communication, technology, values and attitudes. We look forward to 2014, in which the Office hopes to establish itself as a committed unit that continually contributes to sustained and supportive relationships within the university community.

The Office extends its sincere appreciation and gratitude to the continued support of the UJ Executive Management, in particular, the Committee for People with Disabilities and its chairperson, Prof Derek van Der Merwe. It further wishes to extend

its heartfelt appreciation to UJ Council Member Dr William Rowland for his valued support, guidance and interest in the O:PwD's activities.

This has been an exceptional year. A special thank you to all team members for their dedication, commitment, forbearance and team spirit in ensuring that we provide a quality service to our student clients and that we play our full part in contributing to the overall strategic objectives of the university.

For the coming year we are committed to:

- Sustaining a responsive culture and pursuing a continuous improvement of our services;
- Making PsyCaD services more accessible to the wider student body by adding to and developing more informal means of students receiving support; and
- Supporting the UJ Senior Experience programme through curative, preventative and developmental interventions.

# **CENTRE FOR ACADEMIC TECHNOLOGIES (CAT)**

## **1. STRATEGIC PLAN**

### **CAT's vision**

The core identity of the Centre for Academic Technologies includes the provision of innovative and evolving technologies to academia (purpose) and to foster a 21st century skilled academia (our vision) through the smart use of academic technologies (brand) supported by our values of innovation, openness, simplicity, collaboration and cross-pollination, adaptability to rapid change, and forgiveness. Our work, overseen by a process management approach, includes the following:

- Community Support and Development Services that provide scaffolded and just-in-time support and development;
- Teaching and Learning Consultancy Services that drive transformative learning practices; and
- Technical Support and Development Services that promote the use of cross-platform applets.

At the beginning of 2013 CAT members undertook a review of our objectives and developed 12 strategic objectives to guide our work in the near future. These strategic objectives include:

- Promote the introduction of emerging technologies to support teaching and learning at the University;
- Foster the use of authentic learning tasks that integrate the use of Information and Communication Technologies (ICTs) to support teaching and learning;
- Advance to the use of ICTs for knowledge production rather than just a vehicle for information delivery;
- Cultivate a learning with technology, rather than, from technology as a core principle for the use of ICTs in the classroom;
- Create a networked environment to foster the use of open access, open content and open source philosophies and practices;
- Nurture the use of social network services specifically designed for the classroom in teaching and learning;
- Provide professional development workshops that include authentic learning tasks and ICTs to model contemporary teaching and learning practices;
- Integrate learning analytics into the teaching and learning processes to support students, lecturers, and administrative staff to support student development;
- Raise awareness of the use of collaborative, technologically supported learning spaces that support formal and informal learning;
- Promote discussion of current innovative approaches to teaching and learning with technology to support the wider community;
- Drive the development of appropriate policies and processes to support the ubiquitous use of ICTs in teaching, learning and research; and

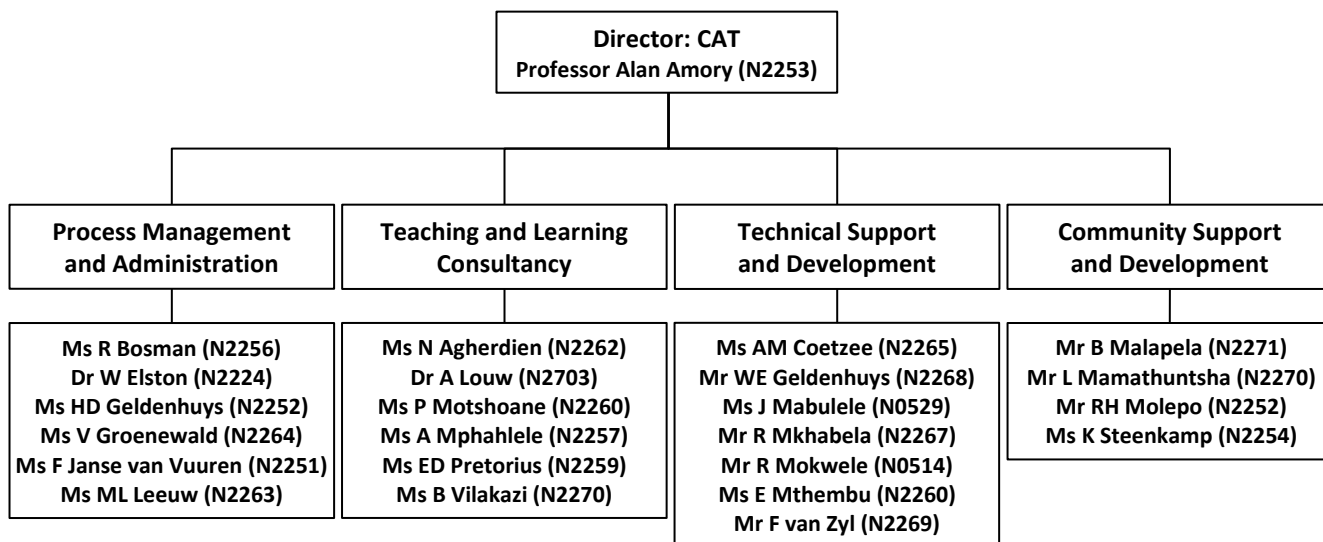
- Encourage the use of design-based research to investigate the use of ICTs in teaching and learning.

Projects undertaken in relationship to these strategic objectives are described below (see Section 3).

## 2. EMPLOYEE PROFILE ANALYSIS

There were no changes in the staff complement in CAT during 2013. The staff and management structure is given in the organogram and the analysis of CAT's equity profile is outlined.

### 2.1 Organogram



## 2.2 Equity Profile

### Equity analysis of CAT staff members

<b>Employees:</b>	<b>African</b>	<b>Coloured</b>	<b>Indian</b>	<b>White</b>	<b>Foreign Nat.</b>	<b>Disabilities</b>	<b>Male</b>	<b>Female</b>	<b>Total</b>
<b>P5:</b> Director				1			1		1
<b>P6:</b> Systems Administrator, Project Manager, Senior Instructional Designer, Manager: Learning Technologies				4		1	1	3	4
<b>P7:</b> Instructional Designer	3	1		2			1	5	6
<b>P8:</b> Senior Instructional Developer, Quality Care Practitioner, Specialist Assistant	1			3				4	4
<b>P9 - P10:</b> Client Supporter, System Supporter, Audio and Video Developer, Multimedia Designer, Secretary, Videoconference Technician, Senior Client Supporter	6			2			6	2	8
<b>P11 - P15:</b> Beverage Assistant	1					1		1	1
<b>Subtotal</b>	<b>11</b>	<b>1</b>		<b>12</b>		<b>2</b>	<b>9</b>	<b>15</b>	<b>24</b>
<b>Total</b>									<b>24</b>

## 3. CLIENT PROFILE AND CORE BUSINESS ANALYSIS

### 3.1 Community Support and Development

During 2012 we designed and implemented a just-in-time and integrated approach to support staff and students in the use of technology in teaching and learning. This approach includes mobile and web-based services to support staff and students solve technical aspects of using our learning technologies (uHelp, uGo and Blackboard support tools); and a single help desk, supported by a modern “ticketing” software system to monitor, manage and track queries. The self-service and online resources to develop technical skills were made available early 2013. uHelp was expanded during 2013 to provide support on the use of library resources and included ideas on how to integrate components of the CAT framework into learning activities. Staff and student queries via telephone calls, SMS, email and walk-ins are managed via our integrated help desk. Excluding telephonic queries, the 2013 help desk staff managed 2 500 help requests. The first is a mobile application for smartphones that include solutions to the problems most often experienced by staff and students (uHelp – Mobile). Additional support from this application can be obtained by sending an SMS



or email to the help desk, or by making a phone call. The second self-development service available is a comprehensive website to help staff involved in the development of Blackboard modules (uHelp – Web) and Blackboard on-demand help website. Therefore, support is provided via a mobile app, a website, and multiple routes to an integrated help desk where, when necessary, problems might be solved through one-on-one interactions.

With respect to Information and Communication Technology (ICT) literacy a number of interventions are available. Firstly, during the First Year Seminar, workshops in ICT and Blackboard literacy are provided. These are extended to a number of workshops available during timetabled term time to both students and staff. For the support of teaching with technology a new staff development workshop was implemented.

CAT offers interventions to students on various levels ranging from computer proficiency testing and training to Edulink/Blackboard usage. The following interventions by CAT help students to become computer literate and Blackboard-efficient, to ensure that they are equipped to actively participate in their online learning modules:

- Assessment of computer proficiency levels of first-year students during First Year Orientation (FYS).
- Development of computer literacy skills during follow-up training sessions.
- Introduction and orientation of students to the use of the Blackboard online learning environment, including the use of Turnitin when submitting their assignments, chapters of their dissertations and doctoral theses.
- The design, development, acquisition and provision of training and online resources available for support, e.g. Windows, Internet Explorer, MS Office 2007, Edulink/Blackboard FAQs and “How to” resources, and downloadable audio and video clips.

Students enter UJ with different levels of computer proficiency. This is one of the areas of risk that has been identified as a UJ concern that needs to be addressed university-wide. While many students need an initial introduction to the use of computers, even those who have grown up with computers require assistance in developing the types of computer skills required for higher education.

CAT’s first intervention for the year took place during the FYS weeks at the end of January 2013 and included computer proficiency testing of all first-year entrants. Those who did not obtain an average of 80% were required to attend a compulsory computer skills training session. This was followed by a compulsory session of Blackboard training for all entrants. This comprehensive task was scheduled over two weeks in 18 venues on all 4 campuses. All CAT staff members were involved and in addition, 40 more presenters and assistants were employed on a temporary basis to handle the considerable numbers of entrants.

The following sessions were conducted during the two-week FYS period on all four campuses:

- Compulsory sessions for basic computer proficiency testing for all first-year students.
- Compulsory computer skills training sessions for all students who attained less than 80% in the proficiency testing.

- Compulsory sessions in the use of Blackboard for all first-year students. During these sessions, students were also required to complete a Student Profile questionnaire as part of the University's First Year Experience (FYE) project.
- Blackboard training and computer skills development after the FYE (extended orientation sessions) – advertised in uLink and booked by students.
- Ad hoc training as requested by Faculty members.

#### **FYS 2013: Attendance**

<b>CAMPUS</b>	<b>Session type</b>	<b>Number of students</b>
APK	Blackboard (Bb)	3 631
	Computer Training (CT)	993
APB	Blackboard (Bb)	833
	Computer Training (CT)	200
DFC	Blackboard (Bb)	723
	Computer Training (CT)	61
SWC	Blackboard (Bb)	916
	Computer Training (CT)	394
<b>TOTALS</b>	Blackboard (Bb)	6 103
	Computer Training (CT)	1 648
	Online access only	1 968

#### **Extended orientation session: 4 February – 20 March 2013**

<b>Type of training</b>	<b>Number of sessions</b>	<b>Number of attendees</b>
Basic Computer Skills	17	96
Blackboard	27	158
<b>Total</b>	<b>44</b>	<b>254</b>

#### **Blackboard and Turnitin ad hoc training sessions**

<b>Type of training</b>	<b>Number of sessions</b>	<b>Number of attendees</b>
Blackboard	2	22
Blackboard and Turnitin	2	67
Basic Computer Skills and Blackboard	2	135
<b>Total</b>	<b>6</b>	<b>224</b>

## **3.2 Teaching and Learning Consultancy**

The Teaching and Learning Consultancy (TLC) supports the community to develop theoretical insights and practical knowledge in the use of technology in the classroom to support learning, teaching, assessment and module management. In addition, these members play important roles in the projects undertaken by CAT staff. In this report three activities are highlighted. First, experiences of academic members as they participate in workshops to better understand the use of the Collaboration-Authentic Task-Tool use (CAT framework) are reported. Second, TLC staff worked with Professor Lautenbach (Education) to design a research instrument to evaluate how Blackboard is used by Faculty members and collected data for the development of a Blackboard Usage Dashboard. Lastly, a short report on our community engagement is presented.

### **3.2.1 Academic Workshop Engagement with the CAT Framework**

The CAT framework was used to create an instrument that is used in three different ways during the workshop. The first activity of the workshop asked participants, working in pairs, to use the CAT framework instrument to evaluate the pedagogy used in a number of research papers on the use of games in education. The pedagogy of the top rated paper, as identified by the participants, was based on an authentic task where children, working in groups and supported by parents and teachers, made an adventure game. The paper reported that the participants were enthusiastic, motivated and were determined; worked alone and learned collectively; and were able to transfer knowledge from this learning activity or other situations. In this example the game functioned as explicit sign mediator and the pedagogical design included many opportunities for implicit mediation.

The paper identified by the participants that was least compatible with the CAT framework was one where investigators made use of a control group experimental approach to identify the potential gender differences, learning effectiveness and motivation of playing trivial games. Children participants either played a computer game or had access to other non-game resources. Pre- and post-tests of computer memory knowledge and attitudes were determined. Girls and boys performed in a similar way and the game appeared to motivate the learners. The CAT framework instrument was used to evaluate the 22 learning activity designs created by the participants as the outcome of the second workshop activity. Many of the items associated with authentic learning were well implemented in the learning designs except that the integrated assessment criteria were not well formulated and little opportunity was given to students to revise their work. At the end of the workshop participants evaluated the workshop using the CAT framework instruments. Analysis of the results showed that most of the items were rated 5 out of 6 (fully implemented); three items (Ill-defined and Included different subject areas) were rated lower (4.1 and 4.3 respectively). Participation in the workshop supported academic members to develop insights into the use of the CAT framework to support teaching and learning.

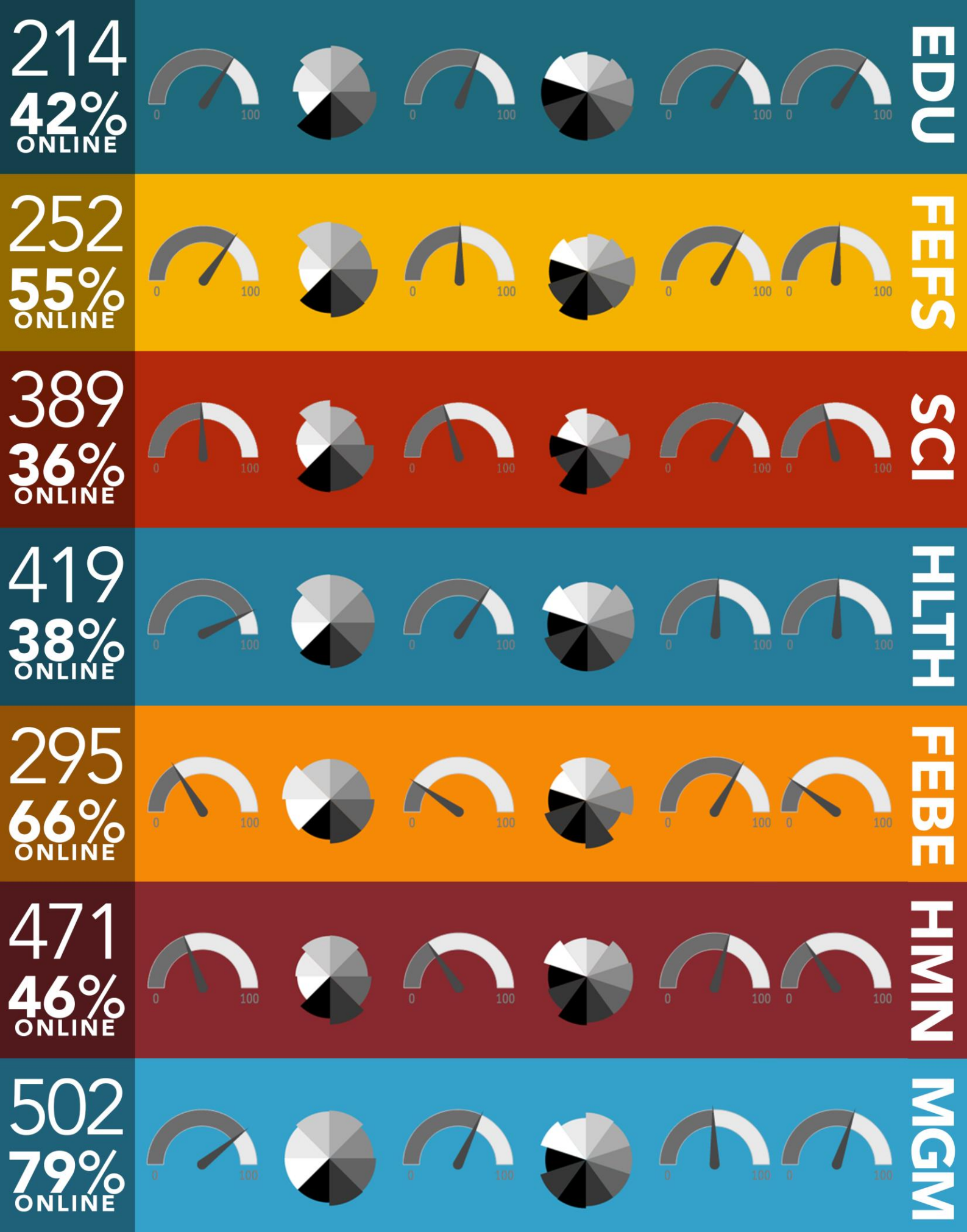
### **3.2.2 Blackboard Usage Dashboard**

A subjective evaluation of the 2013 semester one and year-long Blackboard modules was undertaken to explore the ways in which Faculties are currently addressing learning and technology (Figure 1). Two basic perspectives were used in the evaluation: learning from technology (an information consumption model) and learning with technology (a knowledge production model). In addition, we have also categorised online assessments – as formative, summative, and inventive.

To better understand the complex perspective learning with technology, the sub-groups learning attributes and authentic learning were investigated. Learning attributes were analysed in terms of learner centredness, situated learning, application of knowledge, internalisation, knowledge construction, competency development, collaboration, and development of a community of practice. The analysis of authentic learning includes real world relevance, ill-defined tasks, includes subtasks, complex, multiple perspectives, supports collaboration, integrates technology, includes reflection, integrates different subject areas, allows for different solutions.

- ① Classification of modules, as a percentage per type, for each faculty
- ② Total number of first semester and year modules per Faculty and the percentage online
- ③ Analysis of learning with technology modules
- ④ **Learner centered** **Situated** **Application** **Internalisation** **Knowledge construction** **Competencies** **Collaboration** **CoP**
- ⑤ **Real-world relevance** **Ill defined** **Includes subtasks** **Complex investigations** **Multiple perspectives** **Supports collaboration**  
**Integrates technology** **Includes reflection** **Integrates different subject areas** **Allows for different solutions**





**Figure 1.** Analysis of Blackboard semester 1 and year modules



The initial row of circles presents, by faculty, modules that were created but not used; learning from technology modules; and learning with technology modules. The values represent the percentage of type of module per faculty. An analysis of each faculty then follows, beginning with the total number of semester one and year modules in the faculty, and the percentage of these online. Learning with technology in each faculty is then presented, in terms of the attributes associated with learning attributes and with authentic learning, as listed above.

No investigation of actual classroom practices was undertaken, and this analysis represents just a snapshot at a specific point in time. Academic members should draw their own conclusions.

### **3.2.3 Supporting the community**

Two community engagement activities were undertaken during 2013 to support the Central Johannesburg College (CJC) and Community Work Programme (CWP) computer literacy projects. CAT members engaged with CJC's three campuses in the Johannesburg Southern Region to assist the college's students with computer skills for their personal development, application in the classroom and also to prepare them for the world of work. Final year students (N6) in the field of Engineering, Arts and Travel and Tourism participated in a five-session workshop on basic computer skills, which integrated principles of authentic learning. A total of ten workshop sessions were conducted during 2013. Seventy-nine students successfully completed the workshops and were honoured with certificates of attendance.

The CWP initiative is an innovative offering from government to provide a job safety net for unemployed people of working age. The CWP is also a great opportunity for unemployed youth who are actively looking for employment opportunities. To increase these voluntary workers' chances of getting employed, CAT members offered to facilitate computer literacy workshops to them during 2013. A total of 26 workers successfully attended a five-session workshop on basic computer skills at the University of Johannesburg, and were issued with certificates of attendance.

## **3.3 Technical Support and Development**

The Technical Support and Development group provides all the tools, software and the ICT environment to support a "learning with technology" position. To ensure data reliability and security, Blackboard was moved from being hosted at the University, to a hosted managed environment. In addition, two additional components are highlighted in this report, and include developments related to uLink and uGo.

### **3.3.1 Managed Hosting of Blackboard**

In order to provide a more secure and managed Blackboard system it was decided not to renew the hardware to run the system, but to rather make use of a cloud-based managed hosted environment owned and operated by Blackboard. The project was initiated in June and all data and other information were transferred to the hosted environment by mid-December.

### 3.3.2 Context for Online Services

To realise a vision where all students make use of tablets or laptops in the classroom within a totally connected UJ community, it was necessary to re-imagine ways in which we interact with institutional resources when connected via smartphones and tablets. Therefore, over the past two years CAT has created new “finger-ready” tools to support our move to a mobile world. These tools include our phone app uGo (ugo.uj.ac.za) and the staff and student portal, uLink (ulink.uj.ac.za).



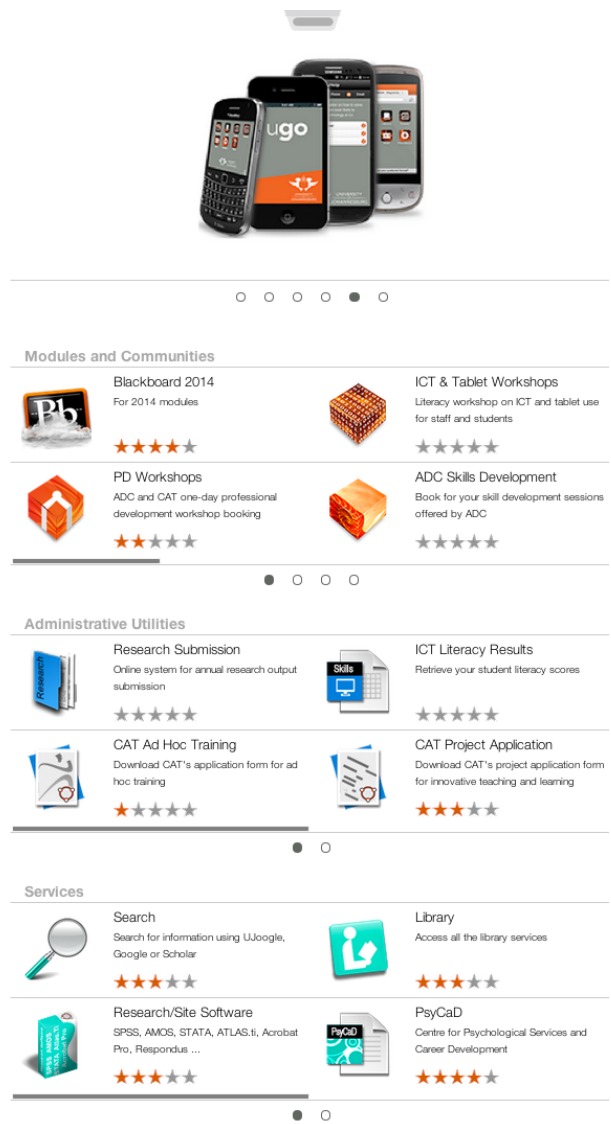
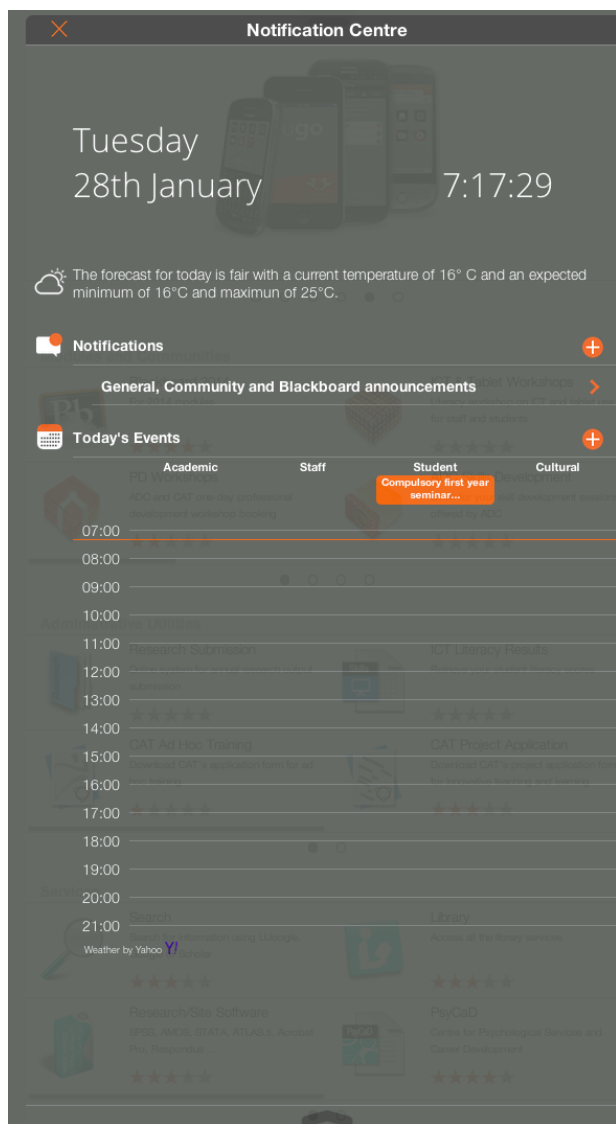
**Figure 2.** UJ's online resources

The production and release of these tools has allowed us to more carefully focus the way in which we think about our digital strategies (Figure 2). Our Internet needs to face outwards and provide information and a rich user experience to all those who visit us online. To provide a less data heavy and complex system we developed and deployed our smartphone app, uGo, which is available as native iOS and Android apps, and as a mobile site for all other smartphones. Within uGo there are a number of interrelated components (uConnect) that help prospective students move through the application, admission and registration processes. In other words, uConnect includes all the processes and mechanisms to bring individuals into the UJ fold. uLink was created as an integrated environment to support all members of the UJ community in their interactions with all our digital assets. Finally, our graduates move back to uConnect as they graduate and become part of our alumni.

Therefore, the Internet faces outward and uLink faces inward. uGo and the associated uConnect components support transitions into and out of the UJ community. As a consequence of the development of these “finger-ready” interfaces for the UJ community, the previous Student and Edulink portals have become redundant: all their functionality is now part of uLink, as further explained below.

### 3.3.3 uLink




uLink is tablet- and laptop/desktop-friendly. Therefore, you can tap, click or swipe to access the services and tools within each of the sections. uLink includes a Notification Centre, the Banners, Modules and Communities, Administrative Utilities, and Services (Figure 3). The Notification Centre provides you with important messages and a summary of events for the day. Staff members who access uLink from their desktop or laptop computers can post new notifications and/or events by clicking on the button. CAT staff members will review such submissions and may ask you for additional information. The main interface of uLink includes a banner at the top of the page and services and tools organised into the three groups, which are briefly described below:















**Figure 3.** uLink interfaces: the notification centre and components view



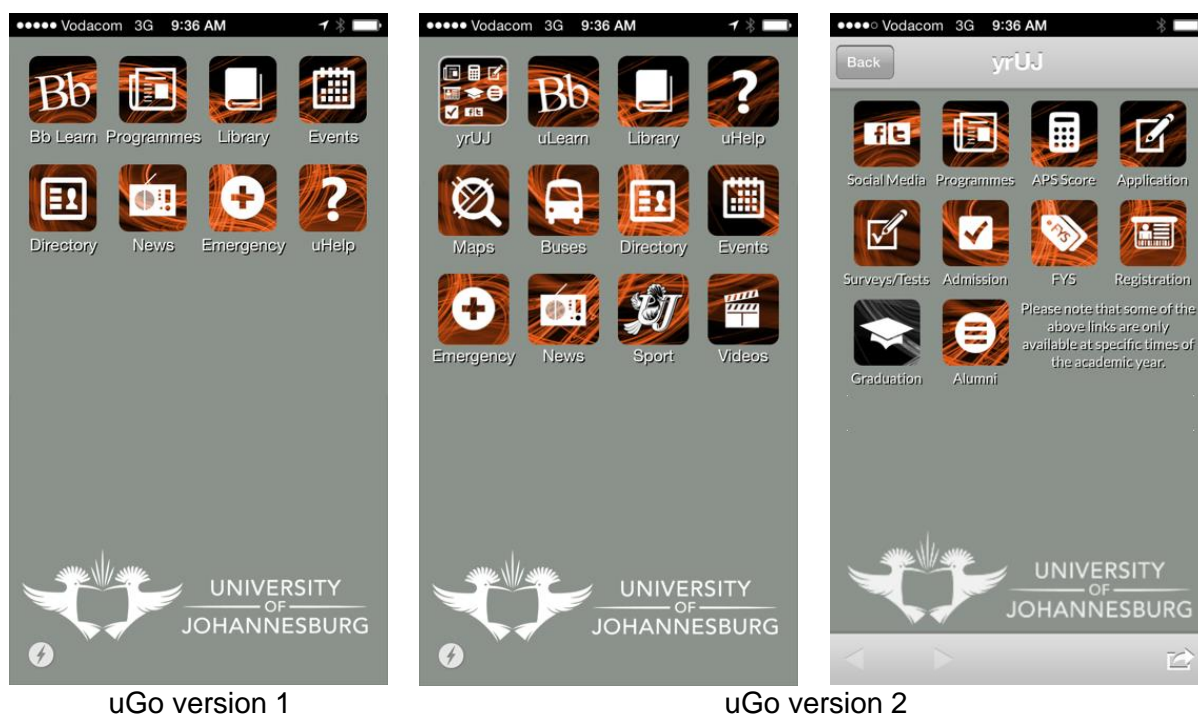
Modules and Communities		Staff	Students
	<b>Blackboard 2014</b> Link to all your 2014 modules	<input type="checkbox"/>	<input type="checkbox"/>
	<b>Blackboard Modules 2013</b> Link to all your past modules	<input type="checkbox"/>	
	<b>ICT &amp; Tablet Workshops</b> Booking for literacy workshop on ICT and tablet use for staff and students	<input type="checkbox"/>	<input type="checkbox"/>
	<b>PD Workshops</b> ADC and CAT one-day professional development workshop booking	<input type="checkbox"/>	
	<b>ADC Skills Development</b> Book for your skills development sessions offered by the Academic Development Centre	<input type="checkbox"/>	<input type="checkbox"/>
	<b>Research Workshops</b> Book for a research development workshop	<input type="checkbox"/>	<input type="checkbox"/>
	<b>How to use Blackboard</b> Teach yourself to use Blackboard	<input type="checkbox"/>	<input type="checkbox"/>
	<b>MS Office Training</b> Online MS Office training modules	<input type="checkbox"/>	<input type="checkbox"/>
	<b>Skills Development Manuals</b> Download manuals on how to use a computer or your tablet	<input type="checkbox"/>	<input type="checkbox"/>
	<b>uHelp</b> Online resource to solve your immediate technical problems	<input type="checkbox"/>	<input type="checkbox"/>
	<b>Announcements</b> Important community and module announcements	<input type="checkbox"/>	<input type="checkbox"/>
	<b>Attendance Register</b> With a code you can register your class attendance	<input type="checkbox"/>	<input type="checkbox"/>
	<b>Mendeley</b> A free reference manager and academic social network	<input type="checkbox"/>	
	<b>Academia.edu</b> Helps you follow the latest research	<input type="checkbox"/>	
	<b>LinkedIn</b> Manage your professional identity and build your professional network	<input type="checkbox"/>	
	<b>CAT Framework</b> Read CAT's framework	<input type="checkbox"/>	

Administrative Utilities		Staff	Students
	<b>Research Submission</b> Online system for annual research output submission	<input type="checkbox"/>	
	<b>Class Timetable</b> Find the times and venues for your lectures		<input type="checkbox"/>
	<b>Assessments Results</b> Get your assessment results		<input type="checkbox"/>
	<b>ICT Literacy Results</b> Retrieve student computer literacy scores	<input type="checkbox"/>	
	<b>Academic Record</b> Get a copy of your academic record		<input type="checkbox"/>
	<b>Academic Timetable</b> The academic timetable for 2014		<input type="checkbox"/>
	<b>HR Self-Service</b> Manage your leave and other HR issues	<input type="checkbox"/>	
	<b>Financial Verification</b> Verify your financial status for registration		<input type="checkbox"/>
	<b>CAT Ad Hoc Training</b> Download CAT's application form for ad hoc training	<input type="checkbox"/>	
	<b>ITS iEnabler</b> Registration, e-payments and contact details		<input type="checkbox"/>
	<b>Examination Timetable</b> Times and places for your examinations		<input type="checkbox"/>
	<b>CAT Project Application</b> Download CAT's project application form for innovative teaching and learning	<input type="checkbox"/>	
	<b>Examination Results</b> Get your most recent examination results		<input type="checkbox"/>
	<b>HEDA</b> Higher Education Data Analyser Portal	<input type="checkbox"/>	
	<b>Bandwidth Usage</b> Your Internet usage		<input type="checkbox"/>
	<b>Financial Statement</b> Manage your university financial accounts		<input type="checkbox"/>

Services		Staff	Students
	<b>Search</b> Search for information using UJoogle, Google or Scholar	<input type="checkbox"/>	<input type="checkbox"/>
	<b>Library</b> Access all the library services	<input type="checkbox"/>	<input type="checkbox"/>
	<b>Health Services</b> Available campus health services	<input type="checkbox"/>	<input type="checkbox"/>
	<b>Emergency Contacts</b> Emergency telephone numbers	<input type="checkbox"/>	<input type="checkbox"/>
	<b>Campus timetables</b> Timetable for each campus	<input type="checkbox"/>	<input type="checkbox"/>
	<b>Regulations</b> University rules for students		<input type="checkbox"/>
	<b>Research/Site Software</b> SPSS, AMOS, STATA, ATLAS.ti, Acrobat Pro, Respondus ...	<input type="checkbox"/>	<input type="checkbox"/>
	<b>PsyCaD</b> Centre for Psychological Services and Career Development	<input type="checkbox"/>	<input type="checkbox"/>
	<b>UJ's Bus Services</b> Schedules for transport between campuses	<input type="checkbox"/>	<input type="checkbox"/>
	<b>UJDigispace</b> Search our institutional archive	<input type="checkbox"/>	<input type="checkbox"/>
	<b>Student Labs</b> Information about UJ's student computer laboratories		<input type="checkbox"/>
	<b>100 Tips</b> 100 tips for students by students		<input type="checkbox"/>

### 3.3.4 uGo

During 2013 the number of components in uGo, our institutional app, was increased to include yrUJ (rebranded at the end of the year as uConnect), maps, bus routes, sport and videos (Figure 4). Components associated with uConnect are related to support the life cycle of student engagement with UJ, and includes: communication via social media with prospective students, a catalogue of our programmes, an APS score calculator, online/late application, test and surveys required by applying students, tools to check admission status, the FYS programme, information and online registration process, graduation letter and information and access to the alumni portal. Only the online registration processes in not a mobile-specific implementation.



**Figure 4.** Version 1 and 2 uGo components

### 3.4 Staff Achievements and Activities

The constant developments in the use of ICTs for education make it imperative that CAT staff engage in research-based activities and projects, to maximise the Centre's constantly changing environment. Several staff members have been pursuing different avenues as regards to newer and updated technologies and strategies to enhance teaching and learning at UJ.

The following information gives an overview of the involvement of individual staff members in research, development and innovation activities on different levels.

#### Publications

Agherdien, N. (2013). Shaping the learning environment of first-year students: Combining collective space with collective learning, *Journal of Applied Research in Higher Education*, 5 (2), 239-251.

Amory, A. (2013). The Collaboration-Authentic Learning-Tool Mediation (CAT) Framework: Shifting from a Paradigm of Training towards an Activity Theory-based Developmental Approach. In Jan Herrington et al. (Eds.), *Proceedings of World Conference on Educational Multimedia, Hypermedia and Telecommunications 2013* (pp. 1490-1499). Chesapeake, VA: AACE. Retrieved March 20, 2014 from <http://www.editlib.org/p/112158>

Amory, A. (2013). The Collaboration-Authentic Learning-Tool Mediation (CAT) Framework: The Design, Use and Evaluation of an Academic Professional Development Workshop. In Jan Herrington et al. (Eds.), *Proceedings of World Conference on Educational Multimedia, Hyper-media and Telecommunications 2013* (pp. 449-457). Chesapeake, VA: AACE. Retrieved March 20, 2014 from <http://www.editlib.org/p/111997>

Elston, W. (2013). The language 'dis'ability of first-year students at the University of Johannesburg, South Africa. 39th Annual International Conference on Language Teaching and Learning & Educational Materials Exhibition at the Kobe Convention Center, Portopia, Kobe, Hyogo, Japan 25-28 October, 2013.

Schoeman, H., & Louw, A. (2012). Engaging non-law students for 21st century skills: A social media perspective. *ICERI2012 Proceedings*, pp. 11-19.

Schoeman, H. & Louw, A. (2013). Assessing skills with learning technologies, *EDULEARN13 Proceedings*, pp. 6412-6418.

## Workshops

Attendee	Workshop	Date
Arno Louw	Supervisor Skills: Styles of Supervision	13 November 2013, STH, UJ
Arno Louw	Supervisor Skills: Research Development	17 November 2013, STH, UJ
Puleng Motshoane Bella Vilakazi	SANTRUST Workshop Module 1: Research question and aim Module 2: Research problem and research question. Proposal presentations for facilitators to be able to guide us. Module 3: Research design – qualitative and quantitative Module 4: Overview of data collection methods Module 5: Data analysis – qualitative and quantitative Module 6: Proposal presentations and feedback	2013
Puleng Motshoane Bella Vilakazi	Higher Education Close Up, Rhodes University Lessons from the new graduates Supervision experience by Gina Wisker Shifts and transformation in education – Panel discussion by Sizwe Mabizela, Mala Singh and Shireen Motala Social theories vs educational theories in higher education studies by Chrisie Boughey Group discussions on global shifts in higher education and Maton's legitimization code theory Proposal presentations by scholars whose proposals were ready for the higher degrees committee.	July
Puleng Motshoane Bella Vilakazi	Theory with the focus on knowledge structures Student conference where I presented my study idea.	November

## Conference Presentations

Name of presenter	Title of presentation	Name of conference, date and place
Najma Agherdien	Student residences as spaces for learning: enabling and constraining factors	ACUHO-I Sac Student Housing Conference, 2-5 November 2013, Alpha Conference Centre, Broederstroom

Najma Agherdien	Authentic Learning Colloquium	Authentic Learning Colloquium, 22 March 2013, University of the Western Cape
Najma Agherdien	Shaping the learning environment of first-year students: combining collective space with collective learning	Higher Education Teaching & Learning (HETL) Conference, January 2013, Orlando Florida, USA
Alan Amory	Learning with technology – the CAT framework. It's just a jump to the left?	AACE E-Learn 2013 World Conference on E-Learning in Corporate, Government, Healthcare & Higher Education - Association for the Advancement of Computer Education, 21-25 October 2013, Las Vegas, USA
Alan Amory	The Collaboration-Authentic Learning-Tool Mediation (CAT) Framework: Shifting from a paradigm of training towards an activity theory-based developmental approach	World Conference on Educational Multimedia, Hypermedia and Telecommunications, 24-28 June 2013, Victoria, British Columbia, Canada
Alan Amory	The Collaboration-Authentic Learning-Tool Mediation (CAT) Framework: The Design, Use and Evaluation of an Academic Professional Development Workshop	World Conference on Educational Multimedia, Hypermedia and Telecommunications, 24-28 June 2013, Victoria, British Columbia, Canada
Wilma Elston	The language 'dis'ability of first-year students at the University of Johannesburg, South Africa	JALT (Japanese Association for Language Teaching) – Learning is a Lifelong Voyage. 39th Annual International Conference on Language Teaching and Learning & Educational Materials Exhibition at the Kobe Convention Center, Portopia, Kobe, Hyogo, Japan, 25-28 October 2013
Hermien Geldenhuys	UJ, blended learning, CHAT and a CAT framework	Up2U Seminar 2013, Northwest University – Potchefstroom campus, 8 November 2013
Arno Louw Heidi Schoeman (Law)	Engaging non-law students for 21st century skills: A social media perspective	EDULEARN13 (5th International Conference on Education and New Learning Technologies), Barcelona, Spain 1-3 July 2013 – Virtual presentation
Arno Louw	Professional Development and Authentic Learning	Up2U, University of Johannesburg, July 2013
Erica Pretorius	A socio-cultural approach to science education in a knowledge-based society at the University of Johannesburg	HELTASA 26-29 November 2013, Unisa
Erica Pretorius Venessa Damons	The value of information literacy skills in support of student success, satisfaction and throughput rates	HELTASA 26-29 November 2013, Unisa
Puleng Motshoane	More than agency: Using analytical dualism to understand the multiple mechanisms of postgraduate supervision	Postgraduate Supervision Conference, 13-16 April 2013, Stellenbosch
Puleng Motshoane	The role played by structure in postgraduate supervision: broadening our research methodologies	HELTASA, 26-29 November 2013, Unisa
Heidi Schoeman Arno Louw	Assessing skills with learning technologies	HELTASA, 26-29 November 2013, Unisa
Bella Vilakazi	Arguing for the formative assessment: a conceptual framework	Rhodes PhD Student Conference

## Regional Meetings

Participants	Up2U date, place and theme
Najma Agherdien, Alan Amory, Retha Bosman, Anna Coetzee, Wilma Elston, Werner Geldenhuys, Vicki-Jeanne Groenewald, Franci Janse van Vuuren, Emily Mthembu, Arno Louw, Julia Mogotsi-Mabulele, Berry Malapela, Lufuno Mamathuntsha, Riot Mkhabela, Raymond Mokwele, Molepo Robert, Puleng Motshoane, Amanda Mphahlele, Erica Pretorius, Karin Steenkamp, Ferdinand Van Zyl and Bella Vilakazi	2 May 2013 at UJ, APK, Authentic Learning with Technology and Open Educational Resources
Najma Agherdien, Anna Coetzee, Hermien Geldenhuys, Franci Janse van Vuuren, Julia Mogotsi-Mabulele, Berry Malapela, Lufuno Mamathuntsha, Erica Pretorius, Riot Mkhabela, Raymond Mokwele and Amanda Mphahlele	8 November 2013 at NWU, Potchefstroom Campus, Blended Learning – Successes and lessons learned

## Professional Development

Attendee	Workshop	Date
Najma Agherdien	BeTreat Workshop	20-23 May 2013
Najma Agherdien	Regional Symposium on Student Success	21 August 2013
Najma Agherdien	ADS Research	23 August 2013
Najma Agherdien	Flexible Curriculum Seminar	11 November 2013
Najma Agherdien	Creating a shared vision for doctoral supervision	7 November 2013
Najma Agherdien	Models and styles of supervision	12 November 2013
Alan Amory Ferdinand van Zyl	Educause – Use of educational technology in higher education	14-19 October 2013, Anaheim, USA
Retha Bosman Franci Janse van Vuuren	Afrikaans het vele gesigte, Departement Linguistiek, UJ	22 February 2013
All CAT staff	CAT Strategic Workshop	19 April 2013
Retha Bosman	iPad training, APK Library	7 May 2013
Puleng Motshoane Bella Vilakazi	Strengthening doctoral supervision	1-7 September 2013 2-3 December 2013
Puleng Motshoane Bella Vilakazi	SANTRUST	January, March, May, July, October & December 2013
Wilma Elston	Writing for research workshop	25 February 2013
Wilma Elston	IQ – a myth? Lunch hour workshop presented by Alban Burke – Psychology Department	18 March 2013
Wilma Elston Franci Janse van Vuuren	ADS Research Presentations	17 May 2013
Wilma Elston	Turnitin/Plagiarism Workshop	24 May 2013
Wilma Elston Franci Janse van Vuuren Najma Agherdien	Teaching and Learning Conference hosted by ADC with Dr Jennifer Keup	17 September 2013



Amanda Mphahlele	Descriptive and summary statistics	16 April 2013
Amanda Mphahlele	Statistical techniques for comparing groups	18 April 2013
Amanda Mphahlele	Statistical techniques for examining relationships	22 April 2013
Amanda Mphahlele	Postgraduate symposium	18 October 2013
Franci Janse van Vuuren	Developing future-fit leadership – public lecture by Faculty of Management	19 March 2013
Franci Janse van Vuuren	Dumb, dumber and dumberer: The demise of intelligence, or the demise of IQ – lunch time talk by the Department of Psychology	18 April 2013
Franci Janse van Vuuren	Group Facilitation Skills – workshop arranged by UJ Transformation Workshop	26 April 2013
Franci Janse van Vuuren	Cross-cultural assessment in large classes in the UJ context – PASD workshop hosted by Department of Psychology	30 May 2013
Franci Janse van Vuuren	Transformation in Higher Education by Prof Crain Soudien, UCT – open conversation arranged by the UJ Transformation Unit	16 July 2013
Franci Janse van Vuuren	Nelson Mandela Day: reconciliation celebration with Alistair Little and Wilhelm Verwoerd – open conversation arranged by the UJ Transformation Unit	18 July 2013
Franci Janse van Vuuren Puleng Motshoane	Vincent Tinto Regional Symposium: Conceptualising a coherent approach to student success – at the CSIR Convention Centre, Pretoria	21 August 2013
Franci Janse van Vuuren	Leadership Development Workshop: From reactive to re-directive conversation by Davide Zaccariello – workshop arranged by the UJ Transformation Unit	2 September 2013
Franci Janse van Vuuren Amanda Mphahlele	Social Media Workshop @ UJ presented by UJ's Marketing and Communication Department	16 September 2013
Franci Janse van Vuuren	Research group open discussion with Dr Jennifer Keup on the role of support and research in student success – arranged by Bella Vilakazi, coordinator of the FYE research group	20 September 2013
Franci Janse van Vuuren	Open access workshop hosted by the UJ library and Information Centre	22 October 2013

### Accredited Programmes

Name of person	Programme	Institution
Najma Agherdien	PhD – Education 2011	UJ (Faculty of Education)
Anna Coetzee	Master's Degree	UJ (Faculty of Education)
Mary Leeuw	Business Administration	Witbank Institute of Technology
Erica Pretorius	PhD – Education 2011	UJ (Faculty of Education)



## 4. GOVERNANCE REVIEW

CAT reports to the Executive Director, Prof Elizabeth de Kadt: ADS who in turn reports to the DVC: Academic, Prof Angina Parekh.

CAT management makes use of a consensus-seeking collaborative management system. The centre management includes the Director and the Project Council. The Director is responsible for strategic initiatives and institutional administrative processes. The Project Council includes all members who collaboratively agree on projects and elect to work on specific projects. Any member may act as a project team leader, who is responsible for providing planning and support. In addition, a project manager supports the administration and delivery of each project. Members from each section meet monthly with the Director to discuss relevant issues and plan strategic directions.

The CAT Advisory Board, with representatives from all Faculties and from the Division of Information and Communication Systems, met on three occasions during the year to discuss matters relating to Blackboard.

### CAT Staff as Union Representatives/Shop Stewards

Name of union	Staff member
SAPTU	Arno Louw, Erica Pretorius
NEHAWU	Robert Molepo

### CAT involvement in University, Faculty and ADS Committees

Various staff members are members of committees within UJ and contribute substantially towards the enhancement, marketing and growth of CAT through this involvement as indicated below.

Name of committee	Staff members involved at various levels
CAT Advisory Board	Alan Amory, Vicki-Jeanne Groenewald
CAT Community Engagement Committee	Bella Vilakazi, Robert Molepo, Erica Pretorius, Emily Mthembu
ADS Research and Ethics Committee	Arno Louw, Alan Amory
ADS Finance Committee	Alan Amory, Vicki-Jeanne Groenewald
ADS Executive Committee	Alan Amory, Vicki-Jeanne Groenewald, Amanda Mphahlele
ADS Marketing Committee	Franci Janse van Vuuren
ADS Quality Promotion Committee	Retha Bosman
Faculty Teaching and Learning Committees	Bella Vilakazi, Wilma Elston, Arno Louw, Erica Pretorius, Najma Agherdien, Amanda Mphahlele

FYE Committee	Najma Agherdien, Bella Vilakazi, Franci Janse van Vuuren, Anna Coetzee
First Year Seminar Committee	Wilma Elston, Hermien Geldenhuys
HIV and Aids Staff and Peer Committee	Anna Coetzee, Mary Leeuw, Emily Mthembu
ICS Advisory Committee	Alan Amory
Library Committee	Alan Amory
MEC Committee for People with Disabilities	Erica Pretorius, Arno Louw
Safenet Project	Alan Amory
STLC	Alan Amory
TTTL Committee	Alan Amory

## 5. FINANCIAL REVIEW

CAT was awarded a budget of R16,453,718.29 in the 2013 budgeting round. The HR budget (24 permanent positions) totals just above R10M; operating expenses are budgeted at R504,240.45; and software licences at R5,505,775.00.

In consultation with the DVC: Finance, Mr J van Schoor, CAT was awarded an additional amount of R2,030,812.15 to move Blackboard to a hosted-management system, situated in Amsterdam.

AN ABRIDGED INCOME AND EXPENDITURE STATEMENT OF CAT FOR 2013			
Cost Centre Codes utilised – 126100, 126160, 126580, 126560, 126540, 126520			
Entity number	Expenditure	Budget	Amount Spent
<b>31000</b>	<b>Personnel Remuneration</b>		
31200	Salaries	9,914,604.72	9,734,153.40
31300	Temporary Salaries	329,720.18	171,026.72
31350	Tutorial Salary Expenses	0	122,525.50
	<b>Subtotal</b>	<b>10,244,324.90</b>	<b>10,027,705.62</b>
32800-41900	Operating Costs	423,967.28	281,483.39
44300-44700	Capital Expenditure	278,651.11	222,757.06
	<b>Subtotal</b>	<b>702,618.39</b>	<b>504,240.45</b>
37400	Software Licenses	5,505,775.00	7,951,584.37
	<b>Subtotal</b>	<b>5,505,775.00</b>	<b>7,951,584.37</b>
	<b>Total</b>	<b>16,452,718.29</b>	<b>18,483,530.44</b>

## 6. QUALITY SYSTEMS AND PROCESSES

Quality assurance and planning is integrated and embedded in all CAT's activities. As the Centre now makes use of a project management approach, all processes were documented and reports generated for each project are stored sequentially in Drop-box.

The executive summaries of projects started during 2013 are given below.

### **Project 2013-001: Building block for Course reserves**

The aim of this project is to simplify students' access to reserved resources in the University Library by adding links inside modules on Blackboard to the relevant course reserves (resources) available to students on the UJ Library site.

Status: In progress  
Project manager: Hermien Geldenhuys  
Project leader: Erica Pretorius  
Team members: Ferdinand van Zyl, UJ Library staff

### **Project 2013-002: Development of an instrument for effective evaluation of our interactive support system/s**

The aim of this project was to determine the use and the effectiveness of the interactive support system that had been developed by CAT in the support and use of academic technologies. The scope of this project changed to rather evaluate the effective use of uGo, uLink and uHelp on all the different devices – smartphones, tablets, laptops and desktop computers whilst concentrating on content, navigation, ease of use, screen design, information presentation, media integration, overall functionality and look and feel.

Status: Completed  
Future: No further action  
Team leader: Robert Molepo  
Project manager: Wilma Elston  
Team members: Julia Mabulele, Emily Leolo, Lufuno Mamathuntsha, Najma Agherdien, Julia Mabulele, Berry Malapela

### **Project 2013-003: GTFS co-ordinates for UJ bus routes on the uGo app**

The aim of this project was to gather all the relevant information of the UJ bus stops, routes and times. All information (schedules) was then uploaded into the UJ mobi application for use by the students/staff.

Status: Completed and uploaded  
Future: Maintenance if changes occur  
Project manager: Wilma Elston  
Team members: Julia Mabulele, Emily Leolo, Lufuno Mamathuntsha

### **Project 2013-004: CAT banners and signage**

The aim of this project was to have official and professional branding for CAT in place in order to position and remarket the centre within UJ, after its name change from CenTAL to CAT. Updated office signage at D Ring 3 and the B5 Building (APK) was done; pull-up banners to display at CAT events and posters for displaying at the different faculty offices were designed, printed and are in use; all staff members' Outlook contact cards were updated; staff members received CAT golf shirts; one

reception screen and Internet dongle were ordered and delivered to be used at the D Ring 3 reception area. The 2<sup>nd</sup> phase of this project (ordering of another four reception screens to be installed at ADS reception areas on the other three campuses) will be dealt with as a new project in 2014.

Status	Completed
Future	No further action
Project Manager	Franci Janse van Vuuren
Team members	Retha Bosman, Robert Molepo, Puleng Motshoane, Arno Louw and Werner Geldenhuys

#### **Project 2013-005: Up2U seminar – 2 May 2013**

The hosting of the Up2U seminar (community of practice for centres for technology at all South African universities) at UJ in May 2013 was organised by the relevant CAT team members who dealt with all the correspondence, arrangements and follow-up communication after the event with the view to promote continued collaboration between the different institutions. The event was presented in a new format which allowed for good interactivity and a great success, with the largest attendance of any Up2U event before: 75 colleagues in the field attended, representing the following universities: UJ, TUT, WITS, UP, US, NWU, VUT, Rhodes University and Midrand Graduate Institute. The video recordings of the day were edited and published on [YouTube](#).

Status	Completed
Future	No further action
Project Manager	Franci Janse van Vuuren
Team members	Puleng Motshoane, Vicki Groenewald, Werner Geldenhuys, Najma Agherdien, Raymond Mokwele, Emily Mthembu, Julia Mogotsi-Mabulele, Arno Louw, Retha Bosman, Alan Amory, Bella Vilakazi, Ben (student assistant), Berry Malapela, Riot Mkhabela and Robert Molepo

#### **Project 2013-006: Providing access to online tools to support academic writing**

The aim of this project is to provide the UJ community easy access to online writing support tools Turnitin, iThenticate and eRater. The ideal is to give staff and students the choice to access these tools from within Blackboard or from within uLink. A building block already provides users access to Turnitin and eRater via Blackboard, but not to iThenticate. The possibility of accessing Turnitin and eRater from outside Blackboard, i.e. via uLink, as well as how to access iThenticate will be managed, need to be investigated and put into action.

Status:	In progress
Project manager:	Hermien Geldenhuys
Team leader:	Ferdinand van Zyl
Team members:	Erica Pretorius, Riot Mkhabela, Amanda Mphahlele, Lufuno Mamathuntsha, Robert Molepo

#### **Project 2013-007: Dropbox organisation**

The aim of this project was to organise all folders, files and official documentation used by CAT into a logical structure that is accessible to all staff members.

Status:	Completed
Future:	Maintenance

Project manager: Wilma Elston  
Team members: Retha Bosman

#### **Project 2013-008: GPS co-ordinates for all UJ buildings**

The aim of this project was to supply co-ordinates for all UJ buildings that will be used on the UJ website. All co-ordinates were determined by using Google Earth.

Status: Completed  
Future: Maintenance if required  
Project manager: Wilma Elston  
Team members: Karin Steenkamp, Emily Leolo, Werner Geldenhuys, Julia Mabulele, Raymond Mokwele

#### **Project 2013-009: Subject collections – LibGuides software**

In this project, CAT's Teaching and Learning Consultants were to provide guidance to the subject librarians at the University's Library while developing faculty-specific subject collections pages. These pages could directly be linked to from within the uLink library panel and provide additional information and resources to students, hosted on a *LibGuide* platform.

Status: Completed  
Project manager: Hermien Geldenhuys  
Team leader: Erica Pretorius  
Team members: Santa Raju (UJ Library), Sharon Swart (UJ Library), Bella Vilakazi, Arno Louw, Najma Agherdien, Amanda Mphahlele, Puleng Motshoane

#### **Project 2013-010: Library support files on uHelp**

The aim of this project was to design and develop UJ Library support resources for students, to be placed under uHelp, within uLink. These resources were developed by the librarians and presented as help files for basic information literacy skills within the UJ library context. The TLCs at CAT assisted by offering guidance to ensure compatibility with existing uHelp designs as used by CAT. These documents would be used for both online and mobile purposes.

Status: Completed  
Future: Uploading of updated information on uHelp  
Project manager: Hermien Geldenhuys  
Team leader: Erica Pretorius  
Team members: Lufuno Mamathuntsha, Bella Vilakazi, Arno Louw, Najma Agherdien, Amanda Mphahlele, Puleng Motshoane

#### **Project 2013-011: Development of lab assistants**

The aim of the project was to provide lab assistants with basic knowledge of the CAT's systems that they might require to help the students by creating an online Blackboard module with all relevant information. The following is covered in the module:

- uLink – login procedure and login challenges
- uHelp – to enable students to help themselves and to show them how to log queries online
- Blackboard – general information on how to submit assignments, do assessments and download reports

- uGo – the app/s that students need to download and where they can find information
- Referral – where to refer students for the different queries (Faculty/ Lecturer or CAT's help desk).

The project will ensure that lab assistants and the lab management know as to what level they should help the students and when to refer them.

Status: Completed  
 Future: Possible update of information if required  
 Project manager: Wilma Elston  
 Project leader: Robert Molepo  
 Team members: Bella Vilakazi, Emil Leolo, Retha Bosman

#### **Project 2013-012: Announcements on uLink/Blackboard**

The UJ community often sends request for announcements to be posted in uLink and Blackboard. The aim of the project was to develop guidelines as to the type of announcements posted on uLink/Blackboard, what criteria they should meet and to design a request form to be completed if announcements are to be posted on one of CAT's systems. These announcements might be academic or non-academic communication to students or staff from any department/faculty or society in UJ.

Status: Completed  
 Future: No further action  
 Project manager: Hermien Geldenhuys  
 Project leader: Robert Molepo

#### **Project 2013-013: Workshop design for academic professional development**

The aim of this project was to develop workshops that extend and bring more focus to the existing authentic learning practices that introduce the CAT (collaboration, authentic learning and tool mediation) framework. The following four modules have been designed, presented to Alan and feedback incorporated into the modules: Authentic Learning, Tool Mediation, Social Networking and Authentic Assessment. Each of these workshops have been presented as trial runs between 11-20 November 2013 to ± five staff members from CAT and ADC. In early December 2013 Retha did the final editing of the modules, which were all carried over and are now available as Blackboard 2014 modules. These workshops will be presented to lecturers from the first term 2014 to further develop them in *learning to be with technology* and actively involving their students in discovering, thinking, doing, working, achieving and developing together.

Status: Completed  
 Future: No further action  
 Project Manager: Franci Janse van Vuuren  
 Team members: Puleng Motshoane, Bella Vilakazi, Amanda Mphahlele, Erica Pretorius and Arno Louw

#### **Project 2013-014: CAT seminar room and lab at B5 – booking procedures**

The form has been designed, approved, edited, and developed as a Google form. It then became part of a new project, namely CAT forms (2013-028), in order for data to be retrieved and forwarded to the help desk for processing.

Status: Completed  
 Future: No further action  
 Project Manager: Franci Janse van Vuuren

Team members                      Julia Mogotsi-Mabulele and Werner Geldenhuys

**Project 2013-015: CAT's Authentic Learning Conference and workshops**

An Authentic Learning Conference was hosted by CAT for UJ academics on 17 February 2014 with Prof Tom Reeves (University of Georgia), Prof Denise Wood (University of South Australia) and Prof Alan Amory of UJ as keynote speakers and a number of show-and-tell presentations by representatives from different UJ faculties. The aim of this conference was to showcase success stories on authentic learning and to invite debate and discussions on the topic. In follow-up on this conference, Prof Reeves presented two workshops, one on authentic learning and one on educational design research. The CAT team members were responsible for all correspondence and arrangements prior to and during the conference and workshop week, as well as the follow-up communication and forwarding the presentations to all delegates afterwards. The conference and workshops were well attended (110 delegates in total) and the general feeling at the conference was to make this an annual event.

Status	Planning and first arrangements started in October 2013.
Future	Ongoing arrangements and collaboration continued up to the conference and workshop dates in February 2014 (17, 19 and 21 Feb) and follow-up matters completed mid-March 2014.
Project Manager	Franci Janse van Vuuren
Team members	Alan Amory, Vicki Groenewald, Wilma Elston, Raymond Mokwele, Julia Mogotsi-Mabulele, Arno Louw and Puleng Motshoane

**Project 2013-016: Online study skills module – Reading (technical reading skills and critical reading)**

This project built forth on the previous online module development projects that CAT did in collaboration with ADC. The aim of this project was to provide an animated study skills development opportunity for students by adding interactivity and audio to the already designed and partially developed module, as well as streamlining the development to ensure smooth navigation within the module. ADC developed the PowerPoint presentation and the CAT team was responsible for the audio recordings and facial synchronisation of the audio clips with the 3D Jo and Jane characters, creating access to links and YouTube clips from within Blackboard and sorting out of technical issues that hampered activity functionalities within the presentation. Cecelia Rosa did a trial run of the module with some tutors and students and great feedback was received. The outcome of this project was an optimised interactive online learning experience for students in effective reading, available on Blackboard from early January 2014.

Status	Completed
Future	No further action
Project Manager	Franci Janse van Vuuren
Team members	Cecelia Rosa (ADC), Bella Vilakazi, Raymond Mokwele, Werner Geldenhuys and Arno Louw; Hermien Geldenhuys – for Bb technicalities

### **Project 2013-017: uHelp Learning Design**

The aim of this project was to provide additional support to staff in the use of the CAT framework and upload ideas/tips with subcategories on authentic learning, tool mediation, collaboration, assessment and social networking.

Status: Completed  
Future: Maintenance and adding of information if required  
Project manager: Wilma Elston  
Team members: Lufuno Mamathuntsha, Najma Agherdien, Bella Vilakazi, Arno Louw, Erica Pretorius, Amanda Mphahlele, Retha Bosman

### **Project 2013-018: Online Journal**

The aim of this project is to develop an online tool of journal articles related to authentic learning, tool mediation, assessment and social networking that could be read and evaluated by the community. An example is the online magazine Zinio. Development in conjunction with FADA students is suggested. The team explored various options and found WordPress to be the best platform to utilise. However, we are still going to liaise with FADA (Multimedia Design and Graphic Design) about a possible collaboration with their students to design a suitable platform.

Status: Envisaged set-up for end of July 2014  
Future: Ongoing and collaboration with FADA  
Project leader: Najma Agherdien  
Project Manager: Wilma Elston  
Team members: Alan Amory, Erica Pretorius, Julia Mabulele, Arno Louw, Riot Mkhabela, Raymond Mokwele

### **Project 2013-019: Faculty engagement**

The aim of this project is to develop a research agenda with faculties.

Description: Engagement with faculties to determine the appropriate way to engage with each in order to support teaching and learning research and thereafter to support such research initiatives specifically related to the use of technology. Prof Amory initially visited faculties to have discussions and thereafter the project will be taken forward by CAT's Teaching and Learning Consultants.

Status: Ongoing  
Team leader: Alan Amory  
Project manager: Wilma Elston  
Team members: Najma Agherdien, Bella Vilakazi, Amanda Mphahlele, Erica Pretorius, Puleng Motshoane

### **Project 2013-020: Study of Blackboard Usage**

The aim of this project was to determine how Blackboard is being used by the community (baseline study), to identify users making exemplar use of Blackboard, and to determine design principles of good use of Blackboard by the UJ community. A template was designed to evaluate Blackboard modules and each active module on Blackboard was scrutinised. An evaluation sheet was completed for each module and a report was drawn from the statistics gained.

Status: Completed  
Project manager: Wilma Elston  
Team members: Geoff Lautenbach (Education Faculty), Alan Amory, Erica Pretorius, Puleng Motshoane, Arno Louw, Amanda



**Project 2013-021: Student metrics dashboard**

The aim of this project is to develop a web-based dashboard that not only reports individual student academic performance, but also includes social data that could affect student performance.

Status: In progress  
Project manager: Hermien Geldenhuys  
Project leader: Karin Steenkamp  
Team members: Julia Mogotsi-Mabulele, Emily Mthembu, Riot Mkhabela, Ferdinand van Zyl

**Project 2013-022: Managed Hosting of Blackboard**

The aim of this project was to migrate all the modules currently on Blackboard, to a hosted environment in Amsterdam, which is managed by Blackboard. The project included informing the UJ community of the migration, adjusting the login procedure and updating all existing electronic links to Blackboard. At the end of December 2013, 2 204 modules and communities were migrated and the process of activating them for the 2014 academic year, and granting academic staff and students access to the system, commenced.

Status: Completed  
Project manager: Hermien Geldenhuys  
Project leader: Alan Amory  
Team members: Tinus van Zyl (Central Administration)

**Project 2013-023: Developing a PDF-template for printing of students' academic records from within uLink**

The aim of this project was to develop a PDF-template and integrate it with the ITS-system to allow students to print an official copy of their academic record from within uLink. The information to be displayed on the template was provided by Central Administration.

Status: Completed  
Project manager: Hermien Geldenhuys  
Project leader: Alan Amory  
Team members: ICS, Ferdinand van Zyl, Karin Steenkamp

**Project 2013-024: Social Media in Higher Education Conference with Mzanzi Training**

Mzanzi Conferences and Training approached CAT to manage the academic side of an international conference on Social Media in Higher Education and to co-host the conference in collaboration with them. The conference dates have been confirmed as 8 and 9 May 2014. The Memorandum of Agreement (MoA) between UJ and Mzanzi Conferences and Training has been signed on 29 October 2013. Four keynote speakers have been finalised, the peer review committee formed and invitations for participation sent out to all UJ and other colleagues in higher education. The closing date for the submissions of abstracts is end March 2014.

Status: Discussions, planning and first arrangements started in August 2013.  
Future: Ongoing arrangements, collaboration and communication to follow up to the conference in May 2014.

Project Manager	Franci Janse van Vuuren
Team leader	Arno Louw
Team members	Alan Amory, Anna Coetzee, Amanda Mphahlele, Puleng Motshoane, Bella Vilakazi, Najma Agherdien, Retha Bosman and Emily Mthembu

#### **Project 2013-025: First Year Seminar 2014**

The aim of this project was to reformat our approach to FYS for 2014 to minimise the extremely expensive, labour intensive intervention. The following was changed:

- A self-help system for 1st years for Computer Literacy Skills and Blackboard for 2014 registration was designed.
- We arranged assistance for students to do self-help modules during registration on all 4 campuses for 3 days in January 2014.
- Students that require further Computer Skills Training can book sessions online that will take place throughout the entire 1<sup>st</sup> semester.

Status:	Completed
Future:	Computer Skills Training for 1 <sup>st</sup> semester of 2014
Project managers:	Wilma Elston – FYS Franci Janse van Vuuren – Computer Skills Training
Team members:	Najma Agherdien, Puleng Motshoane, Bella Vilakazi, Arno Louw, Raymond Mokwele

#### **Project 2013-026: D Ring reception; appointment and co-ordination**

The aim of this project was to appoint 4 new student assistants to man the front desk at D Ring 3. This is required to service the booking of sessions with the Writing Centre, Tutors and the Learning Development section. They are also appointed to direct students with any Blackboard-related questions to CAT staff. Interviews were conducted, assistants appointed and working schedules put together.

Status:	Completed
Future:	Ongoing regulation of working schedules
Project manager:	Wilma Elston
Team member:	Vicki-Jeanne Groenewald

#### **Project 2013-027: Collaborative work: Bella (CAT), SAIDE, School of leadership – Dr Sydney Mufamadi**

The aim of this project was to track the work relations, functions and operation between Bella Vilakazi (CAT), Dr Mufamadi (School of leadership) and SAIDE

Description: CAT, SAIDE and the School of leadership have recently come into collaboration with each other. The functions of the respective units are;

- CAT: Manage and oversee registered Blackboard modules, offer professional development workshops where necessary, support lecturers and students who are registered in the modules.
- SAIDE: Instructional design functions
- School of leadership: Teaching and assessment functions

Status:	Suspended
Project manager:	Bella Vilakazi
Team members:	Dr Sydney Mufamadi

**Project 2013-028: CAT forms**

CAT forms which have been designed as Google forms, do not allow for the retrieval of data from the Google site. Forms have been designed from a form generator system, sending data to the help desk for further processing. The last form (booking form for CAT lab) was designed by Julia in the template provided by Alan, who will transport it into uLink.

Status	Completed
Future	No further action
Project Manager	Franci Janse van Vuuren
Team members	Alan Amory, Robert Molepo, Berry Malapela and Julia Mogotsi-Mabulele

**Project 2013-029: Tool Usage**

This project's aim was to design an easy to use resource (catalogue) of Blackboard and FLOSS tools and their potential use in teaching and learning. Puleng, Bella and Najma designed and developed a brochure on tool usage to be shared online with academic staff.

Status:	Envisaged completion end January 2014
Future:	Possible update of information if required
Project leader:	Najma Agherdien
Project manager:	Wilma Elston
Team members:	Bella Vilakazi, Puleng Motshoane, Retha Bosman

**Project 2013-030: Phase II of the uGo app**

The aim of this project was to expand the University's app which was developed in 2012. During phase II, the number of components within uGo were increased to also include uConnect (to support the student life cycle at UJ – providing essential information to prospective students, an APS calculator, links to the online application site, tools to check admission status, the FYS programme, graduation letters and access to the alumni portal), campus maps, bus routes, UJ Sport and videos.

Status:	Completed
Future:	Develop and manage the entire app in-house
Project manager:	Hermien Geldenhuys
Team leader:	Alan Amory
Team members:	ICS, UJ Library, UJ Sport, FADA, Central Administration, UJ Marketing and Branding

**Project 2013-031: Community of Practice Seminar**

The aim of this project was to support staff members doing interesting things with technology in their classrooms and to provide a platform where they can share their experiences. Academic staff – possible change agents – in selected faculties will be approached to discuss the formation of communities of practice. The change agents will drive the process, together with a CAT member. We envisage weekly or biweekly engagement of each community. Towards the end of Semester 2, the CAT project team will organise a seminar where the CoPs will share their experiences.

Status:	Communities are being set up
Future:	Ongoing
Project leader:	Najma Agherdien, Wilma Elston
Project members:	Erica Pretorius

### **Project 2013-032: Academic staff development – use of tablet devices in the classroom**

The aim of this project was to support staff members who would teach first-year students starting 2014, to make appropriate use of tablets in the classroom. A seminar was arranged during which staff from the Apple Core Group facilitated a session on using iPad devices in the classroom. Staff members who are innovative in their use of this technology, were identified and invited to showcase their activities. More than 160 academic staff members attended the event.

Status:	Completed
Future:	A similar event to take place early 2014
Project manager:	Hermien Geldenhuys
Project leader:	Bella Vilakazi
Team members:	Najma Agherdien, Puleng Motshoane, Arno Louw, Amanda Mphahlele, Robert Molepo, Julia Mogotsi-Mabulele, Raymond Mokwele, Werner Geldenhuys

## **7. RISK MANAGEMENT**

### **7.1 Risks internal to CAT**

Due to a lack of high-level technical skills in CAT, a single staff member, contrary to international best practices, is responsible for the maintenance of the operating of Blackboard. Moving the system to a hosted environment has mitigated many of the risks. However, we remain aware of the associated risks.

- Mitigation strategies
- Ongoing liaison with the South African service provider.
- Allocation of funds to provide additional support when required.
- Constant close attention to defects and immediate remedial actions.
- Liaison with ICS, as regards to back-up and support of the system.

### **7.2 Risks external to CAT (but within UJ)**

The exponential growth of online learning as an integrated part of UJ's Teaching and Learning Strategy has been of such an extent that it warrants urgent attention and focussed institutional planning to ensure UJ's competitive advantage and image as an institution for the preferred student experience.

### **7.3 Risks external to UJ**

The ongoing costs of access to computers, together with the associated infrastructure, are critical for the LMS and other integrated IT systems run by UJ. The possible implementation of a cost recovery model on a sliding scale, to encourage responsible usage of bandwidth and Internet resources, should be explored as a matter of priority.

## **8. STRATEGIC OBJECTIVES FOR 2014**

The primary strategic objectives for 2014 are related to the development of a research commons to support the use of the CAT framework in teaching and learning. This includes:

- Creation of a process to support the UJ community in the use of the CAT framework in teaching and learning;
- Development of expertise in the use of design-based educational research;
- Foster the sharing of ideas and supporting researchers through appropriate interactions; and
- Utilisation of international experts to help UJ staff members in the production of educational research that is based on the CAT framework and undertaken as design-based research approaches.



## **WORK-INTEGRATED LEARNING (WIL) ANNUAL REPORT 2013**

### **1. STRATEGIC DIRECTIONS AND PROGRESS**

The role of the UJ WIL Forum is to provide a report (including statistics) on WIL at UJ; to maintain awareness of national (and international) developments that may impact on WIL and to capitalise on opportunities to advance WIL and UJ. The WIL Forum held quarterly meetings, with reports to the UJ Senate Teaching and Learning Committee (STLC) on WIL-related matters submitted in April and October and quarterly reports issued via the WIL Forum.

The strategy of a streamlined WIL management system with a standard approach (as far as possible) within Faculties remains a point of focus.

WIL activities within UJ were supported. There was on-going interaction with companies to identify WIL opportunities for the 2840 students registered on WIL programmes. This excludes the Faculty of Education students, who all go out into various periods of School Experience in each of their four years of study.

Regular Faculty WIL committee meetings were held in the Faculty of Management (joined by the Faculty of Humanities). The WIL meetings serve as a quality and information sharing mechanism. Securing of WIL placement opportunities and the preparation of students for the WIL workplace continue to be important development areas. Collaboration with the Centre for Psychological Service and Career Development (PsyCaD) Career Services unit is valuable, specifically for the workplace readiness workshops. More than 40 interactions with companies for WIL purposes occurred.

A national and international benchmarking of the placement of Service Learning within Universities was conducted: Service Learning being a form of experiential education and a strategic focus area of UJ. UJ WIL Coordinator represented UJ at the International Symposium on Service Learning in Stellenbosch, where new useful contacts were made.

UJ WIL keeps up to date regarding national developments in the realm of workplace learning, serving as a resource for UJ. The national skills development refrain for 2013 was “Together, turning every workplace into a training space”. Current legislation and pending legislation includes the Strategic Integrated Projects (SIPs), aspects related to scarce skills, the Green Paper on Post-School Education and Training and the various new legislation in the Further Education and Training (FET) sector (now formally the Technical, Vocational Education and Training sector since the promulgation of the White Paper on Post-School Education and Training in 2014) that have implications for higher education WIL, requires continued efforts as

regards partnership development with Sector Education and Training Authorities (SETAs) and companies. The threat for UJ WIL is that the growing FET student numbers now all require workplace and/or WIL experience.

Highlights in 2013 include the WIL discussions with the University of Waikato, New Zealand, where insight regarding WIL and research in WIL were shared; the implementation of a pilot project to include WIL in the National Diploma in Human Resource Management (with the Department of Commercial Accounting adopting this model as well); the participation of 11 UJ colleagues in the 10<sup>th</sup> World Association of Cooperative and Work Integrated Education (WACE) World Conference in Durban and the initiation of the Japan International Cooperation Agency (JICA) Employment Improvement Project that will roll out in 2014. The UJ WIL Coordinator published an article in the launch edition of the African Journal of Work-based Education and a chapter in the book: Education Reforms in the SADC Region: Challenges and Responses in the 21st Century, Editor: Chinedu I. O. Okeke, Comfort B.S. Mndebele: ISBN: 978-1-938681-03-5.

### **Employee Profile Analysis (numbers, equity profile)**

WIL support at UJ is offered via the UJ WIL Coordinator, a White female permanent staff member with a 50% allocation of responsibility to WIL matters.

### **Client Profile and Core Business Analysis**

Functions of the WIL Coordinator include: the establishment and fostering of both internal and external partnerships for WIL placement, development of guidelines to ensure that all aspects related to WIL are able to proceed smoothly and reporting on WIL within UJ. This is over and above the existing contacts that the 41 Faculty WIL coordinators maintain in the programmes with a formal WIL component for the placement of 2840 students into WIL placement in 2013.

## **2. GOVERNANCE REVIEW (GOVERNANCE STRUCTURES, POLICIES)**

The UJ WIL management model implemented in 2011 continues to function with quarterly UJ WIL Forum meetings held. The reporting structure consists of Departmental WIL Coordinators who submit reports to Faculty WIL Coordinators for consolidation and feedback at the UJ WIL Forum, which reports to the STLC. WIL Coordinators are supported by the UJ WIL Coordinator, who provides updates on aspects relevant to WIL to Forum members, consolidates any reports for the STLC/UJ Management re WIL and maintains the central WIL website.

## **3. FINANCIAL REVIEW**

The budget for WIL-related matters resides with the Executive Director: ADS. Every WIL opportunity identified that enables a student to complete his or her academic programme contributes directly to throughput and thus DHET output funding. UJ paid

membership fees to the Southern African Society of Co-operative Education and was a corporate member of the World Association of Cooperative Education in 2013.

#### **4. QUALITY (QUALITY SYSTEMS, QUALITY ASSURANCE AND PLANNING)**

WIL remains aligned to UJ policies, with the 2008 UJ Work Integrated Learning and Service Learning Policy reviewed in 2013.

Preparation of students for the work-integrated learning component is key to the successful integration of students into the workplace and is part of the quality assurance cycle for WIL at UJ. The PsyCaD Career Services unit largely fulfils this role at UJ. During 2013 a concerted effort was again made to host these workshops during lecture periods, which proves to be most effective.

#### **5. WIL ACTIVITIES IN 2013**

WIL-related activities in 2013 included:

- Implementation of the UJ WIL Guidelines for Good Practice
- Review of the UJ WIL and Service Learning Policy, with the retention of this as a single policy covering both modes of experiential learning
- Collaboration with companies for WIL opportunities
- Contribution to national skills development initiatives (including those of the Southern African Society for Co-operative Education and the Gauteng Regional Forum)
- Participation in and presentation of papers at the World Association of Cooperative and Work Integrated Education conference (Durban) and the FET and Partnerships Conference (Kempton Park).
- Contribution to the African Journal of Work-based Education

Various company and departmental meetings were held and company contacts were followed up on: 90 company contacts plus the more than 50 companies contacted for the Human Resource Management programme. All opportunities to promote and engagement with stakeholders regarding WIL are explored.

#### **6. POSSIBLE RISK FACTORS AND INTERVENTIONS TO BE TAKEN**

The national skills agenda is focused on the FET (now TVET) sector, and discourse involving WIL more often than not mentions Universities of Technology, thus requiring more effort on the part of UJ (as a comprehensive) to be noticed as a provider of WIL. Opportunities exist for partnerships with the SETAs via the so-called PIVOTAL grants. UJ WIL needs to develop new and maintain existing contacts with industry partners. Implementation of an institutional Customer Relationship System should be considered.



## 7. KEY STRATEGIC OBJECTIVES FOR 2014

The following key objectives have been identified for 2014:

- Interaction with SETAs, collaborating and contributing to the UJ SETA Project with UJ's Development Office, with the aim on bursaries, WIL and Internship and even research opportunities.
- International Office liaison, to assist with the employability of UJ students internationally and locally, but specifically focused on the placement for WIL for international students.
- Update of the national International WIL Student Management Guidelines: a national contribution UJ WIL is able to make.
- Company interaction with the Top 100 companies in collaboration with the UJ Development Office. Given that some of these companies will have international Head Offices this will also benefit our international goals.
- Aligning with the White Paper on Post-School Education to benefit UJ as the South Africa moves forward into the fourth Skills Development Strategy.
- Implementation of the JICA (Japanese International Cooperation Agency) project, with UJ being the first comprehensive institution to participate in this initiative.
- Compliance with the Protection of Personal Information Act (POPI) for WIL with close collaboration with PsyCaD's Career Services unit, which is implementing a new system to manage company requests for WIL, graduate and internship placements will be maintained.
- The status of the WIL student in industry to be resolved. This is a national imperative that UJ can take the lead on.
- Conference and workshop attendance remains an important source of gaining of new knowledge, insights and contacts to further the UJ WIL project.
- Finalisation of the UJ WIL and SL Policy.
- Implementation of a Service Learning management structure.
- Contribution to national skills development initiatives (including those of the Southern African Society for Co-operative Education and the Gauteng Regional Forum

On-going routine activities include advocacy of and reporting on WIL, contacts with companies, maintenance of the WIL website and meaningful contribution to the general field of experiential education.

Prepared by: Susanne Taylor  
UJ WIL Coordinator

## FIRST YEAR SEMINAR (FYS) ANNUAL REPORT 2013



### 1. BACKGROUND

The First Year Seminar (FYS) at UJ (previously the first-year orientation period was known as O! Week) took place from 21 January - 1 February 2013. In the run-up to FYS, regular FYS Committee meetings were held with Prof E de Kadt as Chair, and Ms S Taylor as FYS Coordinator. All Faculties, ADS and the Library were represented on the Committee, as well as representatives of the other core 'January processes': Late Enquiries, Registration, Student Finances, Residences, NBT and the Official Opening and Welcome team. Other members included: IOHA, Campus Health, Protection Services, the International Office, Student Life and Governance, Arts and Culture and Quality Management. In addition to the FYS Committee meetings, the FYS Coordinator attended Registration Committee meetings to ensure appropriate alignment between processes. FYS is marketed as being compulsory: in the Registration letters and z-fold, the FYS Programmes and via the UJ FYS website. A clickable FYS banner '*First Year Student in 2013? Your head start to success. First Year Seminar*' was placed in a prominent position on the UJ home page until 1 February 2013. The FYS website - [www.uj.ac.za/fys](http://www.uj.ac.za/fys) - serves as a general information point and has the Faculty programmes available for downloading

One post-FYS feedback and reflection session was held, culminating in the *Proposals for the First year Seminar for 2014* to be found later in this report.

### 2. FYS PROGRAMMES

Planning for the FYS commenced in August 2012, with the identification of key contributors (including Faculty Administrators), principles for the FYS 2013 and agreement on a general Faculty-specific FYS programme outline.

While most Faculties utilised a varying number of days in the period 21 January - 1 February 2013, some Faculties additionally used the first three Monday test slots for extended orientation activities, also intended for students who had missed the FYS programme. The Faculty of Science used two Saturday mornings in February for students who had missed the FYS programme.

An innovation in 2013 was to send the actual A5 glossy FYS programme (in the relevant Faculty colour) out with the First Year Registration packs. The programmes

contained the detail of the FYS: dates, times and venues. 19 000 Faculty-specific FYS programmes were printed.

The timing of the distribution of the FYS programmes, their format and whether they are in fact necessary will again be a topic for the 2014 FYS Committee.

In general, the FYS programme consisted of the following elements:

- National Senior Certificate (NSC) checks (where required by the Faculty) and mainly used as a mechanism to confirm that students would be accepting their study places. While this is strictly speaking not a FYS process, it is an important part of the general January process and is included in the FYS programme.
- First-year academic counselling: specifically for Faculties where choices of subjects to be registered for in first year are offered. The Faculty of Humanities hosted a successful 'mini' Open Day for parents and students.
- 'How to Register On-line' presentations (Central Administration): Most of these sessions were presented by Ms E Vermeulen. Health Sciences screened the 'How to Register On-line' DVD to students instead of making use of the live presenter.
- Dean's Welcome sessions, during which occasion the UJ First Year Welcome packs were issued
- Academic orientation to the Faculty and Department, with breakaway sessions for departmental orientation
- Guide to Success for First Years (PsyCaD), with IOHA now being allocated a formal 10-minute slot as part of this session
- Getting to Know Your Fellow Students/Stepping Up to University (ADC/FYE)
- Introduction to the Academic Development Centre (ADC)
- Introduction to the Library services (LIC)
- Computer proficiency tests with student profiling and Blackboard training (2 hours), with subsequent computer training (3 hours) arranged for students who are not yet computer proficient (CAT).

A First Year Buzz event was held per campus, with the aim of presenting the UJ support services in a non-lecture format. Day Houses, support services, ADC, PsyCaD, the Library, IOHA, Campus Health, UJ Arts and Culture, Clubs and Societies were invited to promote their services and offerings. However, this event is likely to be discontinued as of 2014 as the timing is deemed to be wrong (students do not participate) and this is thus not effective.

### **3. FYS ATTENDANCE AND FACULTY-SPECIFIC FEEDBACK**

**Law:** Presentations and quality good; the programme flowed well despite small hiccups. Attendance at Dean's welcome lower than expected; attendance improved on the following days.

**Management:** Reported 50% attendance, less at SWC. Management intends re-thinking the FYS format: some aspects worked better on some campuses than others. It was useful that students had an opportunity to get to know each other.

**Science:** 100% improvement with 83% of students attending all of the nine day programme and 200 attending the special programme on Saturday, 16 February (for those who missed FYS).

**FEBE:** the APK programme ran well, though only 120 of the expected 360 students attended, and there was also poor attendance (8 students) at the extended Monday FYS session. Some problems were experienced at DFC, possibly due to cancellation of some aspects of the programme affecting the first day of FYS. Only 600 of the expected 1100 students attended the FYS. However, 160 students attended the DFC extended Monday FYS session.

**Humanities:** 70% turnout and the programme went well; the Auditorium was packed with students and parents for the Dean's Welcome. It appears that the high-risk students did not attend, and the Faculty will intervene with these at a later stage. The mini open day held the week prior to FYS was an innovation and deemed to be a success.

**FADA:** 94% attendance, with 80 (only) parents attending the optional Parent session. A successful programme that was enjoyed by students. To be improved on for 1214: better signage in the FADA Building. Students appeared confused as to which campus they were on.

**Health Science:** 65-70% attendance; 90% attendance at Departmental sessions on APK and DFC. Unfortunately numerous logistical problems were experienced: venues not set up for the NSC checking; presenters late; miscommunication regarding the Blackboard sessions and unsuitable venues.

**FEFS:** A low turnout (<50%) at SWC, but the programme ran well there. Poor communication as regards the requirements for the ADC sessions. Around 50% turnout on APK.

**Education:** A very successful FYS 2013, which began with a formal Academic Procession, which 28 staff attended. All first-year lecturers wore their ceremonial gowns. About 590 of the 750 students attended. The centralised Dean's welcome was one of the best to date, with Prof de Kadt also in attendance. Edu Community Students assisted with the handing out of the welcome gift packs received from marketing.

## **4. FEEDBACK FROM SUPPORT DEPARTMENTS / CENTRES**

**ADC:** Well attended; students were appreciative and attentive. Some discrepancies with the length of sessions, which was problematic, but coped with by ADC staff. Some venues, specifically D3Lab 401/402, are not conducive to this type of presentation. The 'Typical First Lecture' to be reviewed, as it is imperative that this workshop includes a 'real lecture' by Faculty staff; should possibly run a bit later in the term.

It was particularly useful when Faculty staff were on hand to provide a link between the various presentations.

**CAT:** Unsatisfactory attendance and some scheduling clashes. Faculties need to know how computer proficient their students are as soon as possible: CAT is working towards a new format to provide this, including some on-line modules: the current system is costly and wasteful of time and resources. Interestingly, some students logged in after the sessions to complete the assignments, indicating that they

realised the importance; this suggests that on-line may be a real possibility for the planned new format. The Blackboard sessions also required students to respond to the Student Profile Questionnaire, and around 5000 Student Profiles were received, which indicates that approximately half of the entrants had attended the Blackboard sessions.

**Library:** The slot in the Dean's Welcome session works well. The library would like to be able to make follow up presentations during the semester and would appreciate being integrated into the academic programme more: students appear not to fully understand the role of the library. This matter to be taken up by FYE.

**PsyCaD:** Good attendance; sessions went well but will consider reducing the duration of the presentation. Some Faculties did not utilise the sessions during the main FYS programme

**IOHA:** Appreciated the opportunity. IOHA would like a separate session in the Dean's Welcome to convey their important message in future. IOHA gifts to be added to Faculty packs so as not to cause hold-ups.

**Marshalling:** 49 student FYS Marshals assisted in various ways by directing students to venues and assisting with general queries. Marshals received training and were equipped with details of the locations of important offices, including Faculty offices, Student Finance, the registration venues and Campus Health. Concerns: are marshals needed for the full day? The need to clearly distinguish FYS marshals from Registration Assistants; and more FYS signage is required.

**SRC/Student Affairs input:** As the SRC is busy assisting students and the Clubs and Societies are not yet fully organised during the FYS, it is difficult for them to participate meaningfully during the FYS.

**Venues:** Request that staff cancel venues which are no longer needed; it is essential that there be a central point (the FYS Coordinator) for venue coordination. Venue constraints experienced on DFC specifically and the busy time in the Venue Allocations Office to be taken into account when planning.

**FYS Buzzz:** Much effort for what is not considered a real return on the investment. To be discontinued in 2014? More emphasis on marketing the .Mobi site? Inclusion in the Clubs and Societies function once semester has started? An alternative way of introducing the other campus support services is to be considered.

## 5. GENERAL FEEDBACK:

### **Venue Bookings and AV:**

The centralised venue bookings work well, with much support from the Venue Booking team. However, some delays were caused in the scheduling as this is a peak time for the Venue Booking staff. UJ does not have enough suitable big venues, thus duplication of presentations is necessary, with an impact on staff and scheduling. On DFC, the biggest lecture hall seats 350 students only. Some venues (e.g. D3 Lab 401/402, test venues on APK) are unsuitable for lectures and this needs to be taken into account.

Only a few hitches were reported regarding media and AV: recommendations for spare batteries for microphones were made. In future, venues (and the attendant AV requirement) should be cancelled via the FYS Coordinator should these no longer be required.

## 6. EVALUATION OF FYS 2013

A Staff Perception Survey was circulated to evaluate FYS 2013. Results from this survey show general staff satisfaction with the planning of the FYS, with disappointment expressed that attendance in some cases was poor. Students will complete the 'Initial Student Experience' survey to be administered by Ms S Motsabi under the auspices of FYE, which includes some questions on the FYS. (These results are not yet available and will be reported on later.)

## 7. RECOMMENDATIONS FOR AN IMPROVED FIRST YEAR SEMINAR IN 2014

### **FYS team commitment**

The commitment of all staff tasked with organising FYS, and especially the FYS Coordinator, is highly acknowledged; considerable work goes into preparations, and the logistics can be really challenging.

### **The issue of compulsory attendance at FYS**

Last year's O! Week Report brought this matter to STLC for discussion, with a proposal that Faculties award credit points for an O! Week module; there was agreement that it is important for students to attend FYS, but no consensus as to how to achieve this.

Preparation for FYS 2013 included a concerted focus on attendance, by means of improved marketing (use of technology), and getting the programme out to entrants earlier, but this seemed to have little additional impact.

The following (smaller) Faculties have found ways of achieving good attendance for several years:

**Science:** FYS (a full eight-day programme, primarily academic in nature) is credit-bearing, as a component of the Faculty Citizenship Module. Students 'register' for FYS (prior to registration for their modules), and a low fee is levied. Students who arrive late are required to attend Saturday FYS; or to complete an on-line module.

**Education:** attendance at FYS is a pre-condition for registering in the Faculty; entrants are informed that if they do not attend, their place will be given to someone else. A tightly-structured FYS programme, where 'real studying' already commences.

**FADA:** being a small Faculty, FADA has always managed to get the majority of their entrants to attend FYS, which includes a focused introduction to their respective Department.

**Health Sciences:** again a Faculty where study places are generally sought after, and where the Departments are fully involved. Students are required to come in to have their NSC results checked and to confirm their study place, which also serves as an opportunity to ensure that they attend FYS.

**Law** generally achieves a good turnout, though attendance in 2013 was somewhat disappointing. Here too study places are highly sought after.

These Faculties confirm that ensuring that students attend FYS is very time-consuming for staff and adds considerable work-load; however, it is considered worth the effort, in that students are then noticeably better prepared. They also all

continue the preparation process by means of FYE 'extended Orientation' during the rest of the semester.

Other Faculties (and especially the big Faculties) continue to struggle to achieve good attendance, in spite of determined efforts. An interesting and successful innovation this year was Humanities' 'mini Open Day'. But, clearly, this too would not be appropriate for all Faculties: each Faculty will require its specific approach, which will also need to address the issue of accommodating late entrants and students who have simply not attended FYS. In this regard there is consensus that attempts to utilise the first three Monday 'test slots' of the teaching term generally do not attract students; the use of Saturdays may be more feasible. (But again, this may be campus-specific.) In addition, 'extended orientation' approaches (from FYE) should be implemented far more widely.

The Faculty of Management has repeatedly invested considerable effort in preparing for FYS, but attendance remains disappointing; too many of their students apply and are selected late, or have financial constraints which prevent their coming to campus before lectures start. Faculty consideration is now being given to locating their FYS within Departments during the first week of the teaching term.

Associated issues: Attendance monitoring is difficult to achieve without creating bottlenecks. Further thought to be given to this – technology a solution? Some Faculties report that students attend FYS and then do not register as (it is assumed) they are accepted elsewhere or have financial constraints.

### **Programme**

Further thought to be given to this: should a programme outline be given, with a generic indication of dates for students to attend, or should we retain the current more detailed programme format? Times and venues in the current programme are finalised in September, to allow for printing processes before they are sent out to 'accepted' applicants in November; this year some changes were required, which disrupted the published programme.

Many students reported not receiving the programme: the timing of the sending of the programme to be reviewed to avoid postage delays; and better use to be made of the FYS website, where all the programme details are published. Some days are very full and long: danger of information overload. The question arose as to whether information should be provided Just In Case (as frequently at present), or Just In Time – the latter requiring additional Extended Orientation approaches (e.g. introduce information on Library usage just at the point when students are required to use the Library to complete an assignment.)

### **Dean's Welcome session**

This should ideally to be at the start of the Faculty FYS programme, in the APK Auditorium (or similarly prestigious venue), with the Dean and Faculty staff in their academic gowns for added impact. ('The next time you cross this stage and meet us gowned like this will be when you graduate'.)

### **Venue allocation**

Affects the programme preparation: It is essential that venues are allocated centrally by the FYS Coordinator, who has a sense of where there is pressure on FYS venues

and can best reallocate any venues which are freed up. The lack of big venues, especially on APB and DFC, creates considerable logistical difficulties.

### **Student School Marketing**

Should be involved, so that applicants are already alerted to FYS and understand its importance.

### **Student funding**

Requests have been received for better/more detailed and individualised financial information so that students/parents are able to plan better. While this is available, students/parents often do not know how to find or understand it.

### **CAT**

The Blackboard and computer training is to be rethought for greater effectiveness and better use of resources.

### **Communication and logistics**

A number of logistical challenges were experienced this year; plans are being put in place to ensure these are addressed. Rather than a single person from a Faculty, Faculty FYS teams (academics and support staff) are essential, and importantly these should include members from all campuses on which the Faculty is located. (There were a number of 'near misses' this year when core staff took ill or left the institution.) All staff need to understand the programme and their expected contributions and to be on time for sessions. (Numerous presenters arrived late this year, which creates a very poor impression on students who may just have been given a lecture on punctuality.) Especially tricky, logistically, is ensuring adequate communication between Faculties who are sharing activities – again the FYS Coordinator should be fully briefed. Given the considerable time lag between September (when FYS Programmes are finalised) and the actual running of FYS, a January re-cap/ confirmation of all activities on the programmes is to be introduced. This year's experience (with the instances of late-coming) has also shown that it is extremely advisable for Faculties to designate a staff member as MC for the day.

### **Marshals and signage**

Review the time they are available; distinguish them from the Registration Assistants (FYS T-Shirt) and ensure that they have better signage.

### **Senior students/Tutors as assistants per Faculty/Department**

This works well, as 'buddies' can be allocated to groups and anchor new students. Strongly recommended.

### **ADC 'first lecture**

Further exploration as to the best time that this should be presented and closer interaction with the Faculty /Department on the lecture topic. The lecture should be an actual discipline-based lecture, not simply a generic lecture.

### **Presenters**

Greater commitment and punctuality; contact details must be provided.



**Student diary/information formerly contained in the student diary**

Other support departments, day houses, student structures, Campus Health, Protection Services, Sport information all needs to be made known to students in some way. FYE introduced a useful '100 tips for success' booklet that should be retained for 2014. Other options: .Mobi site/on-line video via Blackboard/big screen TV or the reintroduction of the UJ Diary, possibly for First Years only (to be distributed during the Dean's Welcome sessions).

Ms Susanne Taylor / Professor Elizabeth de Kadt

# NATIONAL BENCHMARK TEST (NBT) PROJECT REPORT 2012/2013



## 1. BACKGROUND

UJ requires all its first-year students to write the NBT, ideally prior to their registration as students. This is communicated to all students during the application process, as well as being announced in the annual UJ Undergraduate Career Prospectus for 2013. All students are required to write the compulsory Academic and Quantitative Literacy (AQL), with the additional Mathematics (MAT) test, for programmes requiring this, which is indicated on the NBT website.

UJ serves as a test centre for these national tests, administered via the University of Cape Town, which appoints the invigilators for the various test sessions. NBTs were managed by Prof E De Kadt, supported by Ms S Taylor.

13 486 applicants to UJ wrote the NBT. 5013 of the 10 485 first year entrants wrote NBTs, with around 80% of these writing during the second half of 2012. These results of the tests were made available on the ITS system to authorised Faculty staff.

## 2. NBT RESEARCH PROJECT (WITH FACULTY USAGE OF NBT RESULTS)

The NBT Research Group met once a quarter during 2013, with some research continuing (primarily by Professor Alban Burke and Dr Graham du Plessis (Psychology)), Professor Cl Marnewick (Applied Information Systems), Dr M Jacobs and Mr J Kotze, (Faculty of Science), Dr M van Ryneveld and Mr W Walters (FEBE) and Mr M and Dr A van Zyl (ADS). Past presentations of results have demonstrated that using NBT performance in addition to APS scores can add considerable value to the admission of first-year students: on the one hand in terms of early identification of 'at-risk' students and on the other in the ability to place students more appropriately (e.g. in extended versus mainstream programmes or in intervention programmes).

Diploma benchmarks for the NBTs were implemented during the testing in 2013. The NBT office would work with UJ staff on a deepened analysis of NBT performance of UJ students to advise staff who may wish to adapt their first-year curricula accordingly and develop tailor-made interventions.'

The Faculty of Science piloted 'compulsory' NBT writing for its 2013 entrants, indicating in all correspondence that NBT results were required for admission (even though this was not yet stipulated in formal admission requirements). This resulted in 60.63% of the 2013 cohort writing the test (51.87% wrote the test in 2012). Two NBT test dates were scheduled on campus in mid-February for any students who had not yet written: only 20 students within the Faculty used this opportunity. The Faculty used the results of the NBT to counsel students regarding their placement on the basis of NSC and NBT performance and to place students on a Faculty 'at-risk' list. The process added considerable value, resulting in substantial improvement in first-year performance.

The Senate Teaching and Learning Committee deliberated on recommendations made for the enforcement of the requirement to write the NBT, with a consequence of not writing being placement onto an 'at-risk' register. The final decision would remain with the Faculties, which would weigh improved student performance with the additional work and cost involved in processing NBT and NSC results to identify 'at-risk' students and to set up monitoring schemes. This should be weighed against improved student performance, which in this way can definitely be achieved.

While the use in individual faculties is not widespread, there is ongoing research at an institutional level, with the Faculty of Science utilising the NBT results as indicated, the Faculty of Humanities using the results for early identification of 'at-risk' students and Applied Information Systems (Faculty of Management) utilising the results for tracking purposes in a three-year longitudinal analysis.

### **3. NBT REGISTRATION**

NBT registration is done via the national website: [www.nbt.ac.za](http://www.nbt.ac.za), with UJ-specific information available from the UJ NBT site: [www.uj.ac.za/nbt](http://www.uj.ac.za/nbt). The NBT registration process has been streamlined and works well. Despite information being available on the NBT and UJ NBT website, many prospective students (most often their parents) still called in for information. A telephonic response hunt group was in place within PsyCaD to assist in these instances.

### **4. TEST VENUES AT UJ - NATIONAL**

UJ made available test venues on its APK and SWC campuses for the national tests: 3168 national prospective students wrote at UJ in the 2012/2013 national test cycle, 1920 of these at APK venues and 1248 in SWC venues.

### **5. TEST VENUES AT UJ - FOR UJ STUDENTS ONLY**

In addition, UJ arranged special test sessions in 2013 for UJ prospective first years. Venues were available for testees on the APK and SWC campuses, with 971 writing on the eight dates made available (796 on APK and 181 on SWC).

## **6. VENUE ALLOCATION AND INVIGILATION OF NBTS**

Appreciation to Ms Gerda Language and her team from Central Administration for their assistance with venue allocations: UJ has been able to assist quickly in cases where additional venues and dates were requested.

All invigilation of the NBTs is arranged by (and paid for) by the national NBT office. All aspects of this process are managed well and run smoothly.

## **7. NBT INFORMATION DISSEMINATION**

Prospective students were made aware of the requirement to write the NBT in the annual UJ Undergraduate Career Prospectus. In addition, all letters sent to prospective students contained a flyer with specific information about the NBT requirements, referring them to the national NBT site and informing them that they needed to register and write the NBT: currently there is no mechanism to enforce compliance in this regard.

The UJ Call Centre refers any NBT calls to PsyCaD, with a telephone hunt group in place to ensure that NBT-related calls would be responded to. All relevant information was made available to the Extended Call Centre Operators for the January 2013 queries, which worked well.

Much appreciation is expressed to all concerned for their support to ensure the smooth operation of NBT-related matters. A key interface is the telephonic one, as many queries relating to the impact of the results of the tests on acceptance for programmes, arrangements when candidates are unable to write on the booked dates need to be responded to.

## **8. NBTS - 2013/2014 CYCLE**

The NBT test cycle opened in April 2013, with national tests from 25 May 2013 through to 11 January 2014. UJ supplied supply venues for national tests on the APK and SWC campuses. These venue details and maps to the campuses will be included on the NBT confirmation of registration letters to alleviate the number of calls for this information. NBT flyers were available from the date of the UJ Open Day. The UJ Call Centre assisted with NBT related queries initially, with an NBT call line (and hunt group) becoming available when call levels in this regard rose. Faculties confirmed the AQL and MAT requirements for their programmes for 2014.

Prepared by: Susanne Taylor