ANNUAL REPORT 2014

ACADEMIC DEVELOPMENT AND SUPPORT

RETHINK. REINVENT.

UNIVERSITY OF JOHANNESBURG

INDEX

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ACADEMIC DEVELOPMENT AND SUPPORT

ANNUAL REPORT

OVERVIEW OF THE ACADEMIC DEVELOPMENT AND SUPPORT DOMAIN

The Division of Academic Development and Support comprises multiple operations and interventions with the overall purpose of providing students with the best possible academic experience as undergraduates in South Africa. The intellectual and professional development is entrusted into our care, and it is our responsibility to provide cutting-edge interventions, 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.

The undergraduate degree credit success rate, the principal barometer of overall undergraduate achievement, continues on an upward trajectory, and has reached 84.6%. The undergraduate success rate, over five years, has been as follows:

2010	2011	2012	2013	2014
78.3%	79.4%	82.1%	83.3%	84.6%

This achievement is considerable, especially when viewed within the context of our commitment to accessible excellence. Our students are drawn from all social and educational sectors, and do not comprise only those with an academically elite background. Crucial to our success is to engage our first-year students from their first day on campus, by means of the transition and orientation programme known as the First Year Seminar, a multi-pronged initiative conducted by ADS in collaboration with the nine faculties. The FYS leads into the intensive First Year Experience, comprising constant tracking of students and modules for early intervention in the event of identified risk, as well as the extensive tutor system, the academic referral system for psychological and academic counselling, reading and writing support, a sophisticated learning platform and state-of-the-art apps to maximise the accessibility of learning materials, student support, and information exchange. A total of 75% of our students access uLink every day.

Over a seven-year period, differences in overall performance in terms of race have narrowed considerably. In 2008, the gap between African and White undergraduate degree credit success was 9.4%, and this has shrunk to 4.2% in 2014. The Coloured success rate has increased by a creditable 10.3%. Racial inequity in undergraduate

performance has been significantly reduced, and this steady trend is likely to continue.

	2008	2009	2010	2011	2012	2013	2014
UG Degree Total	77.3%	74.8%	78.8%	78.4%	82.4%	83.0%	84.3%
African	74.1%	71.7%	77.1%	76.7%	81.4%	82.0%	83.7%
Coloured	73.1%	71.2%	76.7%	77.9%	80.9%	82.4%	83.4%
Indian	77.0%	75.8%	79.2%	78.8%	84.2%	84.0%	86.9%
White	83.5%	83.0%	84.0%	85.1%	87.2%	88.2%	87.9%

The dropout rate is the answer to the question: Did the student return in the following year? The percentage of students who did not return in 2014 was 16.7%, while the percentage of students who did not return in 2015 is 20.8% at present. This dropout increase of 4.1% is of great concern. Directly or indirectly, poverty is the principal contributor. The NSFAS shortfall and the financial difficulties experienced by the majority of our students prevent many from returning in the following year. It is evident that fewer students are able to be funded by their parents: from 2007 to 2014, the percentage of students funded by their parents fell from 58% to 35%. And poverty often indirectly leads to academic exclusion as a result of problems with transport, living and studying conditions, hunger and trauma. Only 71% of our students have a quiet place to study at home, and only 55% of respondents in the 2014 Student Satisfaction Survey claimed they had enough to eat every day. As an institution, perhaps our most pressing need is to find the means to ensure that our students have enough to nourish their bodies.

Completion of an undergraduate programme in minimum time is a significant indicator of institutional success. For the three-year undergraduate degree, the percentage completion in minimum time has been:

2009 cohort	2010 cohort	2011 cohort	2012 cohort
24.5%	30.9%	32.2%	37.2%

The increase of 5% with regard to the 2012 cohort, who completed their degrees in 2014, is an exceptional achievement, and is considerably better than the sector average of 29%, as indicated in the CHE proposal for the four-year undergraduate degree.

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.

ACADEMIC DEVELOPMENT CENTRE (ADC)

During 2014, ADC enjoyed a productive year characterised by considerable progress with regard to building productive partnerships with faculties as well as creating more equitable services tailored to varying campus needs. The strategic foci of ADC involved the widening and the deepening of the Centre's impact on student success. This manifested itself in shifts towards a more integrated student and staff development strategy as well as a higher proportion of group interventions. The awarding of a substantial grant to establish a National Resource Centre for the First Year Experience and students in transition (SANRC) as well as the establishing of a first-in-country Senior Student Experience (SSE) at UJ were highlights that exemplified ADC's more integrated approach and its national impact.

ADC's extended diploma programmes (ADC Access) continued their excellent work in 2014. The work of ADC Access is mainly focused on the Doornfontein campus but also extends to the Soweto and the Auckland Park Bunting Road campuses. A highlight of the year was that ADC Access was selected as a research subject in a research project undertaken by a collaborative group including representatives from UCT, Fort Hare, UJ and CPUT. The research intends identifying and investigating the principles which underpin the successful exemplars quoted in the CHE flexible curriculum proposal in preparation for the possible implementation thereof. In addition, ADC Access was also involved in numerous fora and workshops on the re-curriculation of the FEBE extended diplomas into extended Bachelor of Engineering Technology programmes. During the year, ADC Access taught approximately 650 first-year students – 400 from FEBE, 225 from Management and 40 from Humanities. This included nine extended diploma groups located in FEBE, five in Management and one in Humanities. In spite of the extended diploma students not meeting the regular entry requirements, the success rates of all the extended diplomas continued to be impressive. For example, when all FEBE extended diploma students are combined, they had a success rate of **92.6**% during 2014 compared to the mainstream success rate of **82.6**%. The module success rates of 13 of the 15 extended diplomas were above 80%, with seven of them performing at above 90%. This outperformance has been a trend for the past five years, and as student performance at UJ improves, these students continue to outperform their peers.

During 2014, the Academic Development and Innovation department (ADI) undertook a process of aligning its strategic plans to the new ADC strategic plans. It has also started developing a UJ literacies development strategy which will go through the appropriate UJ structures during 2015. ADI staff also taught five credit-bearing modules during 2014. This consisted of three language and literacies modules (Law, FEFS and Science) and two Mastering Academic and Professional Skills (MAPS) modules (FEFS and Humanities). MAPS students achieved throughput rates of 99% (FEFS) and 97% (Humanities) respectively. The trend of increased usage of the UJ writing centres continued during 2014, although it slowed down to a smaller increment. There was also a 30% increase in numbers of students involved in structured literacies development modules.

During 2014, ADI created and offered two new short learning programmes in support of UJ's Global Excellence and Stature strategy, namely:

- The Business Communication and Writings for Intergovernmental Professionals (BCWIP) course
- The University of Johannesburg International Language Programme (UJILP).

The BCWIP was created in response to a request by the United Nation Economic Commission for Africa (UNECA) to move the training of its staff to an African university. In conjunction with the UJ international office, officials from UNECA have been brought to UJ to be trained in communication and report writing. This is an ongoing agreement that establishes UJ as a partner for UNECA. A second major development involved the creation of the UJILP in response to the growing numbers of international students at UJ. UJILP consists of testing and developmental activities at six levels to prepare students for the literacies demands of university. The UJILP course has been designed as a self-study programme with minimal facilitation, allowing students to complete it in their own time and at their own pace.

The Tutor Development Unit conducted increased tutor training workshops during 2014. This involved 1338 students attending check-in sessions, 803 attending generic training, 169 involved in specialist training, and 41 senior tutors trained. Additionally, 123 academic staff members were mentored with regard to the appropriate use of tutors in the context of UJ's framework and tutor policy.

The Learning Development department in ADI and the Academic Services department of PsyCAD initiated a project to ensure a seamless and integrated service to students. During 2015, these two departments will develop shared methodologies and a combined strategy as regards shared focus areas.

In 2014 the Professional Academic Staff Development unit (PASD) continued with its core function of providing development opportunities for academic staff to enhance teaching and learning. Activities in 2014 focused on developing new academic staff, discipline-specific teaching and learning workshops in faculties and departments, developing teaching as a scholarly activity and recognition of teaching and learning through teaching awards and promotion. Highlights included the following:

PASD staff were actively involved in the development of new academics as well as assistant lecturers, a new category of lecturer introduced in 2014. PASD developed a series of workshops aimed at developing their abilities as teachers in higher education. The year also saw the integration of tutor development into PASD. This move facilitates collaboration and the seamless development of all facilitators of learning from tutors through to lecturers. It also assists with the development of greater synergy in the work done with staff and tutors and encourages staff to develop curricula with integrated tutorial programmes.

Another core function of PASD involves the development of the Scholarship of Teaching and Learning (SoTL) within academic disciplines at UJ. In 2014, the University made a teaching innovation grant of R500 000 available to support teaching excellence. The aim of the grant is to support the actual development, implementation and evaluation of innovative curricula and teaching and assessment practices and encourage publication in this area. Some of the staff in PASD were involved in assisting academic staff with the conceptualisation of the projects, and the Head participated in the evaluation of proposals for the University teaching

innovation fund. SoTL was further enhanced through a workshop series in collaboration with the Chair of Teaching and Learning and the Postgraduate centre. This culminated in the November "SoTL Month" during which a number of workshops by national and international experts were hosted.

PASD staff played an active role in providing workshops as well as mentoring staff who were developing teaching portfolios for promotion. Recognition and reward for teaching is evident in the change in the promotion criteria, which enable staff to weight teaching more heavily, and this recognition encouraged staff to participate in teaching and learning workshops and show evidence of transformation in practice.

PASD staff are also being recognised for their expertise by being invited to serve on panels involved in the evaluation of teaching portfolios for teaching excellence in faculties as well as in other universities.

The year also saw a large increase in the number of teaching and module evaluations conducted: from 750 in 2013 to 905. One of the implications of this was that more staff required support and follow-up peer evaluation from PASD to address areas of concern in teaching and learning. 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 very good UJ student success rates reflected at the end of 2014.

UJ First Year Experience (FYE) and Senior Student Experience (SSE) initiatives

During 2014 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 high first-year success rates at UJ. The data-driven FYE approach at UJ was continued, with 3639 Student Profile Questionnaire records collected during 2014. This data was used to create a profile of the newly entering UJ students as well as more focused reports. The SPQ research at UJ has built up a database of almost 32 000 records over the past eight years. This substantial database has allowed meaningful trend analyses as well as more in-depth statistical analyses of newly entering UJ students. The trends have confirmed that most UJ students are first-generation university entrants who are also worried about money. For a second consecutive year, the UJ FYE office in conjunction with PASD also hosted a highly successful regional FYE conference, with a variety of UJ speakers sharing their expertise and experiences. The UJ FYE also made substantial progress in engaging a variety of non-academic staff with regard to their role in creating the preferred student experience at UJ.

The relationship between UJ and the American National Resource Centre for the FYE and Students in Transition was strengthened during 2014, and a formal MOU will be signed during 2015. The most important FYE development at UJ during 2014 was the successful proposal to establish a South African National Resource Centre (SANRC) for the First Year Experience and Students in transition. This will be the first such National Resource Centre in the country and the first FYE National

Resource Centre in the world outside the USA. The application to the Department of Higher Education and Training (DHET) emanated from ADC and included support from six other South African institutions as well as the National Resource Centre from the USA. The successful application secured a three-year grant of more than nine million rand that will be used to establish the SANRC on a UJ campus. During the last quarter of 2014 the groundwork was completed to ensure the SANRC would be up and running by the end of the first semester of 2015.

The highly successful UJ FYE initiative has been followed up by the initiation of the UJ Senior Student Experience (SSE) initiative. This is a first-in-country initiative aimed at understanding and supporting students during the latter part of their undergraduate studies. It is aimed at improving their experience and preparing them more effectively for the world of work or postgraduate studies. During March 2014 a UJ workshop was hosted by ADC to collectively develop the SSE strategy and position paper. The workshop was attended by all nine UJ faculties as well as other stakeholders and resulted in the UJ SSE proposal, which was approved by the UJ STLC and is currently being further developed and implemented. Eight initial focus areas were identified and an ADC staff member has been designated as the UJ SSE coordinator. The second half of 2014 was used to start the UJ SSE, and it is expected that it will continue to grow and develop during 2015.

CENTRE FOR PSYCHOLOGICAL SERVICES AND CAREER DEVELOPMENT (PSYCAD)

As a Health Professions Council of South Africa (HPCSA) accredited service provider, PsyCaD remained committed to delivering excellent psychological and career services to UJ students and staff during 2014, while adhering to all relevant legislation for psychological services in South Africa. These services support the goals of the Division of Academic Development and Support (ADS). PsyCaD provided walk-in/advisory services to 5609 students, conducted 6068 therapeutic and career counselling sessions, facilitated group interventions to 7813 attendees, attended to 301 Crisis Line calls, welcomed 2552 visitors to the Career Resource Centres, facilitated 609 consultative sessions with 259 clients with disabilities and conducted 1809 psychometric assessment sessions.

PsyCaD consists of six service units, with psychologists working across functions and on all four campuses to provide its academic counselling, career, therapeutic and disability services.

The Academic Counselling Services Unit provides comprehensive support to students throughout the academic lifecycle, as well as to faculties, in an effort to enhance academic success, student retention and throughput. Psychologists from PsyCaD participated in the First Year Seminar with presentations aimed at helping and encouraging students to connect with the University environment. A readily accessible resource was also placed online, and contained information and resources for first-year students to develop their resilience and coping skills. The Unit's team also facilitated psycho-educational groups aimed at enhancing student academic success. The walk-in service, which allows clients without appointments to

readily access professional services, is becoming increasingly popular, with a total of almost 7000 students having walked through PsyCaD's doors in 2014 as first-time clients, requesting assistance.

As part of the Unit's Faculty Liaison portfolio, psychologists continued to offer advice and support to faculty staff concerned about their students' wellbeing. Focused faculty support initiatives and interventions included the group support programme offered to academically underperforming students within the Faculties of Humanities and Education.

The various career-related interventions offered by the Career Services Unit are aimed at guiding clients through their career journey. Services include on-campus walk-in Career Resource Centres, walk-in career counselling services and extended career assessment and counselling interventions, work readiness programmes and the Graduate Recruitment Programme. A number of enhancements to the Career Services Unit's offering were pursued, as proposed in the Career Services Revisioning Proposal 2014, to focus on the preparation of students for the workplace through providing increased opportunities to engage effectively in career activities and enhancing its engagement with graduate recruiters.

The annual Recruitment Programme 2014 was well attended, with three on-campus Career Fairs, one of which, the Commerce Career Fair, was hosted for the first time. In total, 134 companies participated in the overall Recruitment Programme, including the Career Fairs and support activities, such as company presentations, promotional drives and competitions.

New digital services were successfully rolled out in 2014, including the Career Services Online (CSO) website and the YourCareer Portal. The Career Services Online website contains career guidance resources and UJ-related career information for prospective and enrolled UJ students and potential employers of UJ graduates. The YourCareer Portal offers career development services and resources aimed at students, including an events calendar, employer profiles, CV Builder application and a Job Board advertising graduate positions. To date, 3600 students have utilised the Portal's services and 170 potential employers registered on the YourCareer portal.

The Career Services Unit continued to provide career assessment and counselling services to prospective students, school communities and students, with a total of 259 computerised individualised career assessment and counselling sessions conducted. Career Services continues to engage faculties to enable the delivery of work readiness programmes to students within all faculties and academic departments, to assist UJ students and graduands to gain job search skills, and to prepare them to transition into the workplace.

The University of Johannesburg's commitment to provide an integrative and inclusive approach to managing and developing issues associated with disability is integral to PsyCaD's Disability Services Unit functioning. The Unit proposes that all stakeholders, employees and students, have a vested interest in promoting principles of equity and access, and therefore serves as one of the central stakeholders that drives this commitment to accessibility for all.

The Unit advocates for and strives to provide equal opportunities for students with disabilities. It directly facilitates support for students with disabilities through advice, support and academic accommodations in partnership with such students' university departments and faculties, thereby assisting people with disabilities to have barrier-free access to teaching and learning.

The support of students with disabilities is a systemically complex activity and thus the Disability Services Unit, otherwise known as the Office: People with Disabilities (O: PwD), concerns itself with the academic, technological, psycho-social and psychological support of students with disabilities. This requires the Unit to be equipped with specialised assistive technologies and devices, and with personnel who are highly skilled and trained in the support that students with disabilities require.

During 2014, 259 students with disabilities were directly supported in various ways. This amounted to 609 appointment-based, consultative sessions consisting of academic, psycho-social, assistive device, as well as access-driven support. In addition, 732 walk-in queries were attended to, and 34 group assistive device training sessions were provided.

The Psycho-Education and Psychometry Services Unit has two major focus areas, namely psycho-educational services and psychometry processes. The psycho-educational services include psycho-social development and support services to the UJ learning community (and at request from its personnel), to support the academic success experiences of students. This includes the facilitation of life enrichment workshops, the Peer Buddies programme, training and supervision of Residence Academic Advisors (RAAs) and Residence Liaison Programmes. The psychometry component of this unit comprises provision of psychometric assessment services to clients and faculties.

The Unit assisted in training Residence Academic Advisors for Student Life as well as recruited and trained Peer Buddies. Five psychologists, four intern psychologists and the programme developer from PsyCaD trained 168 RAAs in January 2014. Training involved the establishment of caring, informal academic tutoring and social support roles and first-line intervention methodologies. In addition, the Unit's psychologists provided supervision to RAAs to help them cope and develop in the helping function that they serve at the residences.

The Residence Liaison Programme was piloted during 2014, aiming to forge closer relationships with Residence Leadership as a means of promoting preventative psycho-emotive interventions. The process proved challenging, with only six out of the 30 UJ residences responding and requesting interventions, and a total of 11 interventions delivered to these residences.

The Unit's psychometry services include coordinating and facilitating psychometric assessment services to serve PsyCaD's clients and faculties, to ensure the smooth running of the Centre's psychological assessment services. The Unit facilitated 189 assessments with paying clients and 403 assessments for students for academic-at-risk, academic exclusion, evaluation and placement, concessions and career exploration. In addition, the registered psychometrists trained the student

psychometrists, intern psychologists and all registered psychological practitioners working at PsyCaD.

The Psycho-Education and Psychometry Services Unit hosts a Continuous Professional Development (CPD) Programme to generate income and provide CPD services to psychologists working in the Centre. A "Praxis Seminar" for registered counsellors and psychometrists was undertaken during May 2014, during which internal and external psychologists delivered seven CPD-accredited workshops over two days.

The Therapeutic Services Unit focuses on providing psychotherapeutic services to UJ students. Working in partnership with other UJ support functions and stakeholders, the Unit aims to address the diverse psycho-social needs of the client. To this end, PsyCaD conducted 7813 therapeutic sessions throughout 2014. PsyCaD personnel are highly skilled and trained professionals who supported their clients through the year with various services, including the following: individual and group psychotherapy, trauma debriefing session interventions, crisis management via the 24-hour PsyCaD Crisis Line, HIV counselling and testing (HCT) at UJ's Campus Health Clinics and termination of pregnancy (TOP) counselling. PsyCaD psychologists successfully contained and managed 44 suicide-related cases throughout the year, as well as managed 301 calls to the 24-hour Crisis Line.

The Training and Development Services Unit is responsible for the training and supervision of intern psychologists, and the professional development of all PsyCaD staff. PsyCaD, as an accredited internship site for both educational and counselling psychology internships, recruited 13 intern psychologists for 2014 from various universities in South Africa. The intern psychologists, as prescribed by the HPCSA, worked under the supervision of four registered educational and counselling psychologists. The intern psychologists are involved in all psychological services rendered by PsyCaD on all four UJ campuses. They completed 258 psychometry assessments, facilitated 24 workshops and 2169 individual therapy sessions in 2014. The Unit's collaboration with Campus Health services resulted in 317 HIV/AIDS pre- and post-test counselling (HCT) sessions and four termination of pregnancy (TOP) supervised sessions conducted by the intern psychologists.

PsyCaD contributed to the responsible and respectful ethos and culture of UJ through involvement in various community projects during the year, by engaging threshold communities. PsyCaD provided psycho-educational assessments, psychotherapy, learning support and teacher-parent workshops to the Esperanza Primary School. Through the annual School Based Career Advisors Community project, presented at a number of secondary schools in Soweto, PsyCaD empowered grade 11 learners to educate themselves and their fellow learners to support them to develop clear study and career plans. PsyCaD also honoured Mandela Day by spending a fun-filled day with 28 orphans (aged two to 17 years) at the St Peter's Child Care Centre, and PsyCaD's support of the Santa Shoe Box initiative resulted in the sponsoring of Shoe Boxes with gifts to 32 children at the Rearabilwe Ekurhuleni Community Centre.

The uMatter campaign, a PsyCaD initiative, was rolled out at the beginning of 2014 with the overall aim of empowering students to take control of their lives and the challenges they face, and to contribute to their academic success. The campaign aimed to achieve this by providing students with a platform and a voice to be heard, by facilitating different awareness events each month. With 3856 students visiting the website in 2014, and 2700 bookmarks being distributed to students across the campuses, for its first year, the uMatter campaign got off to an exemplary start, with much more to offer in coming years.

In 2014, the official PsyCaD website changed from a viewing platform for internal and external users to external users only. The structure and content of the website was rewritten for the purposes of marketing our external services to the public. The website received 21935 visits between January and December 2014.

The PsyCaD Facebook Page and the separate Career Services Facebook Page serve as tools for interacting with students and advertising PsyCaD's services. The follower bases for these pages increased by 212% and 109% respectively, from January to December 2014. The PsyCaD and Career Services Twitter accounts serve as a supplementary social media platform to extend PsyCaD's promotional and marketing footprints beyond the website and the Facebook Pages. As such, the growth in Twitter followers showed slower growths during the past year, with the PsyCaD Twitter account increasing its follower base by 36%, and the Career Services Twitter account showing a 27% growth in its follower base.

In 2014, PsyCaD conducted a student survey at UJ across all four campuses, aimed at assisting PsyCaD to determine the needs of the students and to ensure that its services were meeting those needs. The survey questions addressed perceptions about receiving assistance from and utilising mental health facilities, current challenges faced by students at UJ and perceptions of challenges other students face, knowledge of PsyCaD and its services, as well as utilisation of the services. Data was collected from 2783 students. The results suggested that seeking psychological assistance is mostly viewed positively and there are few negative connotations relating to receiving help among students. The top five challenges reported by students were time management, stress, financial concerns, academic difficulties and failing a subject.

PsyCaD remains proud of its research culture, and during 2014 this was consciously pursued through the publication of two articles in accredited journals between three individual staff members, the presentation of ten national and international conference papers between seven staff members, and the supervision of six master's and doctoral degree students.

PsyCaD will continue to focus its service delivery on reaching more undergraduate students by collaborating closely with its sister units in ADS. Collaboration will continue with the Academic Development Centre (ADC) within the existing academic counselling services environment, First Year Experience programme and greater involvement in the Senior Student Experience (SSE) initiative.

The Career Services Unit will work to offer expanded walk-in and online resources to students, and to create welcoming employer facilities at its offices to increase

employer presence on our UJ campuses. In 2015 the Therapeutic Services Unit will focus on the intensive marketing of the new 24-Hour Crisis Line number, as well as driving group modes of therapy in the student body. The Academic Counselling Services Unit will introduce the "Graduate Project" in 2015, a support group initiative to work closer with social work students, thereby enhancing PsyCaD's contribution to the SSE. The Unit will also establish an academic recovery programme for readmitted F7 students and align their first-year support initiatives with the overall ADS student retention and success initiatives. The Disability Services Unit remains committed to barrier-free access to UJ students and will continue to advise and advocate for people with disabilities through appropriate policy and procedure, information and attitudinal shifts. The uMatter campaign will continue, with a larger digital presence, to promote PsyCaD's range of psycho-social and career services to UJ students.

PsyCaD will also continue to monitor and evaluate its interventions to improve preventative and developmental interventions. Ultimately, PsyCad will focus on its mandate within ADS, namely to serve the undergraduate student population at UJ, and in conjunction with its internal and external stakeholders, to support the strategic UJ objective of presenting a student success experience to every student crossing its doorway and pursue PsyCaD's ultimate purpose of increased student retention, throughput and academic success.

CENTRE FOR ACADEMIC TECHNOLOGIES (CAT)

The Centre for Academic Technologies supports the provision of innovative and evolving technologies to academia (purpose) in order 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 support and development opportunities to the UJ's community, including students and staff members;
- Teaching and Learning Consultancy Services that cultivate academic members to explore new teaching with technology pedagogy; and
- Technical Support and Development Services that promote the use of mobile cross-platform applets.

Work undertaken by CAT members during 2014 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.

Strategic Objectives 2014
- Create a process to support the UJ community in the use of the CAT framework in teaching and learning.
- Develop expertise in the use of design-based educational research.
- Foster the sharing of ideas and supporting researchers through appropriate interactions.

- Use 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.

Services: Community Support and Development Services

A number of core initiatives were undertaken to support the introduction of tablet use for teaching and learning, including:

- A workshop, an online self-help manual and a PowerPoint presentation were developed to help students learn to use a tablet for learning.
- Creation of a process where all staff and student queries are managed by our helpdesk. During 2014 the helpdesk staff and teaching and learning consultants solved 3304 queries. The majority (81%) of the queries were students' requests for support. Globally the trend is to integrate staff and student support requests into a single system that allows year-to-year analyses of support movements.
- Information slides, to direct students to solve problems through the use of ADS services, are displayed on large TV screens situated in ADS venues on each campus.
- The design, development and deployment, with ADC, of community modules to develop international non-English students' English reading, writing, listening and speaking skills, within faculty-specific contexts and across the six levels of competence.

Projects: Teaching and Learning Consultancy Services

Globally there is a shift away from academic technical training sessions to a more inclusive professional development strategy that builds technology competency into development opportunities.

- Design, development and deployment of a professional development module to assist academic staff with the integration of tablet use in their classroom teaching.
- Design, development and deployment of a professional development module for academic staff on authentic assessment.
- One hundred and sixty-eight academic staff members attended 32 staff development workshops in 2014.
- A database was created for Law Faculty research documents.

Services: Technical Support and Development Services

Over the past few years the use of mobile technologies by staff and students and development of online modules is highlighted as a major trend in higher education.

- uLink functionality was increased to provide students with a means to register for email and set up their login credentials.
- uLink became the primary student and staff portal. During the first week uLink delivered over 7 million page requests per day, which decreased to 5 million page requests per day during other teaching weeks.
- uConnect provided mobile access to all the registration processes.
- During 2014 2361 modules were registered in Blackboard, a 15% increase from the previous year.

- Development of version 3 of UJ's app, uGo, was initiated with the new design and integration of the student application, admission, First Year Seminar, surveys and registration and was deployed for the 2015 registration sessions.
- A uLink app for the Registrar's office was designed and deployed to provide students with a complaint or grievance procedure that includes relevant steps and contact information.
- A uLink app for institutional circulars was designed, developed and deployed.
- Development, deployment and analysis of an instrument to assess the use of technology in the classroom.

Services: Supporting educational research
Educational research is embracing many contemporary methods, including research design, as an alternative to controlled experimentation.
- CAT hosted the Authentic Learning Conference (17 February 2014) and workshops on authentic learning and design research (19 and 21 February 2014). The keynote speaker and workshop facilitator was Prof Tom Reeves from Georgia State University, a world authority in these fields. One hundred and eleven staff members attended the conference and there were 40 participants in each workshop.
- CAT with Mzanzi hosted the Social Media in Higher Education Conference (8-9 May 2014), which was attended by 85 delegates. Prof Johannes Cronje (CPUT), Dorothy Ooko (Google, East and Francophone Africa), Kristie Maree (Word4Word Marketing (Pty) Ltd) and Prof Laura Czerniewicz (UCT) were invited keynote speakers and the programme included 11 academic presentations.
- CAT established an agreement with Prof Tom Reeves to review teaching and learning research projects that make use of technology.

In conclusion, during 2014 CAT services were widely used by staff and students to support the use of technology in the classroom. New services, such as training and skill development and technology components to support the use of mobile devices, were introduced and supported. Development of research capacity to evaluate the use of technology in teaching and learning was fostered during 2014.

FIRST YEAR SEMINAR (FYS)

The compulsory First Year Seminar (FYS) took place from 20 January to 30 January 2014. In the run-up to FYS, regular FYS Committee meetings were held with Ms S Taylor as FYS Coordinator. The FYS website ([www.uj.ac.za/fys)](www.uj.ac.za/fys) served as a general information point with the faculty FYS programmes available for downloading. The FYS was deemed to be successful, with about 70% of the new first years attending.

FYS 2014 feedback and reflection sessions were held in order to strategise on the orientation of first years at UJ in 2015. FYS was acknowledged to be the first phase of the First Year Experience (FYE), with Ms S Motsabi, the UJ FYE Coordinator, taking over FYS planning for 2015.

WORK INTEGRATED LEARNING AND SERVICE LEARNING (WIL & SL)

The publication of the White Paper on Post-School Education and Training in November 2013 clearly showed the national focus on education, training and skills development. The 5 June 2014 Senate approval of the Work Integrated Learning (WIL) and Service Learning (SL) Policy paved the way for a combined WIL and SL Forum, chaired by the Executive Director: Academic Development and Support (ADS). Each faculty within UJ now has a representative on this Forum, with WIL and SL in future being reflected on the UJ dashboard. UJ offered 36 programmes with a formal WIL component and 14 with embedded SL, with a total of 8425 students involved in experiential learning activities in 2014: 5952 participating in WIL and 2473 in SL. WIL and SL are supported by the UJ WIL Coordinator, who serves as a member of the Board of the Southern African Society for Cooperative Education and represents UJ on the Gauteng Provincial Skills Development Forum.

UJENIUS

The UJenius Club is a partnership between the division of Academic Development and Support (ADS) and the nine faculties within UJ. The club was a Vice-Chancellor's initiative, which was first approved by the Senate in 2010, and aimed to encourage undergraduate students who were performing at the top of their respective degrees, as well as promoting further intellectual, social, professional and career development for this group of academically achieving students. The UJenius Club is an important element in assisting the University of Johannesburg (UJ) to increase its position within university ranking systems, as it encourages undergraduate students to pursue postgraduate study and research, or to become successful alumni if they enter the world of work upon completion of their undergraduate degrees.

The long-term vision for the UJenius Club is a partnership between UJ students who excel academically and ADS, which facilitates continued student motivation to excel academically, intellectually, socially and professionally, and encourages non-club members to achieve membership. As such, there were three primary aims for the UJenius Club 2014:

- Encourage academic performance through increased marketing of the UJenius Club; its benefits and privileges.
- Facilitate social interaction and meaningful networking opportunities for the UJenius Club members.
- Provide members with benefits and privileges given their academic achievement.

The club committee structure was somewhat altered in the beginning of 2014, with the appointment of a new club coordinator and two committee members. The table below demonstrates the number of students who were nominated for UJenius Club membership in 2014; which represented an increase in club members from 2013:

Number of students in the UJenius Club 2014 by Faculty								
EDU	FADA	FEBE	SCI	H. SCI	HUM	LAW	MAN	FEFS
16	19	36	34	48	74	20	25	88

Six specialised UJenius events were hosted for these students in 2014 in order to meet the three primary aims set for the club. The 2014 evaluation of the club found that most of the students felt quite strongly that they were encouraged to excel academically through club membership, that membership of the club afforded members with valuable experiences and privileges and that the club offered members valuable benefits. The evaluation also found that the three biggest areas of concern for the club include that (a) members' classmates do not know about the club, (b) members do not feel connected to broader UJ structures and (c) that members do not feel completely intellectually stimulated by the club activities. Other qualitative information revealed that members enjoyed the events, the speakers and the benefits that were afforded to them through membership. Members felt, however, that the club would be improved with the inclusion of financial assistance to members, activities external to UJ, fewer formal events and more focus on career/professional development.

ACADEMIC DEVELOPMENT CENTRE (ADC)

1. STRATEGIC PLAN

During 2014 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 Centre pressed forward to contribute to UJ's broad goals though its scholarly but practical approaches to improving undergraduate teaching and learning as well as improved student success.

1.1 Strategic goals

The ADC strategic document (drawn up in 2013) is used to guide the work conducted in the Centre into the future. The ADC vision, mission and strategic goals are aligned to the UJ Strategic Plan 2025 and the Centre aims to support the vision laid out in that document. The work of ADC during 2014 specifically contributed to the first five UJ strategic goals which in turn contribute to building UJ's global stature. A summary of the ADC vision, mission and strategic goals is given 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

Strategic goals
The strategic goals (in no particular order) of the Centre are:

- **Goal 1:** To promote practices that facilitate and enhance epistemological access
- **Goal 2:** To promote excellence in teaching and learning at UJ
- **Goal 3:** To maximise innovation that contributes to improved practice in academic access, development and success
- **Goal 4:** To cultivate and maintain a culture that recognises and addresses the multi-faceted needs of our communities
- **Goal 5:** To initiate new and foster current working relationships aimed at achieving our broad goals
- **Goal 6:** To contribute to academic development theory and practice through scholarly research

A more detailed explanation of how each of these goals are understood and foreseen to be implemented is available in the ADC strategic document.
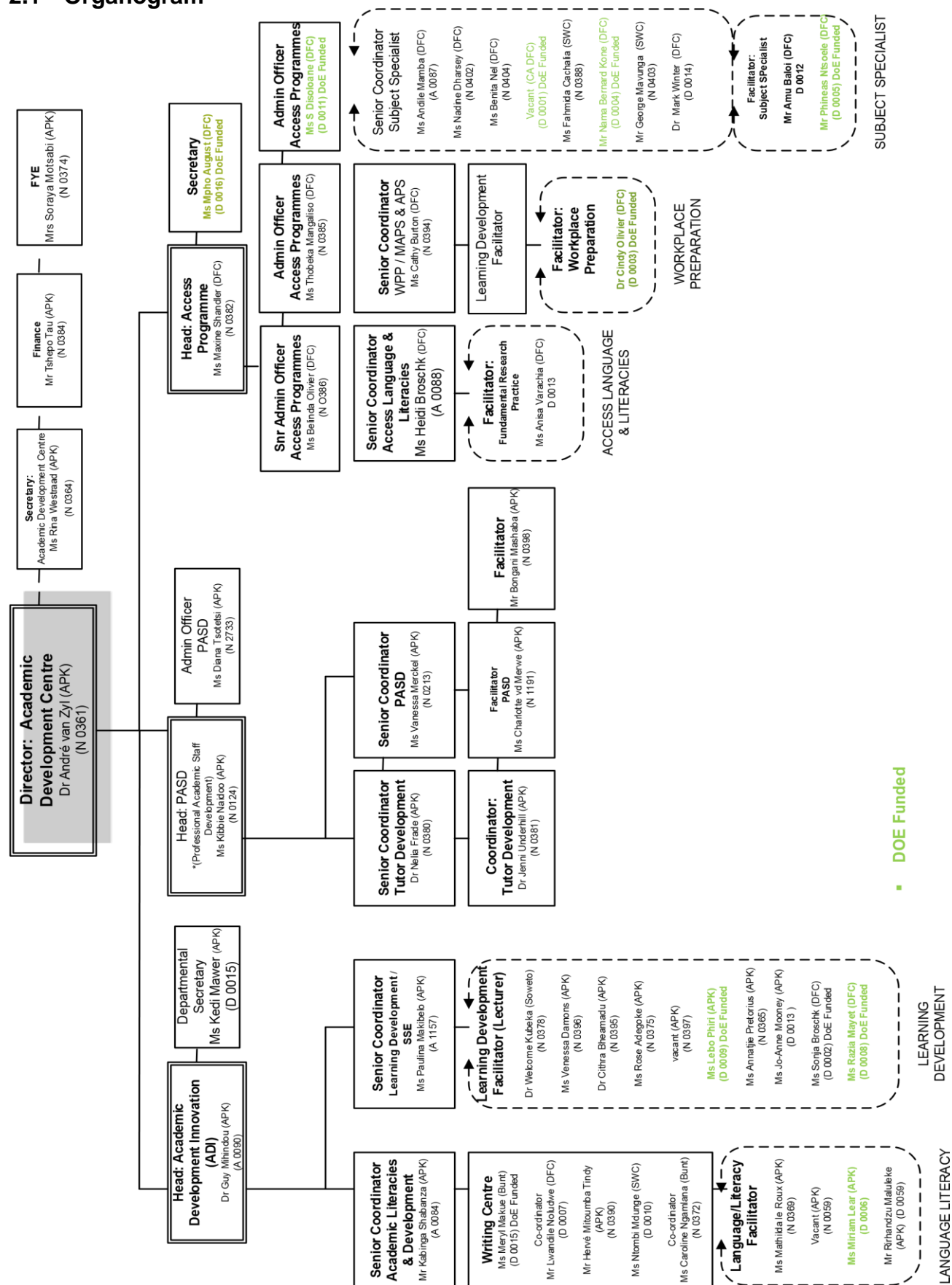
2. EMPLOYEE PROFILE ANALYSIS

During 2014, Dr André van Zyl continued to lead the ADC as its Director. He was ably supported by three Heads of department: Mrs Maxine Shandler (Head of the Access wing), Dr Guy Mihindou (Head of the Academic Development Innovation (ADI) and Mrs Kibbie Naidoo (Head of Professional Academic Staff Development (PASD).

The Director and the Heads created a strong management team to lead ADC. There was a very high level of stability in the ADC staff composition during 2014 with the last but one of the vacant posts being filled by the new management team and no resignation during the year. To enhance the knowledge and understanding of the ADS management team of the work being conducted in ADC, Prof Adele Thomas from the Faculty of Management was contracted to conduct an in-depth work study of the work being conducted in ADC. This initiative was called the "Working Smarter" project, and all interviews and investigations were completed by the end of 2014 with the report and accompanying recommendations becoming available during 2015.

There were three changes in the ADC organogram during 2015. Firstly, the UJ First Year Experience coordinator was moved to report directly to the director of ADC. Secondly, the Unit for Tutor Development was moved from ADI to PASD to better serve its constituency and to strengthen the development pipeline of new academics by aligning the work being done with tutors, senior tutors, assistant lecturers and academic staff members directly by placing them together. Lastly, two staff members were transferred from ADC Access to ADI to ensure equitable service delivery. The two staff members serve mainstream students and their placement in Access was a structural anomaly that had to be corrected.

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 nine 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 2014. Dr Mark Winter was awarded his doctorate during 2014.

2.1 Organogram

Director: Academic Development Centre
Dr André van Zyl (APK)
(N 0361)

Secretary:
Academic Development Centre
Ms Rina Westraad (APK)
(N 0364)

Finance
Mr Tshepo Tau (APK)
(N 0384)

FYE
Mrs Soraya Motsabi (APK)
(N 0374)

Head: Access Programme
Ms Maxine Shandler (DFC)
(N 0382)

Secretary
Ms Mpho August (DFC)
(D 0016) DoE Funded

Admin Officer Access Programmes
Ms S Disobane (DFC)
(D 0011) DoE Funded

Admin Officer Access Programmes
Ms Thobeka Mangaliso (DFC)
(N 0385)

Snr Admin Officer Access Programmes
Ms Belinda Oliver (DFC)
(N 0386)

Senior Coordinator Subject Specialist

Ms Andile Mamba (DFC) (A 0087)
Ms Nadine Dharsey (DFC) (N 0402)
Ms Benita Nel (DFC) (N 0404)
Vacant (CA DFC) (D 0001) DoE Funded
Ms Fahmida Cachalia (SWC) (N 0388)
Mr Nama Bernard Kone (DFC) (D 0004) DoE Funded
Mr George Mavunga (SWC) (N 0403)
Dr Mark Winter (DFC) (D 0014)

Facilitator: Subject SPecialist
Mr Amu Baloi (DFC) D 012
Mr Phineas Ntsoele (DFC) (D 0005) DoE Funded

SUBJECT SPECIALIST

Senior Coordinator WPP / MAPS & APS
Ms Cathy Burton (DFC)
(N 0394)

Learning Development Facilitator

Facilitator: Workplace Preparation
Dr Cindy Olivier (DFC) (D 0003) DoE Funded

WORKPLACE PREPARATION

Senior Coordinator Access Language & Literacies
Ms Heidi Broschk (DFC)
(A 0088)

Facilitator: Fundamental Research Practice
Ms Anisa Varachia (DFC) D 0013

ACCESS LANGUAGE & LITERACIES

Admin Officer PASD
Ms Diana Tsotetsi (APK)
(N 2733)

Head: PASD
*(Professional Academic Staff Development)
Ms Kitbie Nadoo (APK)
(N 0124)

Senior Coordinator PASD
Ms Vanessa Merckel (APK)
(N 0213)

Facilitator
Mr Bongani Mashaba (APK)
(N 0398)

Senior Coordinator Tutor Development
Dr Nelia Frade (APK)
(N 0380)

Coordinator: Tutor Development
Dr Jenni Underhill (APK)
(N 0381)

Facilitator PASD
Ms Charlotte v/d Merwe (APK)
(N 1191)

Head: Academic Development Innovation (ADI)
Dr Guy Mihindou (APK)
(A 0090)

Departmental Secretary
Ms Kedi Mawer (APK)
(D 0015)

Senior Coordinator Learning Development / SSE
Ms Paulina Makibelo (APK)
(A 1157)

Learning Development Facilitator (Lecturer)

Dr Welcome Kubeka (Soweto) (N 0378)
Ms Venessa Damons (APK) (N 0396)
Dr Cithra Bheamadu (APK) (N 0395)
Ms Rose Adegoke (APK) (N 0375)
vacant (APK) (N 0397)
Ms Lebo Phiri (APK) (D 0009) DoE Funded
Ms Annatjie Pretorius (APK) (N 0365)
Ms Jo-Anne Mooney (APK) (D 0013)
Ms Sonja Broschk (DFC) (D 0002) DoE Funded
Ms Razia Mayet (DFC) (D 0008) DoE Funded

LEARNING DEVELOPMENT

Senior Coordinator Academic Literacies & Development
Mr Kabinga Shabanza (APK)
(A 0084)

Writing Centre
Ms Meryl Makue (Bunt)
(D 0015) DoE Funded

Co-ordinator
Mr Lwandile Noludwe (DFC)
(D 0007)

Mr Hervé Mitoumba Tindy (APK)
(N 0390)

Ms Ntombi Mdunge (SWC)
(D 0010)

Co-ordinator
Ms Caroline Ngamlana (Bunt)
(N 0372)

Language/Literacy Facilitator

Ms Mathilda le Roux (APK) (N 0369)
Vacant (APK) (N 0059)
Ms Miriam Lear (APK) (D 0006)
Mr Rirhandzu Maluleke (APK) (D 0059)

LANGUAGE LITERACY

■ **DOE Funded**

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2.2 Equity Profile

The ADC has long been strongly committed to appointing highly qualified staff from designated groups and in 2014 several excellent appointments were made. As the table below shows, the Centre now has 19 (16 in 2013) African, 7 Coloured, 4 Indian and 14 (17 in 2013) White staff members, which is in line with institutional requirements and equity targets. In addition it has 6 foreign nationals (3 of whom are South African citizens) employed in the Centre. New permanent and contract appointments during 2014 were Paulina Makibelo (promotion to senior coordinator); Kabinga Shabanza (promotion to senior coordinator); Lwandile Noludwe; Caroline Ngamlana; Annatjie Pretorius; Jo-Anne Mooney and Bongani Mashaba, with 5 out of the 7 being from designated groups. A high level of staff retention was achieved during 2014, with no resignations and only one member of staff retiring (non-designated).

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

Academic Development Centre Employees:	African	Coloured	Indian	White	Foreign Nat.	Disabilities	Male	Female	Total
P5: Director (Acting)				1			1		**1**
P6: Heads			1	1	1		1	2	**3**
P7: Senior Co-ordinators	4	4		3	2		3	10	**13**
P8: Co-ordinators	9	2	3	7	3		8	16	**24**
P10: Administrative Assistant III				1				1	**1**
P11 Departmental Secretary, Administrative Assistant III	3	1		1			1	4	**5**
P12: Administrative Assistant II	3							3	**3**
Sub Totals	**19**	**7**	**4**	**14**	**6**		**14**	**36**	**50**
Total	**50**						**50**		

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 undergraduate students and Professional Academic Staff Development work which positions the Centre well to deepen its impact on teaching and learning at the institution. The UJ First Year Experience (FYE) and Senior Student Experience (SSE) initiatives serve to broaden the ADC client base substantially with the whole of UJ forming part of the ADC client profile. The Centre's main focus, however, is on undergraduate students and academic staff. During 2014 all three ADC departments continued to make a significant contribution to the success of UJ students and staff.

3.1 ADC Access Department

3.1.1 Extended Diplomas

The Academic Development Centre: Access manages the initial year of 15 extended national diploma groups on behalf of the faculties of Management, Humanities and Engineering and the Built Environment.

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 prizegiving 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.

As a result of the national recognition that ADC Access gained they were invited to participate in a research project undertaken by UCT to test the principles which

underpin the exemplars quoted in the CHE Flexible curriculum proposal against the realities on the ground. In addition, ADC Access has been involved in numerous fora and workshops on the recurriculation of the FEBE extended diplomas into extended Bachelor of Engineering Technology programmes in line with FEBE's requirements.

The Extended Diplomas often 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 Humanities and Engineering and the Built Environment since 2008.

FEBE success rate comparison
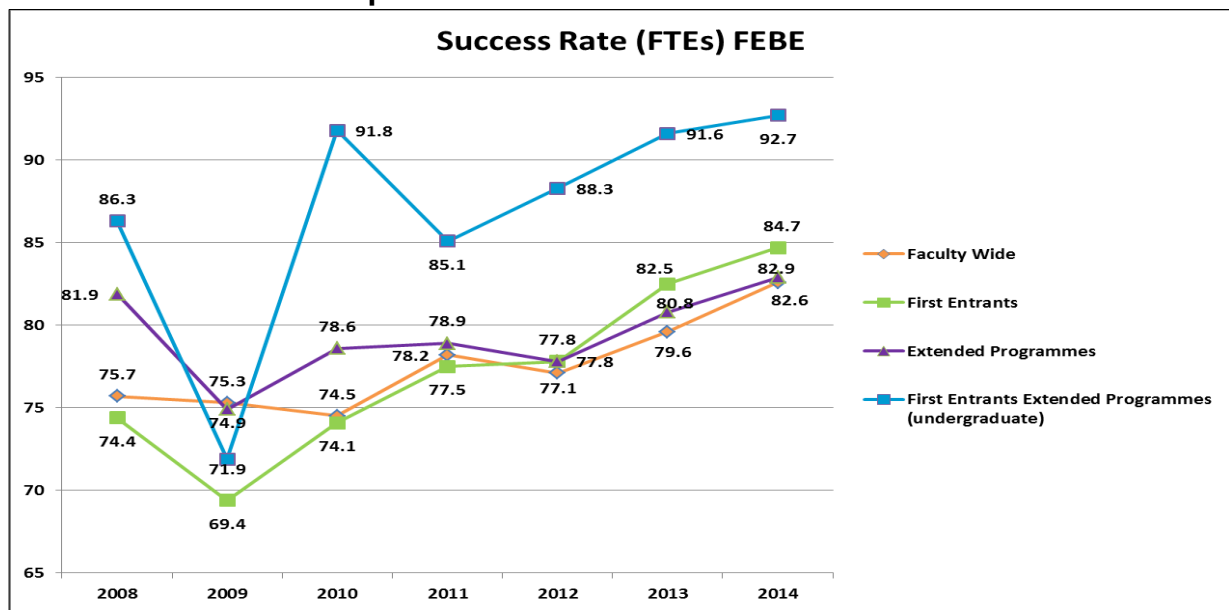
Humanities Success rate comparison
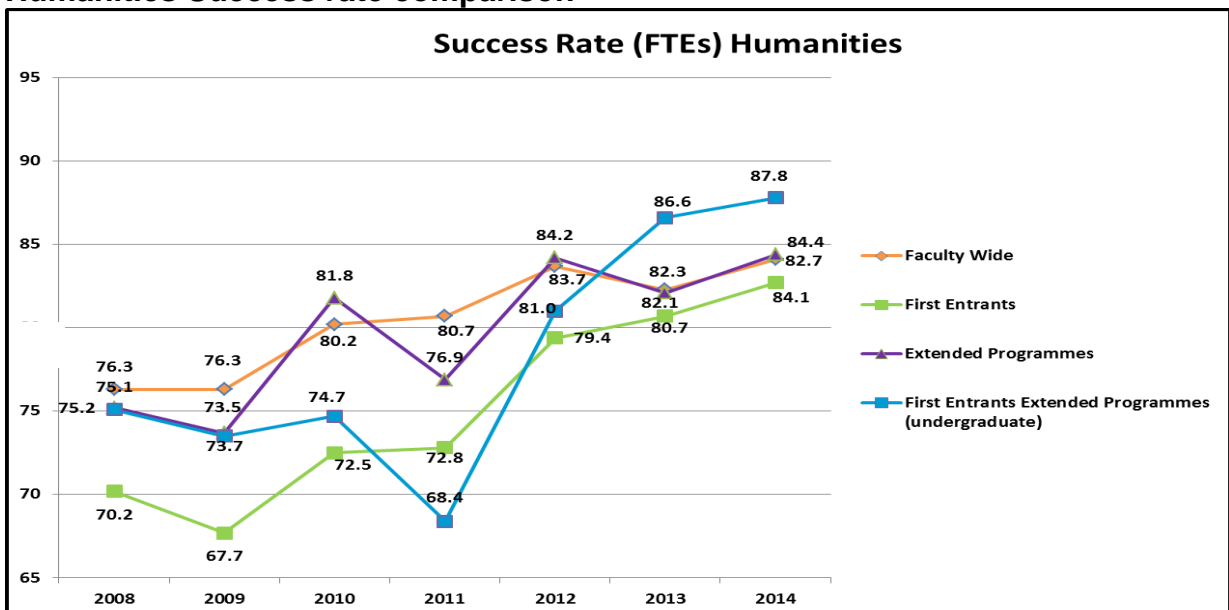
The performance of the extended diploma students in the Faculty Engineering and the Built Environment has been consistently higher than all first-time entering

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

The following tables indicate the 2013 and 2014 student success rates in the Extended Diplomas and are followed by a brief trend analysis:

Faculty of Engineering and the Built Environment

Programme Name	Registrations 2013	Module Success Rate 2013	Registrations 2014	Module Success Rate 2014
N Dip: Building (Ext)	40	91%	36	92%
N Dip: Engineering Metallurgy (Ext)	34	92%	44	94%
N Dip: Engineering Mechanical (Ext)	45	94%	46	99%
N Dip: Engineering Industrial (Ext)	75	92%	70	96%
N Dip: Civil Engineering (Ext)	33	91%	34	93%
N Dip: Electrical Engineering (Ext)	22	99%	51	91%
N Dip: Operations Management (Ext)	47	87%	39	97%
N Dip: Management Services (Ext)	54	88%	50	85%

Faculty of Humanities

Programme Name	Registrations 2013	Module Success Rate 2013	Registrations 2014	Module Success Rate 2014
N Dip: Public Relations (Ext)	39	86%	37	86%

Faculty of Management

Programme Name	Registrations 2013	Module Success Rate 2013	Registrations 2014	Module Success Rate 2014
N Dip: Human Resource Management (Ext)	50	91%	59	87%
N Dip: Management (Ext)	26	80%	43	78%
N Dip: Small Business Management (Ext)	37	83%	47	73%
N Dip Logistics (Ext)	31	81%	39	86%
N Dip: Transportation (Ext)	27	76%	32	87%

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. In seven of the eight extended diplomas offered on behalf of the Faculty of Engineering and the Built Environment, the success rates have remained above 90% from 2013 to 2014. The average success rate in the eight extended programme groups was 93%.

In the Faculty of Humanities, the success rates in the Public Relations extended diploma have remained constant at 86%.

In the Faculty of Management, the 2014 success rates of two of the extended diplomas increased substantially from 2013. In the other three, the success rates worsened as a result of the increase in class size. 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 groups and closer monitoring and more effective coordination of the tutorial system for the Costing and Estimating and Applied Accountancy Skills modules were implemented.

It is also important to note that all but two of the 15 diploma groups 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 sub-divided into involvement in extended degrees and mainstream interventions. ADI consists of the Learning Development, Literacies Development and Tutor Development units.

3.2.1 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 attracted just fewer than 1850 (up from 1200 in 2013) registered students during 2014. This increase in student numbers necessitated the allocation of additional human and material resources to ensure a continued high standard of teaching and learning in an integrated manner with faculties.

Integration of academic literacies into the Disciplines
The integration of academic literacies into the disciplines is implemented through the academic literacies modules and through close collaboration with specific lecturers by writing centre staff. Below is a summary of the activities of the three modules, the writing centres, and academic literacies workshops with faculties.

Faculty of Science: Language and Skills for Science (LSS1AEX)
The LSS module, which employs the services of three part-time lecturers and four facilitators, is coordinated by Ms Mathilda Le Roux. As can be seen below in table 4, there has been a disturbing decline in the 2014 success rates for LSS. This can mainly be attributed to the fact that the module moved from being for extended degree students to serving the mainstream students too. This has caused a number of difficulties such as that the student numbers have more than tripled in one year. Mainstream students also seem not to be very motivated for this subject and there were a number of logistical issues that contributed to poorer than expected student performance.

Mitigating strategies have already been put in place. This includes a closer working relationship between ADI and Faculty staff that will ensure higher levels of student buy-in as well as better logistical arrangements. More support and scaffolding is also being made available to staff and students to address the problem. ADI is confident that the mitigating strategies that have been put in place will ensure improved performance during 2015.

LSS success rates from 2011 to 2014

Module Name	Language and Skills for Science (LSS1AEX)			
Year	2011	2012	2013	2014
Registrations	444	485	374	1300
Success rates	56%	77.3%	81%	66%

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

LES 3000 is a literacies module intended for students enrolled in the degrees offered by the Faculty of Economic and Financial Sciences (FEFS) including BCom accounting, economics and finance. Only students enrolled in the extended degrees take LES, which covers speaking, listening, reading and writing skills coupled with the associated technological skills. LES is a yearlong module with three weekly contact sessions. Since the module is based on the principles of continuous assessment, attendance throughout the year remains crucial. No examinations are written at the end of the year and students pass or fail on the basis of their performance throughout the year.

The module aims to equip students with the various techniques or strategies required for success in higher education. It also assists students in acquiring the literacy norms and conventions of the economics discipline. The module also pays attention to language in that a whole range of language skills are dealt with throughout the curriculum. The mitigating steps taken by the LES facilitator was successful, as can be seen in the improved module success rate during 2014.

LES success rates from 2011 to 2014

Module Name	Language for Economic Sciences (LES)			
Year	2011	2012	2013	2014
Registrations	403	410	383	393
Module Success Rate	90%	91%	84%	91%

Faculty of Law: English for Law (EFL0000)

Coordinated by Ms Miriam Lear, EFL is a credit-bearing module for first-year Law students whose NSC results indicate that they are "underprepared" for the demands of tertiary education (students with less than 65% for English Home Language or less than 75% in English First Additional or Second Additional Language).

The module aims to develop students' thinking, reading, writing, listening and speaking competencies (academic literacies), and to facilitate learning in their other courses. Assessment comprises continuous and integrated formative and summative

tasks, based on coursework throughout the year, as well as mid- and end-of-year exams.

The mid- and end-of-year student evaluations of the module were extremely positive, with two of the students stating:
"I enjoyed this module better than any other module because this module I believe was the core module as it applied in every module."
"EFL as a whole has polished my writing skills and has built my confidence."

EFL success rates from 2011 to 2014

Module Name	English for Law (EFL)			
Year	2011	2012	2013	2014
Registrations	133	147	158	140
Module Success Rate	90%	86.7%	82%	82%

From 2015, all first-year Law students will be doing a semester course on "Legal Skills", in which the ADI coordinator will be involved by facilitating sessions on referencing, paraphrasing, summarising, etc. She plans on making further inroads into collaboration with Law faculty staff, hopefully beyond the first year.

Extended Degree Modules offered by Learning Development Unit
The Learning Development Unit offers two modules, namely the Mastering of Academic and Professional Skills (MAPS – APS3000 and APS0X00) module and the Management of Academic and Professional Skills (MAPS – UNIPEXT) module which have been designed to meet the needs of the students of the Faculty Economics and Financial Sciences and the Faculty of Humanities, respectively. Both modules are year-long courses structured around a series of themes which the Faculties concerned have identified as relevant to their students in extended curricula.

Mastering of Academic Professional Skills (MAPS FEFS)
In the 2014 academic year, Mastering of Academic and Professional Skills had a total of 389 students. Students were required to complete a minimum of six assessments during the course of the year which included tasks, online assignments, reflective essays, tests and oral presentations.

The MAPS success rate for the Faculty of Economic and Financial Sciences has improved by between 6% and 8% in the current academic year when compared to 2013. 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.

Management of Academic Professional Skills (MAPS HUMANITIES)
In the 2014 academic year, Management of Academic and Professional Skills (module code UNIPEXT) had a total of 160 students. Students are required to complete a minimum of six assessments during the course of the year, in the form of tasks, online assignments, reflective essays, online presentations and Mathematics. The MAPS success rate for the Faculty of Humanities has declined by 2% in the current academic year when compared to 2013.

Student Performance in the Extended Degrees

MAPS Modules (Humanities and FEFS)						
Faculty	Registrations	Success rate	Registra-tions	Success rate	Registra-tions	Success rate
Year	**2012**	**2012**	**2013**	**2013**	**2014**	**2014**
FEFS	400	94%	367	91%	68 321	99% 97%
Hum	177	83%	141	84%	160	82%

3.2.2   The Writing Centres

The Writing Centres aim to assist both undergraduate and postgraduate students and staff with their academic literacies needs. Their services are underpinned by several theories, including the New Literacies Studies (NLS) theory, which considers writing as a social practice and a social process of discovery (Barton and Hamilton, 1998; Lillis, 2003: 193; Vollmer, 2002: 1).

The focus is on helping student writers engage with their writing and the arguments it contains rather than on basic grammar, spelling and punctuation. Instead of editing work for students, writing centres aim to develop the students into more accomplished writers whose skills will extend well beyond editing into becoming active and prolific members of the academy.

Relating to the social aspect of writing, students are made aware of the nature and roles of key factors in the writing process such as the audience, register, conventions, genres and discourses peculiar to their field of study (Canagarajah, 2002; Lillis, 2003). By sitting down and discussing their work with writing consultants or with peers, students *de facto* participate in a community of practice where they are socialised into the academic community and its practices (Canagarajah, 2002). Within the context of a one-on-one consultation, students are forced to assume responsibility for their own learning by means of a quasi-Socratic questioning technique, which is used by consultants to lead them in the exploration of knowledge (Kane, 2012). Postgraduate consultation numbers have increased significantly owing in part to the collaboration between the writing centres and the Postgraduate Centre (PGC), which funded the Postgraduate Writing Fellows (PGWFs).

The table below shows a comparison between the 2012, 2013 and 2014 figures:

Number of Consultations per Campus

	Consultations								
	2012			**2013**			**2014**		
	UG	**PG**	**TOTAL**	**UG**	**PG**	**TOTAL**	**UG**	**PG**	**TOTAL**
APK	2264	194	2458	2015	267	2282	2107	472	2579
APB	942	150	1092	950	192	1142	708	166	874
DFC	470	265	735	839	148	987	659	190	849
SWC	239	148	387	367	21	388	598	27	625
UJ TOTAL	**3915**	**757**	**4672**	**4171**	**628**	**4799**	**4072**	**855**	**4927**

Number of Students Seen per Campus

	Students seen								
	2012			**2013**			**2014**		
	UG	**PG**	**TOTAL**	**UG**	**PG**	**TOTAL**	**UG**	**PG**	**TOTAL**
APK	3079	371	3450	2523	443	2966	2562	472	3034
APB	2217	162	2379	2266	198	2464	1310	199	1509
DFC	637	306	943	917	150	1067	981	204	1185
SWC	437	0	437	600	22	622	884	27	911
UJ TOTAL	**6370**	**839**	**7209**	**6306**	**813**	**7119**	**5737**	**902**	**6639**

The number of Students Seen has increased in order of importance at SWC with 289, DFC with 118 and APK with 68, compared to 2013. These are the campuses where the number of workshops has increased. APB saw 955 fewer students than in 2013 due mostly to the decrease in the number of Students Seen.

Reading consultations
Reading consultations were mainly offered on the APK campus as a pilot study to test the integration of reading interventions into writing consultations in 2012 and 2013. Approximately 80 reading consultations were recorded in 2013 as compared to fewer than 20 in 2014. It was concluded that students made use of the facility when prompted by their lecturer as a part of collaboration with the writing centre coordinator and based on a reading assignment. In 2015, the senior coordinator has planned a collaborative initiative with Industrial Psychology whereby Honours students will be assisted with the reading of research articles.

Emailed feedback
This type of feedback was introduced mainly at the APB campus by Dr Karen Haire, the then writing centre coordinator, and continued by Mr Mitoumba-Tindy to provide academic writing assistance to postgraduate students who held employment outside the university. This year has registered the highest number of online feedback consultations mainly with PG students. In 2015, all writing consultants and PGWFs on all four campuses will be trained in emailed feedback.

Postgraduate Writing Fellows (PGWFs)
In 2014, the Postgraduate Centre (PGC) funded seven Postgraduate Writing Fellows (PGWFs), all of whom are PhD students. These are recruited, trained and managed by the writing centres to provide advanced academic writing and research assistance to PG students from all faculties. The programme has been effective as the writing centre reported an increase in PG consultations and favourable feedback from lecturers and supervisors on the work done by the Postgraduate Writing Fellows.

3.2.3   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.

DFC Academic literacies interventions
The Academic Literacies portfolio at DFC is coordinated by Ms Sonja Broschk, whose reporting line was redirected mid-2014 to report to the APK academic literacies senior coordinator. She conducted a total of 84 workshops and 34 one-on-one sessions in 2014. She also has conducted approximately 50 emailed feedback consultations with students from first year right through to the B-Tech.

Academic Literacies Interventions by writing centres

Writing Centres Number of workshops/ interventions				
Campus	APK	APB	DFC	SWC
Year 2014	29	17	34	18
Year 2013	30	19	32	11

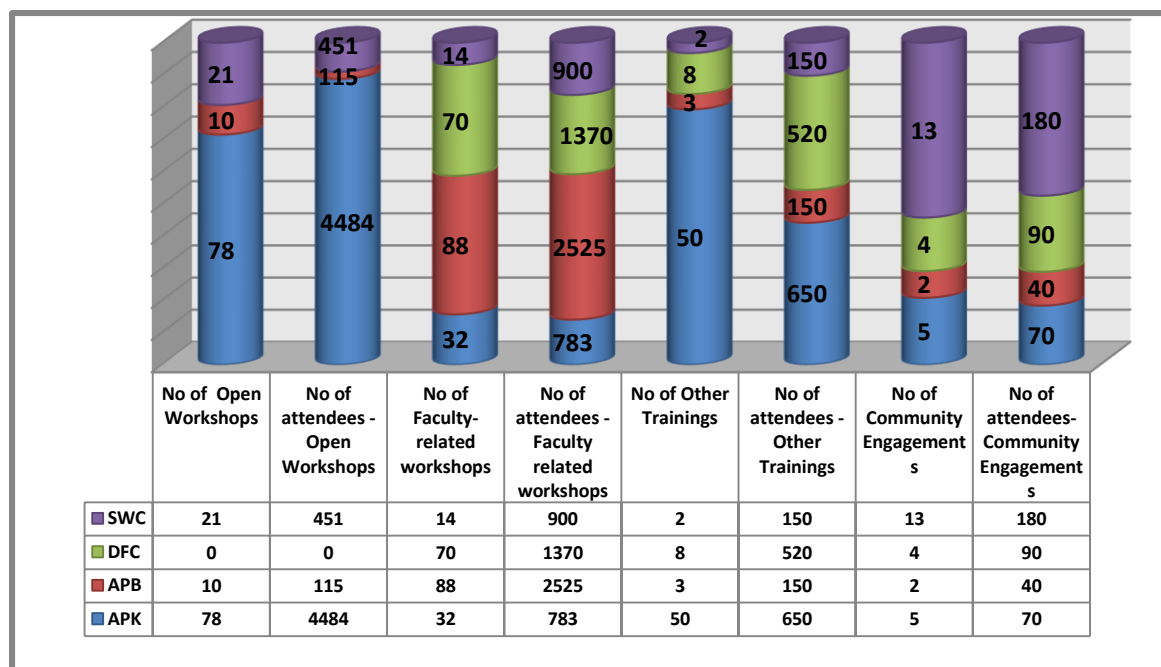**ADC and the Faculty of Engineering and the Built Environment**
The aim of the interventions is to create opportunities for the development of the engineering students' academic literacies and writing skills. The partnership will mainly involve five strategies: (1) integration of academic literacies into specific engineering modules by increasing the number and quality of writing tasks and by including language and writing development into assessment practices (rubrics), (2) offering of academic literacies workshops to students, (3) training and hosting of engineering writing consultants to be paid by FEBE and hosted by the writing centre, and (4) training of engineering tutors in writing consultancy (to be done by writing centres). This cooperative intervention was planned during 2014 and will be implemented during 2015.

Learning Development interventions
Learning Development (LD) services were delivered at APK, APB, SWC and DFC during the 2014 academic year. Given the unique environments and diversity of students at every campus, the services offered by LD cater to the strengths and needs of the campus concerned. DFC and APB grew significantly in terms of faculty-related workshops, APK offered more Open study skills workshops Online

workshops (community of practice '*Learn how to Learn*'), while SWC is the only campus that managed to facilitate Focus Groups through 25 workshops that were attended by 323 students.

Learning Development workshops and consultations by campus 2014:

	No of Open Workshops	No of attendees - Open Workshops	No of Faculty-related workshops	No of attendees - Faculty related workshops	No of Other Trainings	No of attendees - Other Trainings	No of Community Engagements	No of attendees- Community Engagements
SWC	21	451	14	900	2	150	13	180
DFC	0	0	70	1370	8	520	4	90
APB	10	115	88	2525	3	150	2	40
APK	78	4484	32	783	50	650	5	70

Statistics for self-study online study skills

The table below shows the number of students that utilised the self-study online study skills 'Learn how to learn' community of practice:

Period	Number of students
Semester one	13352
Semester two	2362
TOTAL	**15714**

Statistics per campus for First Year Seminar in 2014

ADC staff once again played an active role in the UJ First year Seminar (FYS) as can be seen below

Campus	Number of sessions	Number of attendees
APK	21	2970
APB	2	300
DFC	10	780
SWC	5	438
TOTAL	**44**	**4488**

Other Learning Development activities
In 2014 more staff members were involved in Community Engagement projects. The Correctional Services project as well as study skills for various high schools continued. Vanessa Damons was involved in the training of two Afslaan students for them to provide study skills to high school students. Welcome Kubeka was involved with Inkamva Youth Project, while Razia Mayet was involved with the Tirisano Youth Project from Learning Development and 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 more role players and more schools.

Paulina Makibelo represented ADC on the ADS UJenius committee. This committee organises activities that provide opportunities for top achieving students at UJ to interact with each other across faculties as well as with industry specialists and other UJ stakeholders. In 2014 a total of six events were organised for the students. In April Prof Njabulo Ndebele addressed current club members and those from previous year. The first welcoming event was held in May at the Sanlam Auditorium, where Ms Wendy Luhabe was the guest speaker. The second welcoming event took place in July, and Mr Chris Hart was the guest speaker. In collaboration with the Alumni Office the committee hosted an event on networking skills in August, while the September event organised in collaboration with Library and Postgraduate Centre dealt with preparing students for postgraduate studies as well as funding. The year-end function was hosted in October.

Another project that was conceived in 2014 was the UJ International Language Project (UJILP). Jo-Anne Mooney was appointed as coordinator for the project. The UJILP was conceptualised as a result of a concern about the language issues affecting foreign students. A needs analysis survey was developed and administered online. The survey provided the project with information that assisted with the design of the curriculum. The course content is online and students will begin utilising it as soon as it is approved.

3.2.4   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 academic staff 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 advising tutors. Developmental activities aimed at academic staff included guiding and mentoring lecturers tasked with developing tutors, as well as the provision of developmental materials, consultations and providing collaborative feedback to academic staff. Topics for academic staff development included selecting and interviewing tutors; the role of a senior tutor/tutor; the role of academic departments; senior tutor/tutor responsibilities; academic staff responsibilities; mentoring tutors; developing and supporting tutors; developing academic literacies in tutors and the importance of valuing tutors. In addition, several staff development workshops were conducted with academic departments invested in developing tutors/senior tutors in discipline-specific methodologies.

In addition, the UTD offered specialised tutor training sessions designed to enable senior tutors/tutors to assist students with developing their academic literacies and skills. The Unit recognises that subject content tutors 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 2014, the Unit was increasingly involved in a number of ongoing 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 academic staff member 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 was held in Cape Town 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 simulated sessions with the new tutors.
- The Department of Historical Studies: This project included the development of an academic literacies approach embedded in the tutorial curriculum. The findings of this project were documented in an accredited publication.
- The Unit conducted separate training and development for the following faculties and departments: Faculty of Humanities and FADA, Department of Finance, third- and fourth-year nursing mentors, Department of Applied Chemistry tutors, EMC: specialised tutor training, Library: specialised and simulated training, Office: People with Disabilities: Specialised tutor training and ACSSE department tutors.

Staff workshops and individualised mentoring of lecturers were provided for the following departments: Civil Engineering, Faculty of Education, Faculty of Humanities, The Office: People with Disabilities, Commercial Law, Historical Studies, English, Public Relations, Industrial Psychology, Applied Communication Skills, Business Management, Introduction to Law and Legal Studies, STH, The Library and FADA (Graphic Design, Commercial Design and Visual Arts).

Senior Tutor training

A comprehensive senior tutor training programme has been developed by the UTD in line with UJ criteria. The training, attended by 40 senior tutors from across UJ, focused on the following broad themes:

- The role of senior tutors
- Managing the tutor group
- Supporting and mentoring tutors
- Academic literacies and the tutorial curriculum

3.2.5   ADI Partnerships and Short Courses

UJ/ADC and the University of Toronto (Dr Tyler Tokaryk)

The University of Johannesburg has entered into a research partnership with the University of Toronto through a research project entitled "Academic Writing Instruction and the Discourse of English as an International Language: A Comparative Study of Canadian and South African Writing Centres". The research is mainly conducted by Dr Tyler Evans-Tokaryk, Visiting Scholar at UJ and writing centre director in Canada.

ADC and George Washington University (USA)

George Washington University invited the University of Johannesburg to do collaborative research on how to integrate writing pedagogies across the curriculum and build institutional cultures supportive of writing.

Tshwane Police Academy Language and Communication Workshops

The Tshwane Police Academy training department organises and conducts the theoretical and practical training of nearly 200 recruits annually. The training involves a legal writing component in which students are requested to interview complainants and compile a police statement stating the details of the alleged crime. ADC has been approached to partner with them in this regard. During 2014 an agreement was being negotiated which should be concluded early in 2015.

IDEP

In 2013, the ADI was approached by the Internationalisation office of the University of Johannesburg to facilitate a written and verbal business communication module for 25 delegates from the United Nations Economic Commission for Africa (UNECA), mostly senior executives officials stationed in various countries within the African continent. The academic development staff designed the materials and facilitated the seven-day intensive short course. This is an ongoing initiative.

UJ English Language Programme (UJELP)

The purpose of the University of Johannesburg English Language Programme (UJELP) is to facilitate the acquisition and reinforcement of international students' reading, writing, speaking, and listening skills for both communicative and academic purposes. The UJELP will primarily serve as a platform for students to learn and practise the academic, social, and behavioural skills appropriate to an academic environment.

ADI staff and external contractors have worked tirelessly to complete the six modules. The development process will be completed in 2015 and the first international students will be tested and trained during the first half of the year.

3.3   Professional Academic Staff Development (PASD)

University teachers have the theory relating to their discipline at their fingertips but many do not have explicit and well-structured theories relating to the teaching of their discipline. Reflecting on your teaching and seeing what is wrong and how it may be improved, requires an explicit theory of teaching . . . all teachers have some kind of theory of teaching but we need something more upfront, a consciously worked out theory that generates answers to teaching problems (Biggs and Tang, 2011:45-46)

Quality teaching is vital for student learning. The role of PASD is to facilitate the development of quality teaching and learning by providing staff who are discipline experts with access to not only theory related to teaching and learning but also to skills and attitudes necessary for quality teaching. Development opportunities are provided in the following areas:

- Professional development of new and inexperienced academic staff
- Developing assistant lecturers as teachers in higher education
- Ongoing professional development at faculty and departmental levels
- Teaching, module and peer evaluation (TE, ME and PE)
- Individual mentoring
- Portfolio development for reflective practice, teaching awards and promotion
- Scholarship of Teaching and Learning
- Workshops for new Heads of Departments

In addition to the above, PASD co-hosted a first-year experience seminar which was well attended by staff within UJ as well as staff from other South African higher education institutions.

In order to facilitate the integration of tutorial programmes into the curriculum and optimum use of tutors to facilitate learning, tutor development moved into PASD in November 2014. This move ensures that there is synergy between the generic and discipline-specific development of tutors.

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);
- Assistant lecturers
- 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
In 2014 PASD continued with its core function of providing development opportunities for academic staff to enhance teaching and learning. Activities in 2014 focused on developing new academic staff, discipline-specific teaching and learning

workshops in faculties and departments, developing teaching as a scholarly activity and recognition of teaching and learning through teaching awards and promotion. Highlights included following:

Academic preparation for new academic staff
The Academic Preparation Programme for new staff is aimed at preparing staff for the roles as academics in the UJ. The three-day 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 2014). The workshop took place at the School of Tourism and Hospitality (STH) Conference Room Conference Room 1, APB Campus. 103 academic staff attended the workshop over the three days from the 27 to 29 January 2014. The daily attendance breakdown was as follows: 27 January 48; 30 January 38 and on 31 January 41 attended.

Workshop attendance per faculty is represented in the graph below


Faculty Number Attended
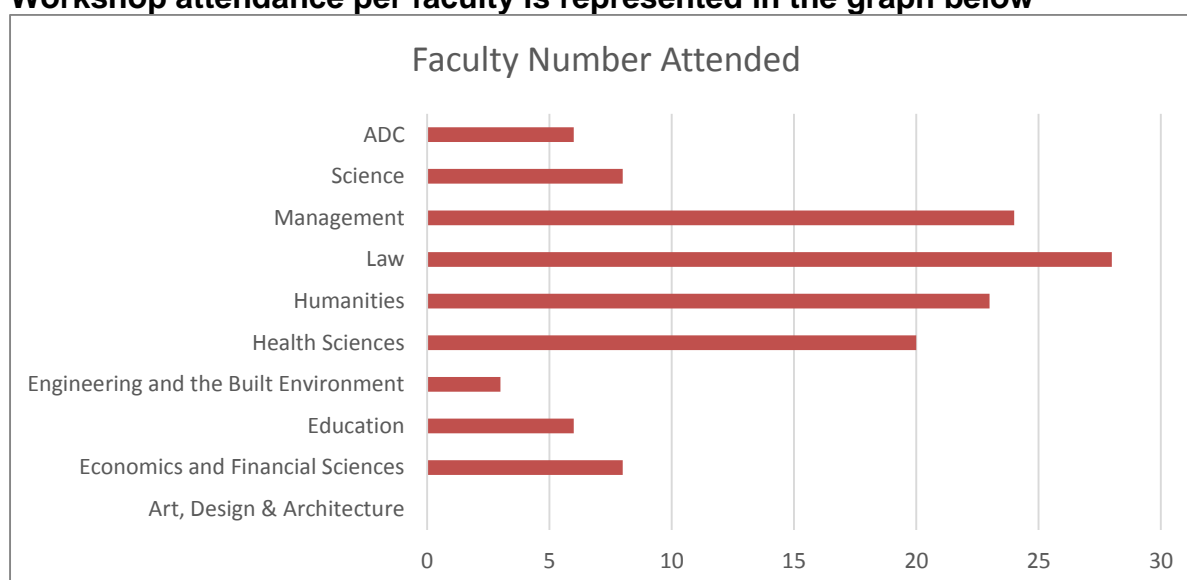
The Academic Preparation Programme was offered for the second time from 15 to 17 July 2014 for staff who joined after January 2014. Once again the broad themes covered included curriculum development, teaching and learning and assessment. In addition to providing academic staff with an introduction into teaching and learning in the UJ context, the academic preparation programme also provides an overview of the resources and support available to staff.

68 academic staff attended the workshop over the three days 15–17 July 2014. The first day 26, the second day 22 and on the last day 20 academic staff members attended.

Staff members who attended the Academic Preparation Programme in July were from the following faculties
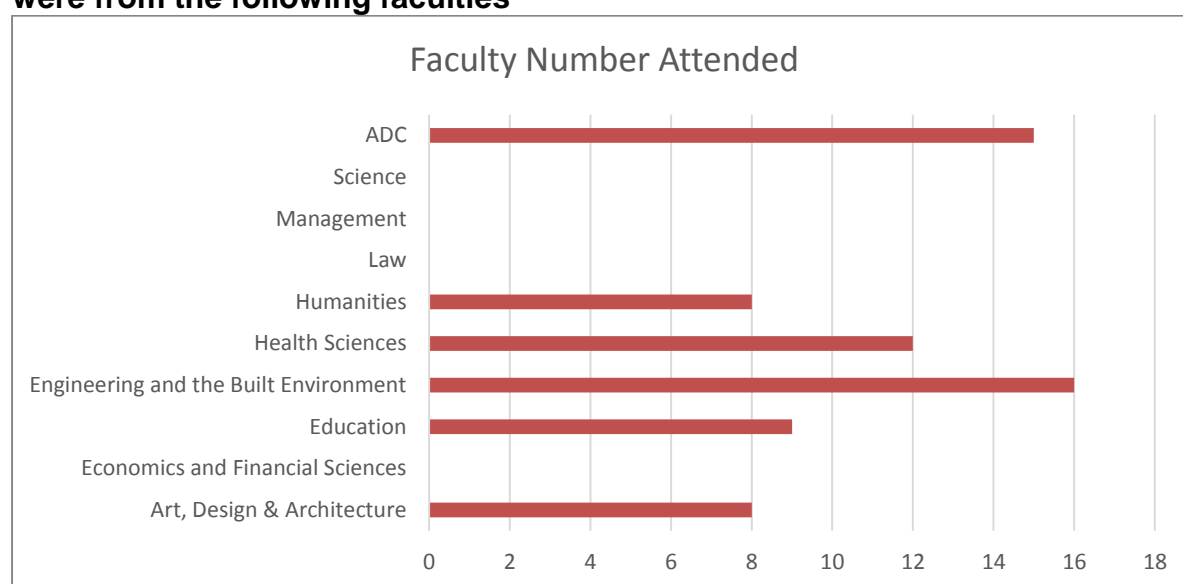
The table below shows the number of staff who attended the academic preparation programme over three days from 2011 to 2014. The general decrease in the number of attendees in the July workshops can be explained by the fact that most new appointments are made in January. In some instances staff find it difficult to attend in July because of teaching commitments.
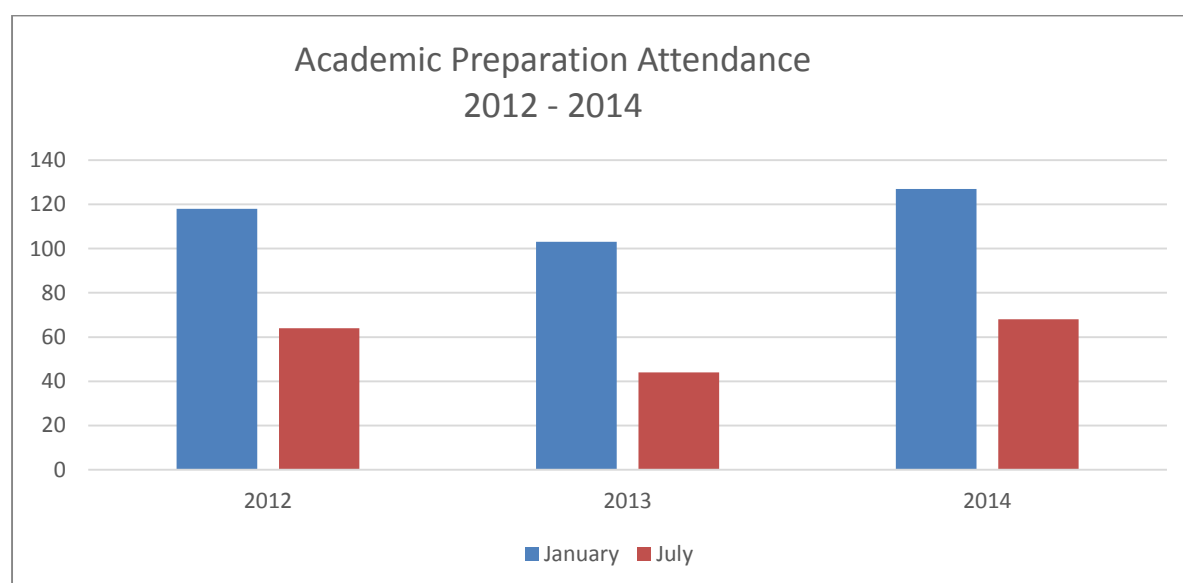
Staff have the opportunity to engage more deeply and practically in follow-up and ongoing professional development workshops. These workshops provide added benefit as participants are able to draw on their experience of teaching and assessing in the UJ context. The value of these workshops lies in the opportunity they provide for staff to engage with teaching and learning as part of a community of practice.

Feedback from the APP was positive, with the majority commenting that the workshop was positive. The quote below is an example:

"I wish to thank all the presenters and organisers at PASD for organizing the staff workshops and for giving new staff comprehensive insight into different aspects of what it means to be a good first year lecturer"

Assistant lecturer orientation

The Assistant Lecturer Orientation took place on 5 March 2014 at STH and was the first of this kind to be held by Professional Academic Staff Development. Overall the workshop was successful with a good turnout of 23 participants for the session from all faculties.

The aim of the workshop was to give participants a brief introduction to the learning and teaching practices in the UJ context. The topics were carefully selected by PASD to ensure that the most important issues were discussed. The workshops for assistant lecturers provide them with an opportunity to learn from each other and they create a safe space for assistant lecturers to engage in dialogue relating to the challenges they face in facilitating teaching and learning.

Workshop attendance per faculty is represented in the graph below
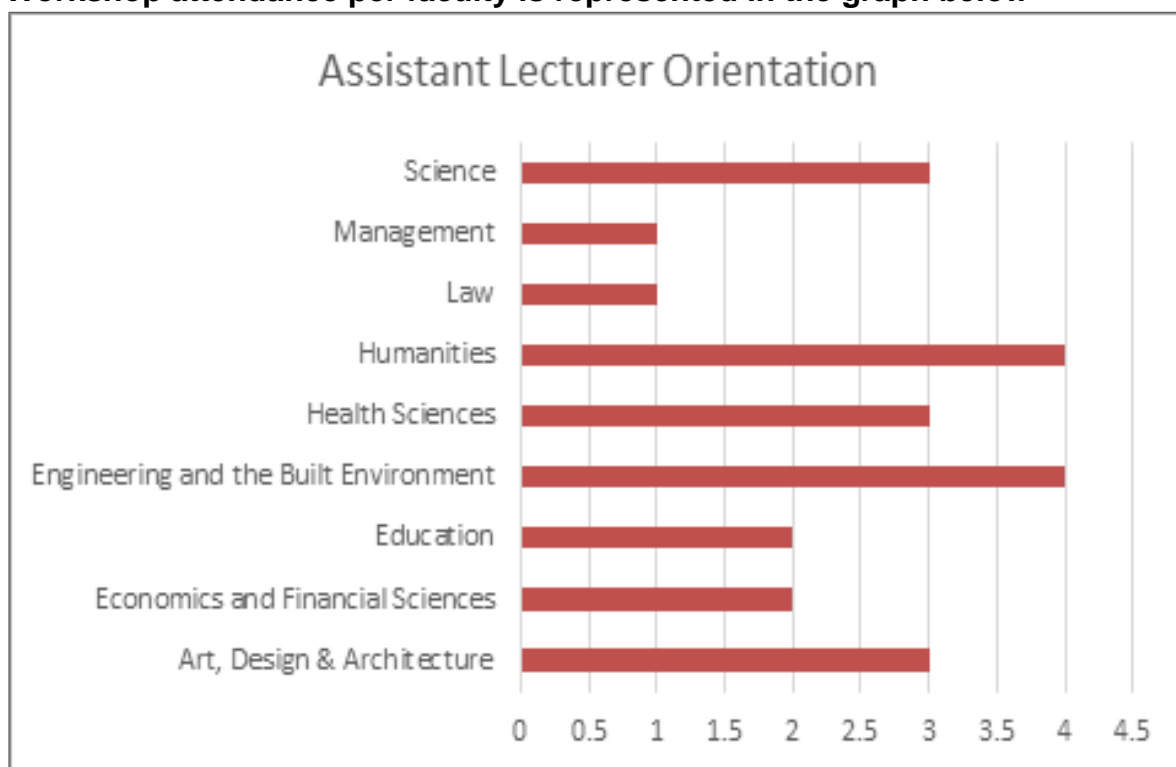
The following table outlines the topic and presenters at the Assistant Lecturer Orientation

TIME	TOPIC	FACILITATOR
8:15 – 8:45	Registration and Tea/Coffee	
8:45 – 9:00	Introduction, overview and welcome	Kibbie Naidoo Head: Professional Academic Staff Development
9:00 – 10:00	Personal Teaching Philosophy and Introduction to the teaching portfolio	Vanessa-Jean Merckel Senior Co-ordinator: Professional Academic Staff Development
10:00 – 11:00	Introduction to Curriculum Development @ UJ	Kibbie Naidoo Head: Professional Academic Staff Development
11:00 – 11:30	Tea/Coffee	
11:30 – 12:30	On Teaching: Intro to UJ Teaching and Learning strategy, TE, ME AND PE	Charlotte van der Merwe Facilitator: Professional Academic Staff Development (PASD)
12:30 – 13:00	Wrap up and reflection	Kibbie Naidoo Head: Professional Academic Staff
13:00 – 13:45	Lunch	

Ongoing Professional Development workshops. 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 ongoing 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

Workshops topics and attendees

Workshop Topics	Number attended
Curriculum	48
Deeping Student Engagement	42
Planning your module	25
Assessment	18

One of the challenges that all of these workshops explicitly address is that of teaching and engaging students in a large-class context.

Departmental workshops
In an attempt to provide more tailored and structured ongoing staff development initiatives, PASD was approached by the departments of Radiography, Anthropology and Development Studies, Jewellery Design and Academy of Computer Science and software engineering to run a series of workshops for staff.

Radiography
The department comprises about 13 staff, though staff from other health disciplines were also invited to attend on an ad hoc basis. Starting in June 2014, the following workshops were offered:
- Theories of learning
- Writing learning tasks
- Assessment

The next series of follow-up workshops will happen in the first semester of 2015.

Anthropology and Development Studies
The Head of Department approached PASD to facilitate a series of workshops on assessment for staff and tutors. Three workshops were offered. The first was a basic introduction to assessment, the second looked at how to set assessment tasks which require different levels of cognitive demand and the third covered the issue of marking rubrics. The workshop was attended by 18 lecturers and tutors.

The value of these departmental workshops is that a more intimate relationship is created with specific departments, and in small disciplinary specific groups, staff are more willing to engage with their specific teaching challenges.

Jewellery design
A session with the Department of Jewellery design was held on 17 October 2014 on developing a personal teaching philosophy and support for developing a personal teaching philosophy.

Academy of Computer Science and software engineering
During August 2014, a range of individual consultation sessions were held with five members of the Academy of Computer Science and software engineering staff in preparation for their submissions of teaching portfolios for promotion purposes.

Teaching philosophy and Portfolios Development Workshop
The university changed its promotion criteria to enable staff to weight teaching more heavily. All staff members are now required to submit a teaching portfolio in which they provide a teaching philosophy, details on their approaches to teaching and learning, the professional development workshops they attended and how this informed their practice, evaluations by students and peer etc. PASD offered a number of workshops throughout the year to assist staff with the development of teaching portfolios. The first was held in March 2014 and attended by 67 staff members. Two further workshop were arranged by the Faculty of Engineering and was attended by 57 staff in total.

Teaching and learning seminar
In October PASD in collaboration with the First Year Experience hosted a half-day seminar with the following theme: Changing Student Demographics, what it means

for teaching and learning in HE. The seminar was attended by 67 participants from UJ and surrounding institutions.

Academic Management and Leadership Development
The purpose of the programme is to provide Heads of Departments and Schools 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: 3 March 2014
The HOD induction workshop took place in March. 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 following table outlines the topic and presenters

TIME	TOPIC	PRESENTER
08:30 – 09:00	**Tea/Coffee**	
9:00 – 9:30	**The role of the head of department in UJ** **Discussion**	**Prof Angina Parekh** **DVC: Academic**
9:30 – 10:00	**Academic Development and Support** **Discussion**	**Prof Rory Ryan** **Executive Director: Academic Development and Support**
10:00 – 11:00	**HoDs' role in departmental planning that is aligned with the faculty's and UJ's strategic plans/thrusts** **Discussion**	**Prof Andre Swart** **Executive Dean: Faculty of Health Science**
11:00 – 11:15	**Tea/Coffee**	
11:15 – 11:45	**Management of Departmental Research and Postgraduate Students** **Discussion**	**Prof Lionel Posthumus** **Vice Dean: Research** **Faculty of Humanities**
11:45 – 12:15	**Management of Teaching and Learning in the Department** **Discussion**	**Dr Carina van Rooyen** **HoD: Departments of Anthropology and Development Studies**
12:15 – 12:30	**Conclusion and Evaluation** **Discussion on possible topics for further workshops**	**Kibbie Naidoo** **Head: Professional Academic Staff Development**
12:30 – 13:30	**Lunch**	

14 HODs attended the induction workshop. During the workshop, some of the new HODs requested a follow up workshop on performance management. This follow-up

40

was arranged for them and facilitated by Prof Alex van der Watt and was attended by 10 HODs.

Scholarship of Teaching and Learning (SoTL)
In 2014, for the first time, UJ introduced the position of Chair of Teaching and Learning and appointed Prof Brenda Leibowits to lead this important initiative. PASD works in close collaboration with the Chair in the area of SoTL. SoTL initiatives were enhanced in 2014 through a workshop series in collaboration with the Chair of Teaching and Learning and the Postgraduate centre. This culminated in the November *SoTL Month* during which a number of workshops by national and international experts were hosted, including two workshops by Professor Sue Clegg, Emeritus Professor at Leeds University in the UK, Professor Yusif Waghid from Stellenbosch university and Professor Denise Wood Professor of Learning, Equity, Access and Participation at Central Queensland University.

Teaching Innovation Grant
In 2014, the University made a teaching innovation grant of R500 000 available to support excellence in teaching. The aim of the grant is to support the actual development, implementation and evaluation of innovative curricula and teaching and assessment practices and encourage publication in this area. Staff in PASD were involved in assisting academic staff with the conceptualisation of the projects and the Head participated in the evaluation of proposals for the university teaching innovation fund.

Workshops for Vice-Chancellor's Teaching and Learning Excellence Nominees
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 2013 recipients Prof Thea de Wet and Mr Sibusiso Mdletshe, who shared their insights into developing teaching portfolios with participants. The second workshop was attended by seven participants.

Teaching, Module and Peer Evaluation
Teaching and module evaluations were once again undertaken during 2014 in accordance with the 'Teaching and Module Evaluation Policy' that was approved by Senate on 30 September 2009 and amended in March 2011. The number of teaching and module evaluations conducted increased from 750 in 2013 to 905 during 2014.

Purpose of Teaching and Module Evaluation
Teaching and module evaluations are extremely valuable to staff, as the regular and systematic gathering of feedback can be used:
- To determine teaching effectiveness;
- To evaluate students' responses to materials and the ways in which they are presented;
- To improve teaching, and therefore learning, through professional development;
- To identify good practices and experts (champions) who can contribute to building a learning community around teaching practice;

- In the compilation of teaching portfolios;
- In academic staff promotions, performance management processes and staff development plans; and
- To encourage academic staff to engage in the scholarship of teaching and learning by reflecting, in the light of the evaluation data, on their teaching and assessment strategies and the development of new approaches.

Student module evaluation are useful in that they:
- Facilitate the regular student evaluation of a module to ensure that the module contributes to learning in the programme as intended and that the learning outcomes are aligned with those stated for the module;
- Encourage academic staff to evaluate the quality of the modules they teach by linking the module evaluation process with academic staff promotion and performance management processes, including the compilation of teaching portfolios;
- Encourage academic staff to engage in the scholarship of teaching and learning by reflecting, in the light of student evaluation data, on the module design and delivery and the development of new approaches.

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.

Both the method of collection and the content of the questionnaires are being reviewed. Electronic data collection for TEs and MEs is being investigated, but various technical hurdles are still to be overcome before a viable instrument is made available. The new questionnaire was developed in 2014 and should come into use during 2015.

Individual consultation is available on request by academic staff members. These requests are normally on 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 seven peer evaluations in 2014 and assisted departments with peer evaluation by providing advice on how to conduct peer evaluations and templates on how to record observations.

Teaching and module evaluation requests per faculty

A total of 906 Teaching and Module Evaluation requests were received in 2014. Of this 630 were Teaching Evaluation and 276 were Module Evaluation.
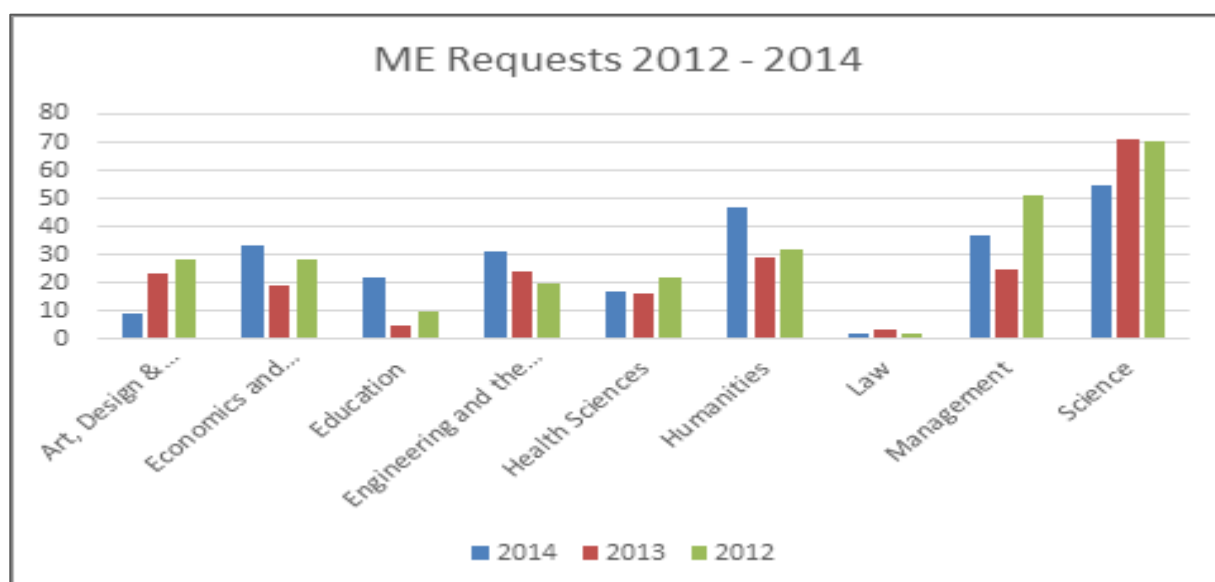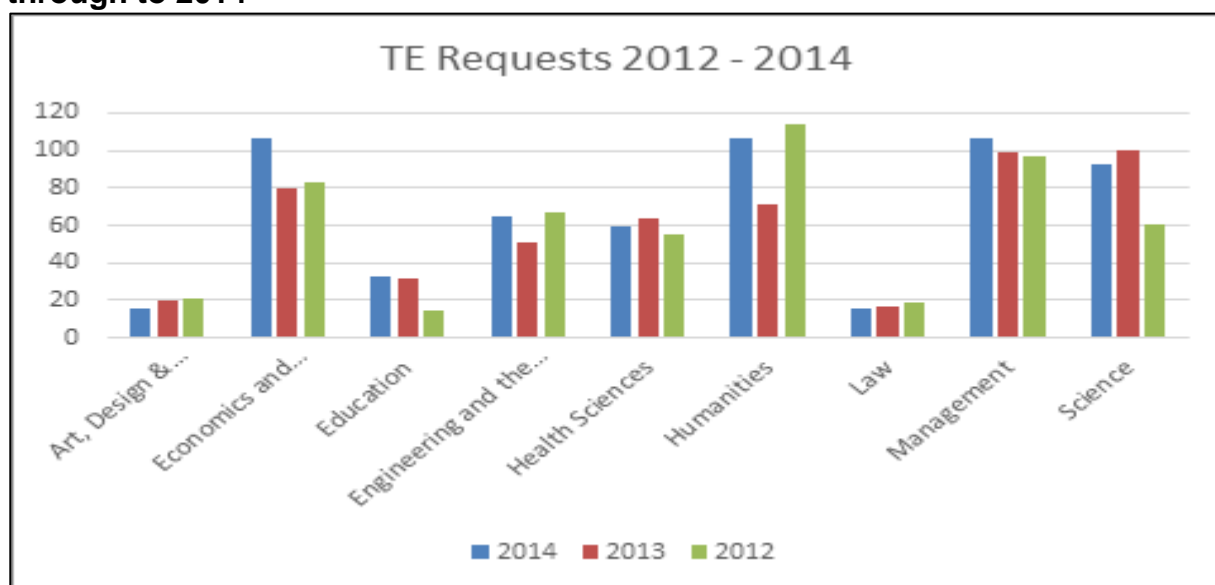
The below graph represented the distribution of teaching and module evaluations requests received per faculty for 2014
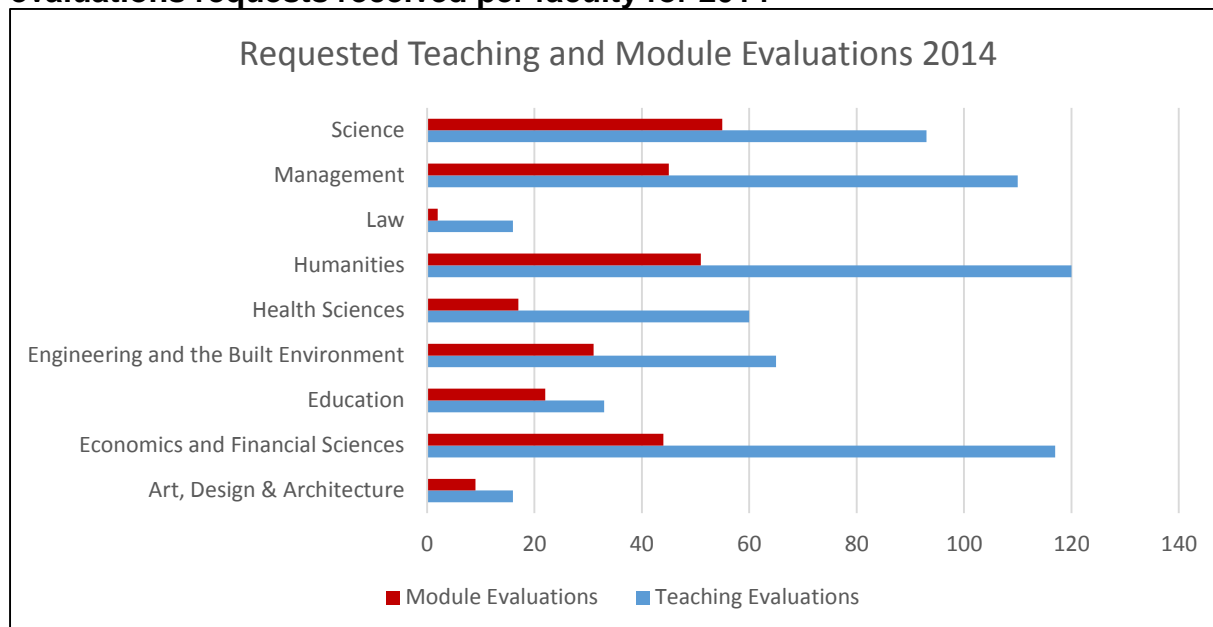
The table below shows the distribution of the total Teaching Evaluations and Module Evaluations requested across the 4 campuses

Faculty	Requested		APB	APK	DFC	SWC
Art, Design and Architecture	25	TE	15	1		
		ME	9			
Economics and Financial Sciences	161	TE	4	78		39
		ME	1	24		15
Education	55	TE		18		14
		ME		13		10
Engineering and the Built Environment	96	TE	4	27	34	
		ME	3	11	17	
Health Sciences	77	TE			60	
		ME			17	
Humanities	171	TE	13	82	16	5
		ME	6	33	11	5
Law	18	TE		13		3
		ME		2		
Management	155	TE	49	46	3	14
		ME	20	7	7	9
Sciences	148	TE	2	61	23	
		ME		48	14	
TOTAL	906		126	464	202	114

The graphs below illustrate the trends in TE and ME conducted from 2012 through to 2014

TE Requests 2012 - 2014

Categories (left to right): Art, Design & ...; Economics and ...; Education; Engineering and the ...; Health Sciences; Humanities; Law; Management; Science

Legend: 2014, 2013, 2012

ME Requests 2012 - 2014

Categories (left to right): Art, Design & ...; Economics and ...; Education; Engineering and the ...; Health Sciences; Humanities; Law; Management; Science

Legend: 2014, 2013, 2012

PASD staff involvement in other UJ initiatives

PASD staff were also invited to participate in a number of initiatives within and external to UJ:

- Vanessa Merckel was invited to participate in the adjudication of the finalist's portfolios of the NWU Vice Chancellor's Award in Potchefstroom on 13th February 2014.
- Vanessa Merckel and Kibbie Naidoo chaired a panel on Transformation: Teaching and Learning 16th September 2014 at the Transformation Colloquim. She also participated in the Programme Review for BA Tourism 14 - 15th October 2014
- HELTASA – Vanessa Merckel, Charlotte van der Merwe and Kibbie Naidoo presented their research at the annual Conference in November 2014 and also attended the Professional Development Special Interest Group (SIG) of

HELTASA in August 2014. Kibbie Naidoo serves on the SIG organising committee

- Kibbie Naidoo was invited to evaluate the Teaching Awards in the Faculties of Management and Humanities
- Kibbie Naidoo has been instrumental in developing the postgraduate diploma in higher education which has been submitted for approval. She has also been involved in a national project aimed at facilitating collaboration in the postgraduate diploma in higher education

Concluding Comments

Participants in all workshops and courses are requested to complete anonymous evaluations that provide qualitative and quantitative feedback, which is used to guide future activities. One of PASD's goals is to ensure that the workshops offered results in transformation in practice. Lasting transformation of practice can be enhanced through the development of communities of practice after focused workshops. These communities of practice will provide valuable support for staff as they grapple with and try to integrate what they have learnt in workshops into their practice. The potential value of these communities of practice is that they become groups of champions from promoting teaching excellence. PASD hopes to facilitate the development of communities of practice in specific areas in the future. It is believed that these developments in combination with the ones discussed in above will contribute to a more systematic approach to professional academic staff development.

3.4   The UJ First Year Experience (FYE) and Senior Student Experience (SSE)

The FYE office and the Director of ADC were involved in a number of initiatives that promoted and supported faculty and departmental strategies of creating the preferred first-year experience for UJ students.

FYE Research Projects

One of the main principles of the UJ FYE is that it is underpinned by research. This involves two main research projects, namely the Student profile Questionnaire (completed upon arrival) and the Initial Student Experience Survey (ISES) completed during week 6. The Student Profile Questionnaire (SPQ) data was collected at the beginning of the year during the first year seminar. During 2014 the SPQ was completed by 3639 students. The data was compiled into UJ and faculty reports and disseminated. Interesting findings (with the trends since 2007) are shown in the graphs below:

First Generation status 2007 – 2014
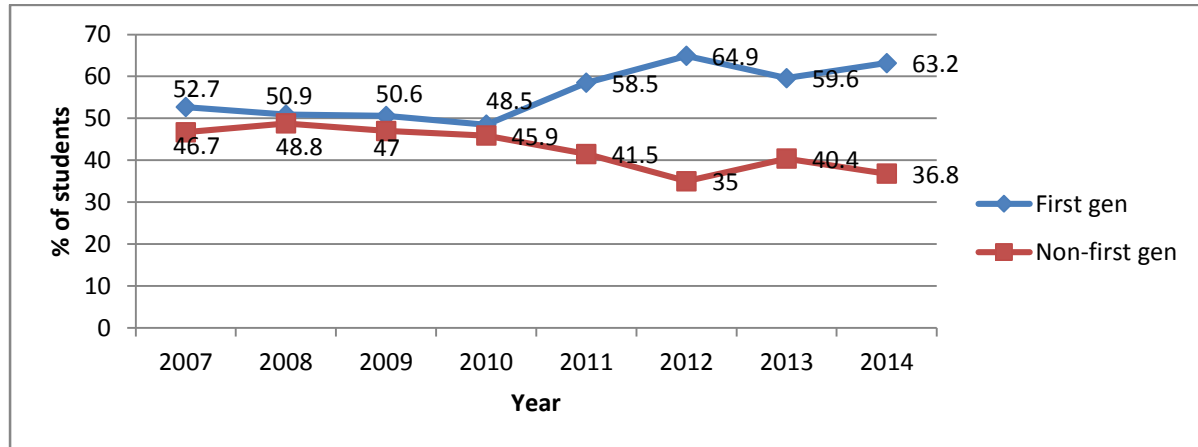
There has been a steady increase of first generation students within UJ. This challenges the institution to provide coordinated interventions to deal with matters of transition and adaptation.

First Generation status 2007 – 2014 sub-divided
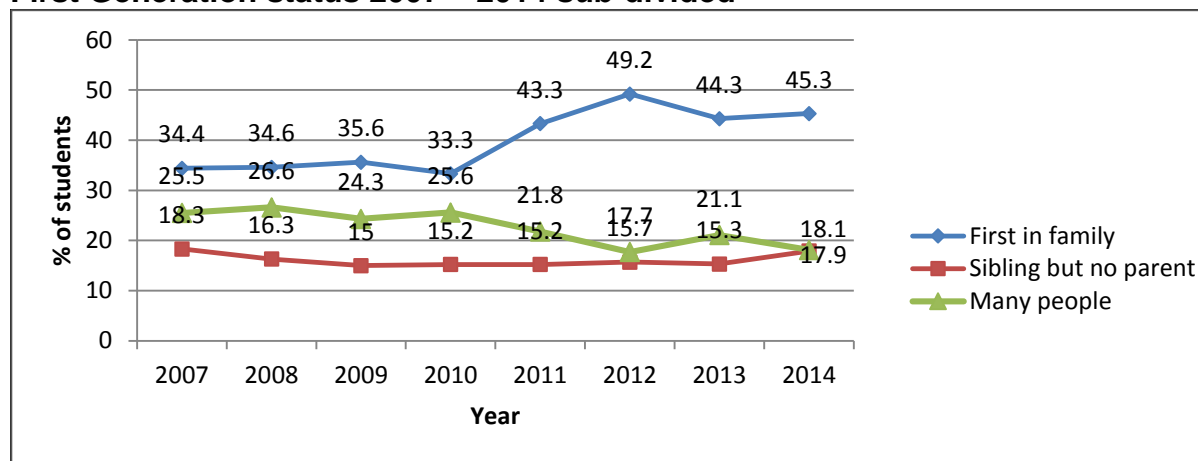
First-generation status means being a first-in-family university attendee or someone who has had other family members (other than the parents) attend university before them. Almost 45% of students entering UJ during 2014 are the very first members of their families to attend university.

Student worry about money 2007-2014
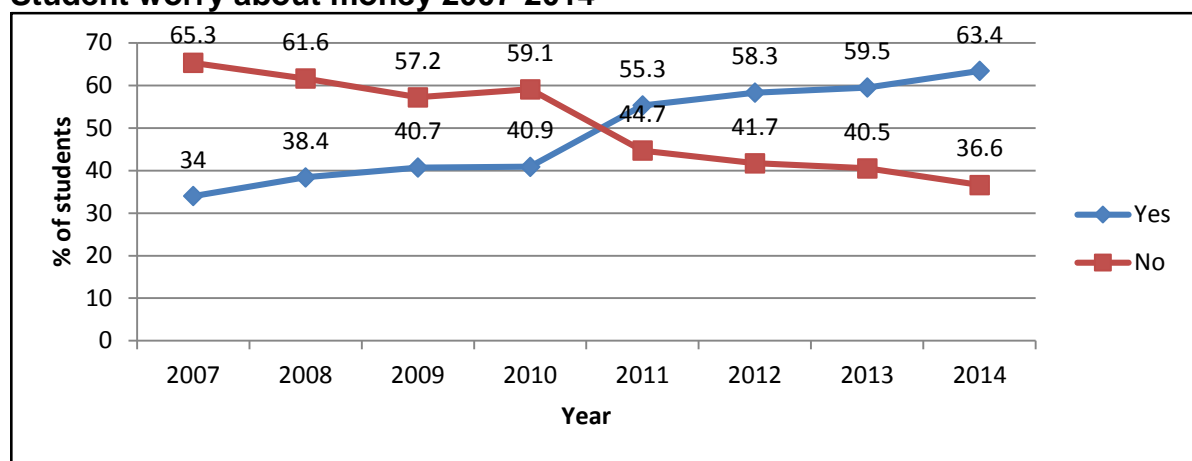
There is a steady increase in students worried that a lack of money will force them to abandon their studies. In 2014, this figure was 63.4%, which represents a complete turnaround from 2007, when 65.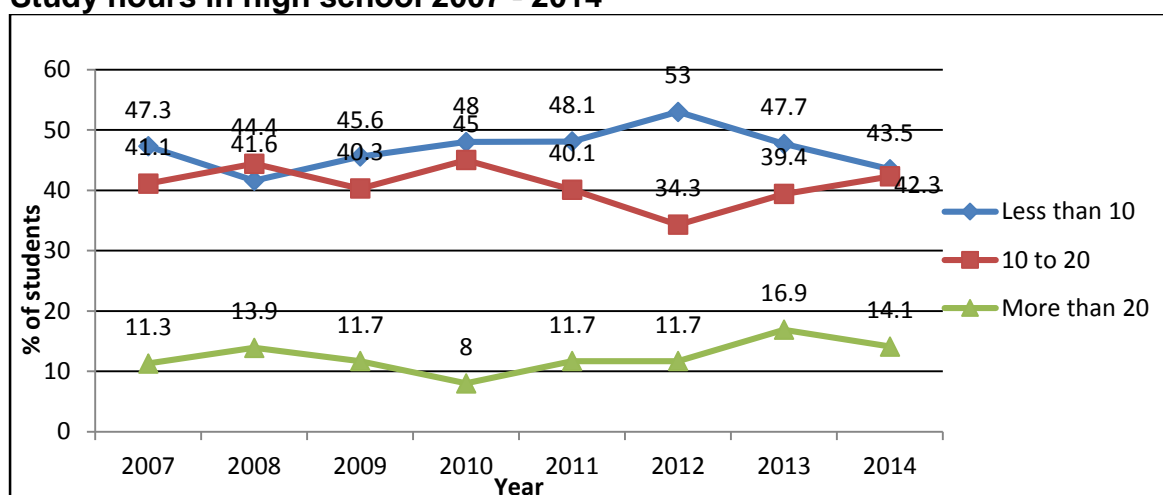3% of students were not worried about this issue. This is an indication of the level of poverty experienced by UJ students as well as the effect of the economic slowdown.

Study hours in high school 2007 - 2014

This last graph indicates that more students are not used to studying for long hours. The majority of students (85.8%) were studying for less than 20hrs per week in their previous academic year. This impacts on their level of preparedness for the academic challenges they will face at UJ.

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 initial student experience survey (ISES)
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 2014.

Some interesting findings from this survey

The total student experience
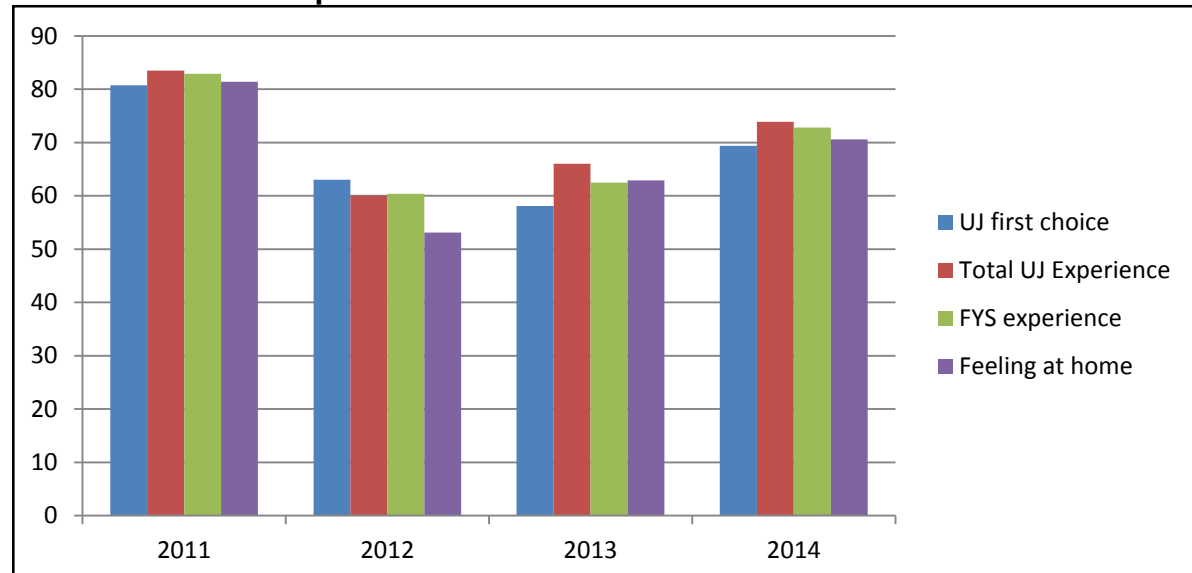
The students experience UJ positively with regard to UJ being their first-choice institution, their general experience past the six-week mark, and the fact that UJ makes them feel at home.

Students' concerns
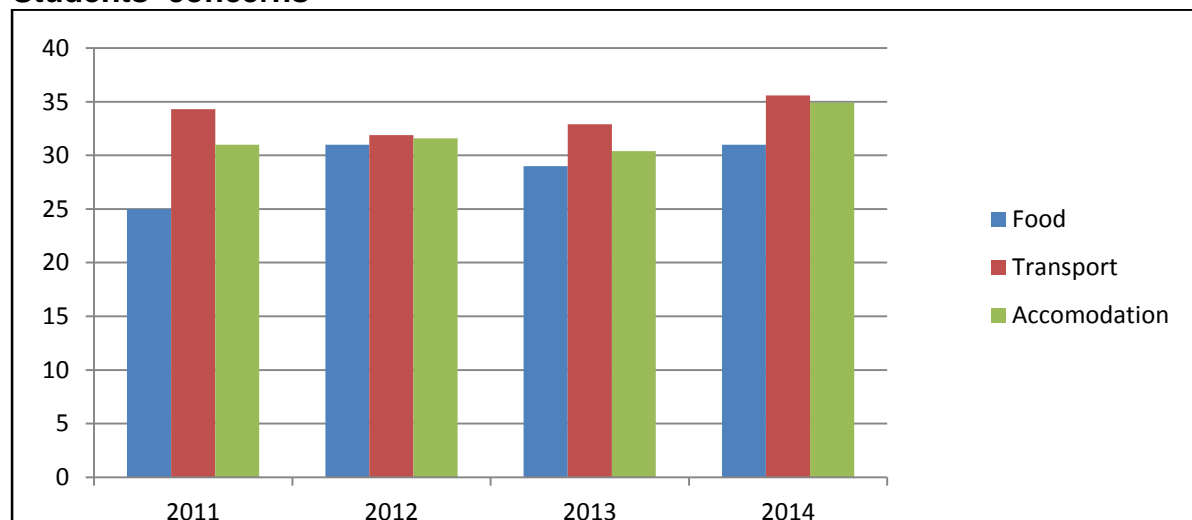
[accommodation misspelt in graph]
In this graph the three major concerns of students are highlighted. 30% of students are worried about food, 35% about transport and 34.8% about accommodation. This is significant for the FYE, as these have an impact on performance.

Where students stay
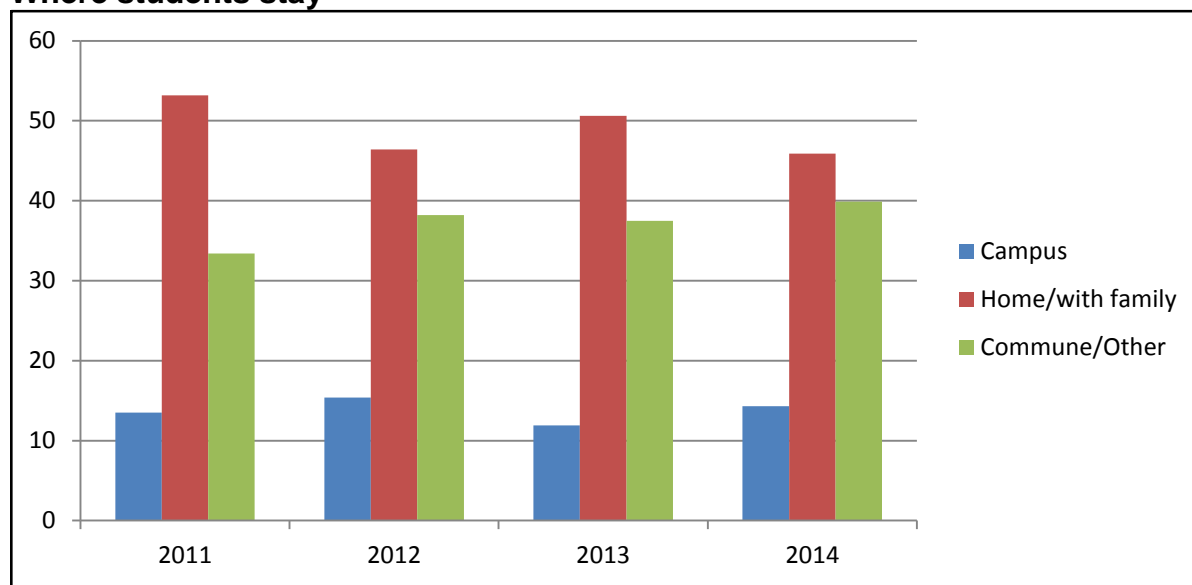
Very few first-year students stay on campus; the majority stay at home or with family. This could have a negative effect on the students. While they may enjoy family support, they miss out on many student activities. Most do not participate due to difficulties related to commuting.

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 has been done internally and nationally. The FYE office participated in the following:

- Conducted a workshop for the Vaal University of Technology (VUT) towards formulating their definition of FYE and creating an FYE office.
- Hosted staff from the Mangosuthu University of Technology (MUT) and shared ideas on FYE.
- Arranged and hosted a seminar together with the Unit of Professional Academic staff development (PASD) for first-year lecturers. The theme was "The changing students' demographics and the impact on teaching and learning".
- Prof Brenda Leibowitz, Dr Melanie Jacobs, Dr Andre Van Zyl and Dr Nelia Frade spoke at the seminar and Ms Elmarie Fourie from the Law Faculty and Mr Benjamin Mogapi also participated and presented at the seminar. There were about 90 staff members who attended.

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:

- Two FYE committees were established. The Strategic Committee of the FYE which consists of staff in faculties who are in charge of FYE and an Operations Committee whose role is to assist the FYE Coordinator in ensuring that new proposals and suggestions are made and implemented. These committees met four times in the year.
- Six faculties have invited the FYE coordinator to either their faculty first-year experience (FFYE) meetings or to the Faculty board meetings where first-year experience is a subsection of the agenda.
- The meeting with the Heads of Faculty Administration (HFA) was held where issues pertaining to FYE were discussed.
- The FYE Coordinator helped to connect the UJ support services with the Faculties.
- The extended orientation CD was distributed and slides were sent to faculties that requested them. Furthermore, students and staff were referred to the first-year toolbox, which provides students with extra information.
- Presentations were done to staff who participated in the HR customer service workshops. The total number of workshops conducted for 2014 were three, and 213 staff members attended.
- Two workshops were facilitated for new staff in January and in July (70) and also workshops for the following faculties and departments were conducted, the ADS (118), student marketing (6) and a talk with Protection Services (8).
- As part of the proposal on the 2013 report that faculties should try and incentivise first-year lecturers, the Faculty of Humanities took this up and three staff members were selected as the best first-year lecturers based on the criteria set by the faculty. Dr Maria Frahm-Arp from Religious Studies has been selected as the best first-year lecturer.

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 workshops were conducted for students directly.

First Year Seminar
The first-year seminar (FYS) has now been moved to the FYE office and slowly the FYE Coordinator was initiated into this coordinating role.

Planning and preparation for the 2015 first-year seminar began in earnest in August 2014. The FYE Coordinator undertook a lot of coordination work for the FYS. This included co-ordination of services, booking of venues, ensuring that faculties have viable programmes and the printing of programmes was undertaken by the FYE Coordinator. In this task she was supported by Ms Susanne Taylor and Ms Lebo Mosebua.

Other initiatives
- A booklet "first-year toolkit" was created by the UJ FYE office and student representatives and distributed to all first-year students at the beginning of 2014.
- "Taking the step up" presentations were made to various first-year groups.
- FYE collaborated with UJ Student Affairs in the distribution of dehydrated meal packs to hungry students.

- An attempt was made to establish a help desk. This idea was communicated to the Campus Director Dr Manyaka and a directions notice board has been planned.
- Social media has grown tremendously. Presently FYE has 2057 followers on Facebook and 879 on twitter.

Community engagement
- The FYE office was involved in the following outreach programmes:
- Motivation of high school students through the Funda Africa project in Alexandra.
- Career guidance for high school students through the Tirisano project in Soweto.
- Liaison with Alafang high School in Katlehong with regard to study skills training for the students by UJ students in the Faculty of Education.

Summary of workshops conducted through the FYE office

Workshops	Number of attendees
New staff (January and July 2014)	70
Human Resource Customer services	213
ADS	118
Student Marketing (Advancement	8
FEFS Faculty board meeting	75
Science First Year Academy	34
Sophiatown/Horison students workshop	120
RAA training	160
House Committee training	200

The UJ Senior Student Experience
During the five and a half years since the successful implementation in 2009 of the UJ First Year Experience (FYE), it has become increasingly clear that an inevitable and crucially important next phase is to extend, deepen and adapt this initiative in order to implement an appropriate, differentiated set of enablers and supports for *all* undergraduate students. It is in this context that the Senior Student Experience (SSE) has been conceptualised. Both the FYE and the SSE are institutional responses to the serious problem of poor student success rates prevalent in South Africa, and an attempt to maximise caring student experience.

On Friday 14 March 2014, Academic Development and Support hosted a SSE workshop aimed at ensuring broad-based inputs into the SSE planning and process. The workshop was attended by representatives from all Faculties, ADC, CAT, Student Finance, PsyCAD, Alumni and the FYE office. The definition, principles and focus areas described below were collectively determined at the workshop. The SSE will aim to strengthen existing initiatives within faculties and support divisions (of which there are many), establish best practices and set benchmarks, and establish new initiatives in the course of its work.

The formal SSE document was circulated and approved by the UJ STLC and Senate. During the last months of 2014 a UJ SSE coordinator was appointed who made contact with various faculties and the first UJ SSE committee meeting was held. During 2015, the SSE will be formalised and the first SSE initiatives will be initiated.

The establishment of the National Resource Centre for the First Year Experience and Students in Transition (SANRC) on a UJ campus

The grant
ADS applied for a Department of Higher Education and Training (DHET) collaborative Teaching Development Grant (with UP, DUT, UFS and VUT). The grant of just under R9 million, spread over a three-year period, was awarded. As a result the South African National Resource Centre for the First Year Experience and Students in Transition will be established on one of the UJ campuses during the next few months.

Implementation update
- An Interim Advisory board consisting of Prof Suellen Shay (UCT), Prof Thengani Ngwenya (DUT), Dr Pauline Machika (VUT), Dr Juan-Claude Lemmens (UP) and Dr Jennifer Keup (NRC) was established.
- Finances: The first year of grant funding was paid to UJ during August 2014 and a SANRC account was set up.
- HR: The advertisements for the four positions were published during the weekend of 5 October 2014. Four posts were advertised (Director, Senior Researcher, Researcher and Administrator) and have been created on the UJ system. Shortlisting took place on Thursday 13 November 2014 with the first set of interviews taking place in November 2014 and the second during January 2015.
- Legal agreements: With the assistance of the UJ legal office, an MOU and a more detailed agreement between the American NRC and the SANRC was being negotiated. This process made good progress during 2014.
- Physical space: We are still working on the exact location for the SANRC, but good progress was made in this regard.
- Website: Interexcel (www.interexcel.co.za) was identified as the preferred service provider to create the SANRC website. A slim version of the site was up and running by November 2014. The site is currently being grown.
- Initial material development and regional workshops: Prof Jenny Clarence-Fincham was appointed to work with the SANRC as external facilitator. She assisted with soliciting short local resources focusing on first-year transitions from a variety of national experts during 2014.
- FYE conference: A National FYE conference is being planned for 19 – 21 May 2015.
- Promotion: A booth was booked at the National HELTASA conference during November 2014. The booth was used to make conference attendees aware of the work of SANRC as well as to recruit interested role players.
- Visual identity and logo for the SANRC: A logo and basic visual identity was designed and selected.
- Strategic documentation: An initial vision, mission, goals and core commitments were created for the SANRC.

3.5 Research Activities within ADC

During 2014, 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 during 2015.

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 national colloquium presenting the final results of the project took place 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 is being conducted in six English-speaking countries (USA, UK, Canada, Australia, New Zealand and South Africa) during 2014 and beyond. The aim of the study is to provide national data as well as international comparisons as regards the use and experiences of senior students involved in peer-assisted learning.

The University of Johannesburg has entered into a research partnership with the University of Toronto through a research project entitled "Academic Writing Instruction and the Discourse of English as an International Language: A Comparative Study of Canadian and South African Writing Centres". The research is mainly conducted by Dr Tyler Evans-Tokaryk, Visiting Scholar at UJ and writing centre director in Canada.

The UJ FYE office continued with its two longitudinal research projects aimed at profiling newly entering students and at measuring the student experience at week 6 of their first year. Both projects now have multiyear data and can draw on databases of more than 20 000 records.

Members of ADC were once again actively involved in the activities of the Higher Education Learning and Teaching Association of Southern Africa (HELTASA). This included active participation in various Special Interest Groups; conference participation and two papers published in peer reviewed conference proceedings during 2014.

The ADC Colloquium was introduced in 2013 by Dr Guy Mihindou with the aim of providing ADC novice and emerging researchers with opportunities to develop and share research knowledge and expertise. In 2014, the writing centres organised the 2nd interdisciplinary academic development research colloquium where ADC staff, writing consultants and postgraduate writing fellows presented their research projects. The event was peer reviewed and presentation development workshops were held to prepare speakers for their presentations.

Publications emanating from ADC during 2014
van Zyl, A. (2014)   Teaching the students we have : Two perspectives on first year students at the University of Johannesburg and the UJ First Year Experience initiative, *Peer reviewed Conference Paper, HELTASA*

Dube C. M., Kane S., Lear, M. (2014) Reflections on the role of metacognition in student reading and learning at higher education level. *Africa Education Review*

Mavunga G., Cachalia F. (2014). First Year Students Perceptions of Extended National Diploma Programmes: The case of a comprehensive. *International Journal of Higher Education*

Kubeka, W.M. (2014). Staff Development in primary schools: A survey from Tembisa, South Africa. *Mediterranean Journal of Social Science*

Mc Donald, J & Underhill, J. (2014). Making history familiar: the past in service of the self. *Yesterday & Today* no 11.

Mavunga, G. and Kufakusenu, P (2014) Iwe or 'Imi? An analysis of terms of address used by police officers at Mbare police station. *Language Matters*

Shabanza, K. (2014) 'Struggling with Postgraduate Studies': Bachelor of Technology Students Writing Academic Genres. *Peer reviewed conference proceedings HELTASA*

Shandler, M. (2014) Collaborative Partnership to facilitate change in higher education. *Mediterranean Journal of Social Science*

Shandler, M. and Steenkamp, K. (2014) Some prerequisites for access programmes that contribute to academic success in higher education. *Africa Education Review*

Underhill, J. Clarence Fincham, J & Petersen, N. 2014. Developing a mentorship programme for junior lecturers working with student tutors at a South African university: emerging shifts in pedagogy and identity. *Education as Change*.

Underhill, J & Kara, M. 2014. Developing a culture of tutorship. A UJ case study in managing teaching development grants. Experiences from the large class project. CHED, UCT

4. FINANCIAL REVIEW

Entity number	Expenditure	Budget	Amount Spent
AN ABRIDGED INCOME AND EXPENDITURE STATEMENT OF THE ACADEMIC DEVELOPMENT CENTRE FOR 2014			
COST CENTRE 142100			
31000	**Personnel Costs**		
31200	Salaries cost company	R 13,087,964.52	R 13,355,227.40
31300	Temporary salaries	R 8,119,875.05	R 8,142,524.30
31400	Overtime salaries	R 17,940.50	R 4,580.44
	SUB TOTAL	**R 21,225,780.07**	**R 21,502,332.10**
33200-41900	**Operational Costs**	R 1,674,112.36	R 1,836,274.63
44300-44700	**Capital Costs**	R 655,651.50	R 851,206.70
	TOTAL	**R 2,329,763.86**	**R 2,687,481.33**

During 2014, the ADC used its finances effectively, as can be seen in the table above. There was a relatively small over-spend, mainly as a result of the rand–dollar fluctuations during the year.

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 was made in responding to the abovementioned recommendations during 2013. This continued during 2014 and the ADC progress report serving 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. Individual academics who have been mentored by the Unit for 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 elicit tutor challenges and positive experiences. Importantly, tutors may comment on the relationships and departmental support that they have experienced. This includes senior tutors and helps structure senior tutor development. These reports are

compiled twice a year and are then sent to the Executive Director (ADS) and Director (ADC) for comment and to raise awareness of the utilisation of the tutor programmes in each faculty.

5.3 Extended Programmes

The quality assurance processes from 2013 were maintained in the 2014 academic year. Operational Planning sessions held in November 2013 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 2014 included:
All writing centres adhere to a number of quality assurance principles and mechanisms, including employment criteria, initial training in January, weekly training (continuous training), observations sheets, consultant evaluation form, performance management, peer evaluation, and mid-year and year-end evaluations.
Further quality assurance measures 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 2014, 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 ongoing 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 ongoing 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 faced by 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 2013, and also introduced more 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 and Senior Student Experience initiatives helps to create and encourage partnerships between ADC, faculties and other stakeholders and is another mitigating strategy. Such institutional approaches allow optimisation of resource usage and integration, which leads to more effective interventions.

Equitable services on all campuses, and growing workloads
ADC has mostly achieved fully equitable services on all four UJ campuses. Achieving equitable services remains a challenge 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 APB. Similarly, a senior tutor has been appointed to work on SWC one day a week.

7. STRATEGIC THRUSTS FOR 2015

The strategic thrusts for 2015 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 build momentum for the Senior Student Experience (SSE) initiative;
- To establish the National Resource Centre for the First Year Experience and students in transition on a UJ campus;

- 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.
- To move to a more active mode in promoting ADC's services to the various UJ constituencies.

Concluding Reflection

During 2014, ADC once again made considerable progress in positioning itself within the university as a core contributor to reaching the university's strategic goals. PASD has now fully settled in ADC and this is continuing to unlock 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 mostly ensured equitable provision of academic development support on all four campuses.

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.

ADC is playing a growing and important role in providing institutional strategies to address issues related to student success. Examples include the UJ FYE and SSE initiatives, the development of an initial literacies strategy document and the development of an online English development course aimed mainly at international students. International recognition has also grown for the work being done at UJ. This is evidenced by the visiting Canadian scholar hosted in ADC, the growing number of international research collaborations and the growing relationship between UJ and the international FYE community.

There has been 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 2015 and beyond, 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.

ADC prides itself in contributing to the various strategic goals that have been set for UJ. It has done so by firstly aligning its own strategic goals very closely with the UJ strategic document. Secondly, ADC as contributed in various ways to the five strategic UJ objectives:

Strategic objective one: Excellence in Research and Innovation. ADC is continuing to grow the breadth and depth of its research contribution, and publications have grown from a mere trickle to a steady flow. Through the work of ADC, UJ has also taken the national (and to some degree international) lead in institutional efforts at improving student success as manifested in the UJ FYE and SSE initiatives.

Strategic objective two: Excellence in Teaching and Learning. This is the core business of ADC and its entire staff. All the detailed descriptions above are directly aimed at improving undergraduate teaching and learning. This is done by assisting both access-seeking students (access programme involvement) as well as top performers (involvement in UJenius). It also involves students directly (learning and literacies development); work with senior students (tutors, senior tutors etc.) and academic staff (PASD).

Strategic objective three: International Profile for Global Excellence and Stature. ADC has firstly contributed to this goal in various ways, including by developing UJ's own language testing and development service called the University of Johannesburg English Language Programme (UJELP). It also has various international partnerships and is taking the international lead by working to establish the national resource centre for the FYE.

Strategic objective four: Enriching Student-Friendly Learning and Living Experience. ADC both directly and indirectly contributes to this goal. Through the FYE committees (and lately the SSE) it works continually to improve the living and learning environment by ensuring a more coherent and coordinated approach to improving these areas of the student experience. Various ADC staff members work directly with Student Affairs professionals to improve the student environment.

During 2015 ADC will continue to sharpen its focus and to use its resources as effectively as possible to contribute to the success of the University of Johannesburg and all of its stakeholders.

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) and comprises six service units and one support unit 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. The Director of PsyCaD is supported by the Management Team which consists of the Team Leaders. PsyCaD is represented on each of the four UJ campuses with fully-fledged professional services on offer at all sites. 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.

The Shared Services Unit provides administrative support to the six service units. It is important to note that all professionals in PsyCaD work across all functions, and focus on processes unique to their unit. The governance structure of PsyCaD is presented in the functional model in Figure 1.

All psychological services in South Africa are governed by all the relevant policies of the Health Professions Council of South Africa (HPCSA), and specifically the Health Professions Act 56 of 1974. As an HPCSA-accredited service provider, PsyCaD remained committed to delivering excellent psychological and career services to UJ students during 2014, while adhering to all relevant legislation.

PsyCaD ensures adherence to relevant legislation through the implementation of Standard Operating Procedures (SOPs) within the Centre. The PsyCaD Quality Promotions Committee (QPC) meets once a term to ensure that all revised and upgraded quality matters are implemented and operational. The QPC, chaired by the Director of PsyCaD, in 2014 finalised the quality assurance system that guides the practices and processes within the Centre. These processes relate to the administration of client records, the manner in which PsyCaD clients are invited into the helping-caring spaces that PsyCaD provides to the UJ community, its electronic record keeping system as well as a standard operating procedure system which is aligned with the health professions regulator's (Health Professions Council of South Africa (HPCSA)) code of conduct, ethics, rules and regulations and the laws governing the practice of psychology (health, education, social-welfare and labour legislation). It was decided by the QPC under the leadership of the Director of PsyCaD to conduct scheduled internal audits of the Service Units to maintain and enhance the quality system and services in PsyCaD and to ensure that PsyCaD is

compliant with the requirements of the Health Professions Council of South Africa (HPCSA) and the Council for Higher Education (CHE). Internal audits will occur in a two-year cycle.

Conceptual model of PsyCaD functions 2014
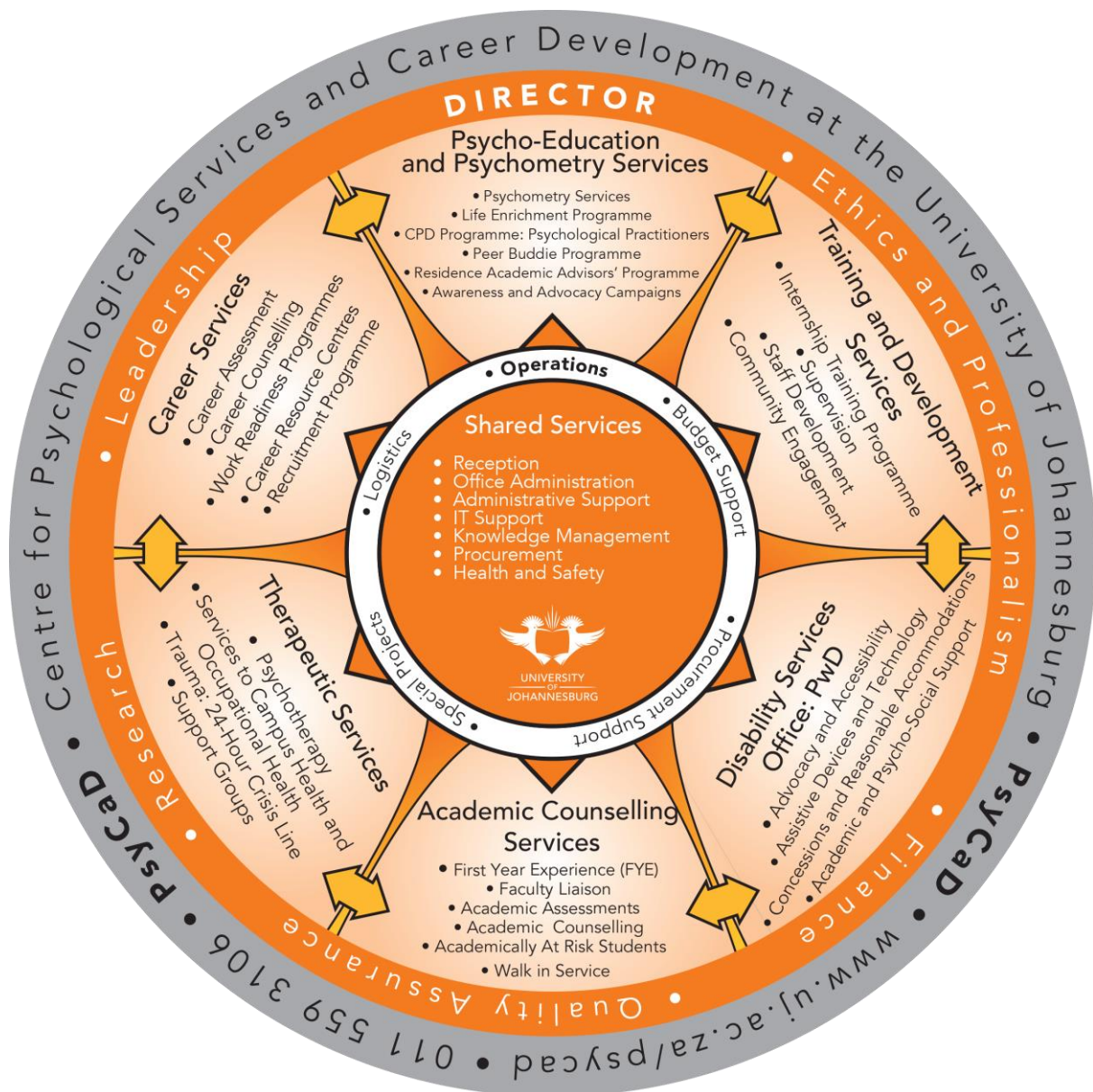
The internal audit process was piloted on one Service Unit with criteria for auditing developed based on the Regulator's requirements and laws governing the process. The outcome of the internal audit reflected well on the Service Unit. Roll-out of internal audits of Service Units will be deliberated by the PsyCaD Management Team in 2015.

The PsyCaD Risk Register is contained in the ADS Risk Register, which was managed in 2014 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.

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

Organisation	Membership
HPCSA: Health Professions Council of South Africa, Professional Board for Psychology	All Professional Staff within PsyCaD
BHF: Board of Healthcare Funders of South Africa	PsyCaD is registered as a group private practice to accommodate paying clients
HEDSA: Higher Education Disability Association	Ms Wolfensberger-Le Fevre
HKPS: Hong Kong Psychological Society	Mr Pon
NAPTOSA: National Professional Teacher's Organisation of South Africa	Ms Stokes
PsySSA: Psychological Society of South Africa	Individual membership by a number of psychologists within PsyCaD
SAALED: South African Association for Learning and Educational Difficulties	Ms Stokes
SACE: South African Council for Educators	Ms Wolfensberger-Le Fevre
SAGEA: South African Graduate Employers Association	Ms Scheepers, Mr Van den Berg
SAGDA: South African Graduate Development Association	Mr Van den Berg
SAACDHE: The Southern African Association for Counselling and Development in Higher Education	Various professional staff members, and institutional membership within ADS

The Director, Professor Pretorius, has served on the Professional Board for Psychology for the past 13 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).

It is with regret that PsyCaD took leave of Prof Gertie Pretorius, who went into early retirement after a career spanning 34 years in the employment of the then Rand Afrikaans University (RAU), and UJ.

2. EMPLOYEE PROFILE ANALYSIS

The figure on the page that follows outlines the organogram and the employees of the Centre for Psychological Services and Career Development (PsyCaD), as at 30 November 2014.

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

PsyCaD Resignations and Appointments – 2014

PsyCaD Resignations 2014			
Position	**Type**	**Staff member**	**Date**
Programme Developer	Temporary	Ms Annelise Adlam	28 February
Psychologist	Permanent	Ms Portia Maruping	31 March
Administrative Assistant	Temporary	Mr Shane Mathebula	31 July
Research Assistant	Temporary	Ms Rony Sklar	23 September
UMatter Campaign Coordinator	Temporary	Ms Stacy Rontiris	30 November
Psychologist	Temporary	Ms R Pettipher	30 November
Psychologist	Temporary	Dr A Hutchinson	30 November
Administrative Assistant	Temporary	Mr Ananthon Pillay	30 November
Assistant to the Director	Permanent	Ms Izaan Degenaar	31 December
Psychologist	Permanent	Ms Gugulethu Gigaba	31 December
*PsyCaD Director	Permanent	Prof Gertie Pretorius	30 November
PsyCaD Appointments 2014			
Psychologist	Permanent	Ms Kerri Ann Alexander	01 January
Psychologist	Permanent	Mr Ahmed Mohamed	01 January
Virtual Liaison Assistant/Web Editor	Temporary	Mr Kevin Reddell	01 January
Psychologist	Three year fixed term	Ms Desire Johnson	01 May
Psychologist	Permanent	Ms Gugulethu Gigaba	01 May
Administrative Assistant	Temporary	Ms Gabriella Bezuidenhout	01 August
Psychologist	Permanent	Mr Yolandran Moodley	01 September

* Early Retirement

2.1 Organogram

Director
Prof H.G. Pretorius (APK B5)

Management Team comprising:
Team Leaders

Special Operations Officer: Ms L. Padayachee (APK)
Financial Officer: Mr T. Gamede (APK)
Administrator: Ms I. Degenaar (APK)
*Social media/ Web Editor: Mr K. Reddell (APK)
*UMatter Campaign Coordinator: Ms S. Rontiris (APK)

Academic Counselling Services:
Team Leader: **Ms Z. Asmal (APK)**
**Psychologist: Ms S. Stokes (APK)
Psychologist: Ms K. Alexander (APK)
Psychologist: Ms R. Buys (SWC)

Therapeutic Services:
Team Leader: **Ms S. Sewrajan (SWC)**
Psychologist: Mr A. Mohamed (APK)
Psychologist: Ms Y. Moodley (DFC)
Psychologist: Ms N. Reddy (DFC)
Psychologist: Ms L. Primo Naidoo (APB)

Career Services:
Team Leader: **Mr I. van den Berg (APK)**
Coordinator Graduate Recruitment: Ms L. Scheepers (APK)
Coordinator Employer Relations: Vacant (APK)
*Psychologist: Ms L. Claassen (SWC)
Psychologist: Ms Y. Nonguaza (APK)
**Career Consultant: Ms M. Snyman (Across sites)
**Career Consultant: Ms K. Gunya (Across sites)

Psycho-Education and Psychometry Services:
Team Leader: **Mr L. Pon (APB)**
Psychologist: Ms M. Naicker (APB)
Psychologist: Ms L. Abdool-Gafoor (APK)
(Maternity Leave - Oct-Dec)
**Psychologist: Ms D. Johnson (APK)
Psychologist: Ms G. Gigaba (DFC)
Psychometrist: Ms S. Botha (APK, across sites)
Psychometrist: Ms F. Jogie (APK, across sites)
Psychometrist: Ms K. Mintram (APK, across sites)
* Programme Developer: Ms E. Dankaert (APB)
* 20 Students Psychometrists (APK, across sites)
* Peer Buddies (Across sites)

Shared Services
Team Leader/Special Operations Officer: Ms L. Padayachee (APK)
Administrative Assistants: Ms B. Crestwell (APK), Ms K. Thomas (APK), Ms N. Nicholas (APK), Mr P. Boleu (DFC), Ms R. Mosime (SWC), *Ms G. Bezuidenhout (APB).
Office Administrators: Ms L. Tatayas (APK), Ms R. Ntuli (APB/DFC), Ms K. Mosoge (APB).
Information Technologist: Ms X. Mulaudzi (APB)
Internal Assistant/ Messenger: Ms G. Moyana
(APK)

Disability Services
Team Leader: **Ms C. Wolfensberger-Le Fevre (APK)**
** Psychologist: Ms M. Ramaahlo (APK)
PWD Administrator: Mr A. Nkuna (APK)
PWD Assistive Device Administrator: Mr E. Mhlanga (APK)
*Case Manager: Ms W. Mapaku (APK)
*Braille Editor: Ms L. Mc Diarmid (APK)
*Driver: Mr T. Ngobeni (APK)
*Sign Language Interpreter: Ms M. Siphumelele (APK)

Training and Development Services
Team Leader: **Ms M. van Rooyen (APK)**
Psychologist: Ms T. Le Roux (APK)
*Psychologist: Dr A. Hutchinson (APK)
*Psychologist: Ms R. Pettipher (APK)
*13 Intern Psychologists (Across sites)

*Temporary appointment   **Tree year fixed term contract

The table below outlines the Employee Profile 2014 for permanent, three-year fixed-term (3), temporary employees, student employment categories such as Peer Buddies and Work Integrated Learning (WIL) students. The table below outlines the Peromnes levels of staff in the Centre and the demographic profile.

2.2 Equity Profile

Employees Peromnes and Profile/Category	African	Coloured	Indian	White	Male	Female	Total
P5: Director				1		1	**1**
P7: Coordinator III (Psychologists, including the Team Leaders)	4	3	7	6	5	15	**20**
P8: Coordinator II (Psychometrists, Financial Officer, Manager: Shared Services)	1		2	2	1	4	**5**
P9 - P10: Coordinator: Graduate Recruitment Programme, Administrative Officers	3			3		6	**6**
P11 – P12: Administrative Assistants, Administrative Assistant: PwD, Information Technology Assistant, Administrator to the Director	5	3		1	3	6	**9**
P13 – P15: Internal Assistant	1					1	**1**
Sub Totals	**14**	**6**	**9**	**13**	**9**	**33**	**42**
Total		**42**			**42**		**42**

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

Comments in terms of the Human Resources capacity within PsyCaD
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 20 psychologists in PsyCaD for nearly 50 000 registered students in UJ translates to 1 psychologist for every 2500 students in UJ. In order to serve the UJ student population optimally, according to international and national benchmarks, PsyCaD optimally requires 33 psychologists, which means a further 13 psychologists are needed. It is essential, therefore, that the perceived gap in the number of psychologists in the employ of the university, in comparison with international benchmarks, is filled by the intern psychologists, who render an important service to the student population, while they benefit from the completion of the internships at an acclaimed supervisor site, within PsyCaD.

Employee profile of the Disability Services Unit
When compared to other established disability units within the higher 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 they are enrolled at.
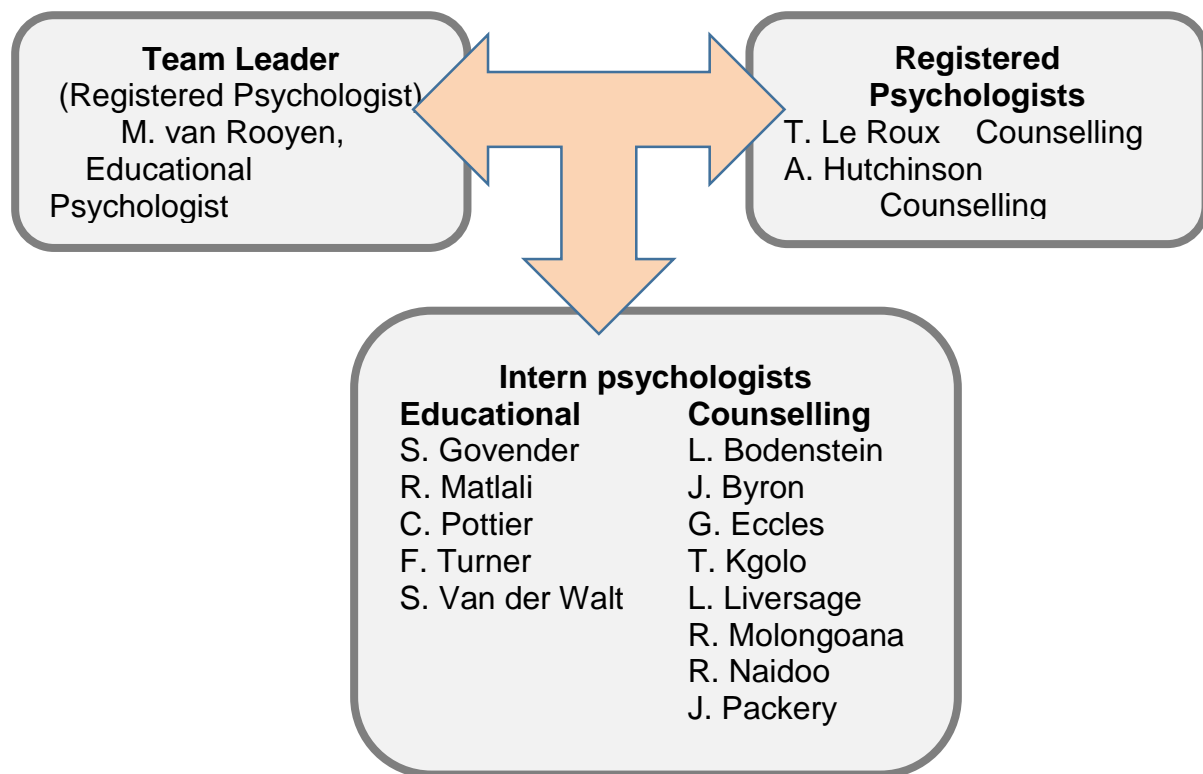
Employee profile of the Training and Development Unit
Four registered psychologists are appointed in the Training and Development Unit, two of which are full-time appointments and two are temporary appointments. In addition, all intern psychologists are temporarily employed by the University of Johannesburg, for the period of 12 months January through December of each year. The 13 intern psychologists commenced their internship at PsyCaD in January 2014. They are affiliated with the following universities:
- University of Johannesburg
- University of Witwatersrand
- University of Pretoria
- University of Zululand
- Rhodes University

One of the intern psychologists was appointed by UJ Sport, but followed the PsyCaD Internship Programme, adhering to HPCSA guidelines. The intern psychologists are based on the Auckland Park Campus at either the C-Ring or B5 PsyCaD sites and one on Auckland Park Bunting Road Campus. Although intern psychologists are placed only on these three sites, they rotate between the sites on the other campuses.

The Organisational design of the Training and Development Services unit

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┌─────────────────────────┐         ┌─────────────────────────┐
│      Team Leader        │ ◄─────► │      Registered         │
│ (Registered Psychologist)│        │     Psychologists       │
│    M. van Rooyen,       │         │ T. Le Roux   Counselling│
│     Educational         │         │ A. Hutchinson           │
│     Psychologist        │         │         Counselling     │
└─────────────────────────┘         └─────────────────────────┘
                    │
                    ▼
        ┌─────────────────────────────┐
        │    Intern psychologists     │
        │ Educational    Counselling  │
        │ S. Govender    L. Bodenstein│
        │ R. Matlali     J. Byron     │
        │ C. Pottier     G. Eccles    │
        │ F. Turner      T. Kgolo     │
        │ S. Van der Walt L. Liversage│
        │                R. Molongoana│
        │                R. Naidoo    │
        │                J. Packery   │
        └─────────────────────────────┘
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The advantages of intern psychologist appointments are as follows:

- They provide low-cost labour at an amount of R84 000 per annum per temporary appointment. They are motivated and bring increased productivity as they work across all service units within PsyCaD.
- The mentoring of the intern psychologists provides PsyCaD professionals the opportunity of mutual education and the building of essential skills.
- PsyCaD contributes to the learning and training by providing this internship to intern educational and counselling psychologists. The internship is highly beneficial to the intern psychologists, who gain experience, develop skills, strengthen their resumes, 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.

The process for the recruitment of 2015 intern psychologists was also completed by November 2014. In addition, the Witwatersrand University invited PsyCaD to present the internship to the Counselling Psychology students. Two intern psychologists from PsyCaD did a PsyCaD presentation to the UJ Psychology Master's class.

A total of 47 candidates from the counselling and educational psychology categories applied for the 10 internship positions available in 2015. A paper selection was completed and 25 prospective intern psychologists were invited to the interviews. The interviews were conducted during July 2014. One of the ten intern psychologists will be funded by UJ Sports during 2015.

The following intern psychologists were selected for 2015

Name	Category	University
Coetzer Keziah	Educational	University of Pretoria
Mtsweni Thabile	Educational	University of Pretoria
Gaffney Theona	Educational	University of Witwatersrand
Degenaar Izaan	Educational	University of Johannesburg
Hage Linda	Educational	University of Johannesburg
Chirwa Lucy	Counselling	University of Pretoria
Delport Zhel-Ann	Counselling	University of Witwatersrand
Kerrin Ceri	Counselling	University of Witwatersrand
Prado-Castro Daniela	Counselling	University of Witwatersrand
Pearman Robert	Counselling	Midrand Graduate Institute

A compulsory orientation day was attended by all selected intern psychologists in November 2014.

Summary of 2014 performance of the Training and Development Services unit with regard to PsyCaD staff development and intern psychologist training and supervision activities for 2014:
- Twelve intern psychologists successfully completed their internships, therefore adhering to and honouring the regulations of the HPCSA. One had to terminate his internship with PsyCad due to health reasons.
- Three intern psychologists (who adhered to the academic requirements of Master's degree) wrote and passed their Board Examination and registered as Psychologists with the HPCSA.
- PsyCaD registered psychologists, psychometrists and counsellors attended CPD accredited trainings.
- PsyCaD Shared Services staff attended two team-building sessions.
- The Training and Development Services Unit hosted a successful Teacher Day Workshop to further aid the marketing of PsyCaD services.
- Representation of PsyCaD on Rainbow Radio
- Successful community engagement.

Human Resources goals of the Training and Development Services unit for 2015:
- Ensure that the PsyCaD internship programme maintains its high stature with the Board of Psychology
- Ensure smooth integration of two new registered psychologists to the team
- Enhance the marketing of PsyCaD psychological services to ensure income generation
- Focus on the execution of intern psychologists entrepreneurial projects
- Reaching more students through workshop interventions

- Involvement in the debriefing of Radiography and Emergency Medical Care students, who are faced with secondary trauma
- Ensure that more intern psychologists sit for their Board Exams by encouraging them to complete their research
- Specialised and focused training for PsyCaD staff to enhance service delivery.

Staff Training

The Training and Development Unit is responsible for 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 clientele. Continued Professional Development (CPD) accredited training is offered to all professionals registered with the Health Professions Council of South Africa (HPCSA), to adhere to the requirements of the Board of Psychology. All identified training needs to benefit PsyCaD and should be in line with budget constraints.

The following training was offered to PsyCaD staff throughout the year:

Staff Training Topics	Presenter
DSM 5	Prof C. Smith
Calling vs. Psychosis	Mr G. Mkhize
Creative Expressive Arts Therapy	Dr E. Fritz
Career Construction Workshop	Prof K. Maree
Relationships	Dr A. Lydall
Trauma Bearing witness: making sense of trauma and the traumatic stress response	Ms Y. Esprey
Pharmacology	Dr J. Taylor-Moultrie
African perspective	Dr T. Diale
Psychology, Ethics and Law	PsyCaD Training & Development Team
UCT Disabilities Studies Short Course	University of Cape Town
HEDSA Symposium	Stellenbosch
Sign Language: Intermediate Training	Ms Tiny Handz
Shared Services Team Building	Performance Interactive

The Training and Development Services Unit regards 2014 as a healthy and productive year, with the professional staff receiving continued professional development across a range of applications, in order to expand their range of skills regarding therapeutic, disability and career approaches available to students, and in their interventions with their clients.

The intern psychologists also received training which is relevant mainly to the work in PsyCaD, but also for their personal work as psychologists, upon their registration as fully fledged psychologists in South Africa. The following training was provided during their orientation in January 2014:

Intern psychologist Training Topics
General introduction of UJ and ADC
Different Service Units within PsyCaD
Crisis Line Training

Intern psychologist Training Topics
Suicide Prevention Training
HCT (HIV/AIDS)
Termination of Pregnancy Training
General assessment and Report writing
Paradigms and Conceptualisation

One of the intern psychologists was appointed by UJ Sport, but followed the PsyCaD Internship Programme, adhering to HPCSA guidelines. The intern psychologists are based mainly on the Auckland Park Campus at the C-Ring or B5 PsyCaD sites, and one intern psychologist is based on Auckland Park Bunting Road Campus. Although intern psychologists are placed only on these three sites, they rotate between the sites on the other campuses.

The Peer Buddies were trained at the UJ Island in the Vaal in January 2014. They assisted in the First Year Students Seminar, where they directed students to venues and provided information about the University of Johannesburg and PsyCaD.

By collaborating with the Department of Public Relations, Faculty of Humanities, PsyCaD provides Work Integrated Learning (WIL) students the opportunity to complete their service learning within PsyCaD.

Shared Services Unit
The role of Shared Services is to support the professional services delivered by PsyCaD and renders support to all other Service Units within PsyCaD. The Shared Services Unit comprises administrative staff members responsible for office management (Office Administrators), reception staff (Administrative Assistants), an IT Assistant and an Internal Assistant. The Special Operations Officer fulfils a dual role, also serving as Manager: Operations.

Reception (including file management)
Front desk personnel, the Administrative Assistants, are responsible for the Reception areas in PsyCaD. Administrative Assistants welcome clients, attend to their requests, answer all incoming telephonic queries, make necessary diary bookings and capture the relevant client data on the Ukubamba database. Reception staff deals with cancellations and rescheduled appointments, which necessitate adjustments in numerous diaries. File handling is a key responsibility, with all files handled according to HPSCA requirements.

During 2014, there were **50 953** telephone calls (incoming and outgoing) by Shared Services staff in the execution of their duties. In addition Administrative Assistants oversaw clients utilising the facilities in the Career Resource Centres when the PsyCaD Work Integrated Learning students were not available.

Administrative services (including procurement, asset register, maintenance, local and international travel including UJ in-house transport services)
Administrative services are rendered across all sites and are well established. These services extend to meeting management, conference arrangements, local and

international travel, in-house transport arrangements, functions and entertainment, procurement etc.

During 2014, **291** procurement orders were placed, **107** transport requests were processed including local and international travel and accommodation, **15** functions and workshops were arranged, **675** maintenance and technical service requests were logged, and **51** meeting arrangements including minutes of meeting were completed.

Data Capturing (Ukubamba system)
The Ukubamba system is well established and utilised on a daily basis. The system enables the booking of clients, retrieval of client information and allows statistical data with regard to client services rendered to be extracted, in accordance with PsyCaD and other client needs. Ukubamba development was commissioned to ensure that the required statistics as required by the Faculties may be provided.

All client information is stored safely and securely, according to regulations set by the HPCSA.

Logistics and Operations
Site offices on APK (B5 and C Ring 1), APB, DFC and SWC are well established and functioning well. Renovations commissioned in 2013 for B5 were completed in 2014. DFC site renovations (including reception area) and changes on APB to enable clients with disabilities to access PsyCaD will be reviewed in 2015.

Health and Safety
Health and Safety matters are treated with the seriousness they deserve. Office Administrators serve as Health and Safety Officers and are trained in First Aid and generally the Administrative Assistants serve as Fire Marshals.

IT Support
The IT Assistant serves a key role in PsyCaD and supports the computers in the four PsyCaD Career Resource Centres (19 PCs), the five Assessment Centres (42 PCs) and the four Centres for People with Disabilities (22 PCs). ICS does not provide support in the PsyCaD centres, given that these are specialist Centres. Assessments to outside clients are paid for, in accordance with the income generation model in PsyCaD and it is thus crucial that immediate support is available should computer-related problems arise.

The IT Assistant also maintains the Computer Asset Register and is responsible for all software licences in PsyCaD. The Ukubamba system (implementation, training and development matters), computer security and back-ups form part of her portfolio.

3. STRATEGIC FOCUS AND TARGETS

PsyCaD aligns itself with the UJ Vision, Mission and Values, as well as with the strategic goals of the University of Johannesburg, as set out in the Strategic Plan 2025 of the University. In reflecting on the 2014 performance of PsyCaD in lieu of the UJ Strategic Plan, it is clear that PsyCaD supports the second objective of

Excellence in Teaching and Learning by providing an excellent postgraduate experience to intern psychologists and student psychometrists; thirteen intern psychologists successfully completed their internships at PsyCaD in 2014, and 20 student psychometrists completed their practicums through PsyCaD. Apart from this, the Centre strives to maintain research productivity and facilitates the development of research capacity among its professional psychological staff members. PsyCaD aligns itself strongly with the objective of an *Enriching Student-Friendly Learning and Living Experience* by providing excellent psycho-social, career development and disability support to UJ students 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;
- Working with careers in curriculum;
- Work place readiness programme and graduate recruitment programmes;
- Work Integrated Learnerships;
- Service Learning; and
- Internship opportunities.

PsyCaD vision, mission and values

PsyCaD continues to pursue its vision to remain a centre of excellence for psychological and career services. The Centre will continue its mission during the next year to provide the University of Johannesburg and the broader community with developmental, preventative and curative services through psycho-social, academic, therapeutic and career development interventions. In doing so, PsyCaD, through meaningful engagement with stakeholders and clients, pursues its stated values of

- Responsibility
- Accountability
- Relevance
- Ethical principles.

PsyCaD strategic objectives for 2014 and beyond

PsyCaD's Management Team identified the following strategic objectives for 2014 and beyond:

- Provide a foundation of psycho-social, academic and career services support to UJ students, staff and the broader community.
- Implement preventative and developmental psycho-social interventions to enhance the student experience and staff wellbeing.
- Enhance access to career guidance, career counselling and career resources to prospective students, UJ students and staff.
- Advocate for and provide holistic services to people with disabilities.
- Strengthen relationships with faculties and other stakeholders.
- Utilise digital technologies and optimise social media platforms.

- Develop and implement a research strategy to inform optimal practice within PsyCaD.

PsyCaD supports the pursuit of the overarching goal of UJ, namely "enhancing the excellence and stature of UJ" in its initiatives to nurture globally astute graduates. The Centre especially subscribes to strategic objectives two (Excellence in Teaching and Learning), four (Enriching Student-Friendly Learning and Living Experience) and five (National and Global Reputation Management), through our range of professional psychological and career development services. As highlighted in the Strategic Planning Matrix of the UJ Strategic Plan 2015, PsyCaD is closely involved in a number of key performance areas (KPAs) in the Division of Academic Support and Development (ADS) in support of teaching and learning, through KPAs 46 and 47, namely the First Year Experience and Senior Year Experience, and KPA: Graduate Employability initiatives and the QS Employer Reputation Score, through the annual Graduate Recruitment programme offered by the Career Services Unit. The core business activities of the Disability Services unit directly support teaching and learning, with the aim of promoting academic throughput of students with disabilities. The unit works closely with all faculties when support of students with disabilities is required.

Professional psychological and career development services
A large number of clients benefited from direct interventions from the 21 psychologists, 14 intern psychologists, two career consultants and three psychometrists deployed by PsyCaD. It is quite difficult to set a total number of clients benefiting from PsyCaD's services during the past year, due to the diverse range of our service offering, as well as the various types of clientele, being individuals, groups, as well as online clients. In addition it is unknown how many prospective and enrolled students and staff indirectly benefited from PsyCaD's ancillary services and activities. The numbers reported do not include the individuals reached through PsyCaD's, community engagement initiative, and through PsyCaD's online presence, which includes the Career Services Online website, accessing career guidance services through the Mxit Careers Chat Line, the PsyCaD and Career Services social media accounts, and talks and presentation during public appearances at schools, radio and television talks. The table below summarises the total clients that PsyCaD assisted according to intervention type.

Professional Psychological Services 2014

Clients seen per intervention type	Number of clients
Walk-in/Advisory service	5 609
Assessments	1 809
Cancellation counselling	1 068
People with disabilities – consulting sessions with clients	609
Individual therapy/counselling/career counselling	3 068
Group interventions	7 813
Crisis Line	301
Career Resource Centre	2 552
HIV Counselling and Testing (HCT) & Termination Of Pregnancy Counselling (TOP)	321

The most common reasons for referrals to PsyCaD included depression, anxiety, relationship problems, personal psychological challenges, bereavement, family problems, and issues with self-confidence, assertiveness issues, career choice counselling and preparation for the world of work (Table 2). The majority of students that accessed PsyCaD's services were from the Faculties of Humanities and FEFS, each accounting for approximately 25% of referrals (Table 3).

Top 10 reasons for referral

Reasons for referral	Count
Relational difficulties	833
Mood problems	674
Self-development	379
Anxiety-related difficulties	368
Loss/Grief	324
Adjustment difficulties	284
Trauma-related difficulties	275
Academic underperformance	244
Scholastic challenges	194
Career counselling	190
Total	**3765**

Clients seen per Faculty

UJ Student clients per Faculty	Number of clients	Number of sessions
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
Total	**2380**	**5080**

Statistical trend associated with students with disabilities registering with the university is as follows

STUDENTS WITH DISABILITIES PER YEAR					
Year	2010	2011	2012	2013	2014
Registered students	181	176	243	242	300
Graduate students with disabilities	26	18	60	77	63
Total	**207**	**194**	**303**	**319**	**363**

The above statistics are encouraging, as they not only indicate the trend of more students with disabilities registering at university, but also a positive trend with regard to throughput in the number of graduates with disabilities. The factors that influence this are twofold: firstly, the early identification of disabilities and support at school has improved, allowing for more students to qualify for tertiary education, and secondly, the University of Johannesburg has committed to continuing this support throughout the student's university career.

Although the Office focuses on academic support, much of the support required by students with disabilities is of a psycho-social nature. Students with disabilities require specific orientation to the university setting, and based on their needs, this orientation must be adapted to cover the full spectrum of support. Career counselling allows prospective students to make informed choices, with respect to their interests, taking into account their physical capabilities. Assistance with applications to the institution and for financial aid is also provided. Key stakeholders in residence, operations and faculties are approached to ensure access and full participation for the student's needs.

The support of people with disabilities should remain a prioritised university commitment. To achieve this, the Disability Services Unit has identified areas of development and growth upon which to focus in future. With regard to risk mitigation, the following points apply:

- **Enhanced accessibility.** The support of persons with disabilities extends beyond ensuring access to infrastructure. It comprises a strategic commitment to ensuring that all students, regardless of disability can access the same services as their peers. Through ensuring accessibility, the Disability Services Unit enables a positive student experience.
- **Enhanced support to deaf students and staff members.** It is the Disability Services Unit's goal to be able to provide equitable support to all categories of disability. Therefore support to deaf students/staff members is a priority and there are plans around the management of this for the new academic year.
- **Enhanced collaboration with the Human Resources division through streamlining processes of recruitment and retention of employees with disabilities.** This focused support would include educating staff around the definition of disability and thereby increasing the number of employees with disabilities who are recruited. To this end, dedicated, streamlined and specialised support of these employees would also be implemented.
- **Engagement and collaboration with various divisions/departments on specific strategic tasks to promote the university's strategic goals regarding people with disabilities.** Through the formation of task teams and the identification of division-related goals, the promotion of disability issues will be implemented at university level.
- **Enhanced support strategies for support of students with learning disabilities**. Focused support for students with learning disabilities remains a challenge, and strategies for support will be enhanced and provided in collaboration with other UJ stakeholders.

- **Advocating around the needs of people with disabilities by sensitising internal and external stakeholders to disability-related issues.** The Disability Services Unit aims to establish an ethos of inclusive accommodations and practices to enhance the manner in which students and staff can be supported.

Legislation proposes that all disabilities, irrespective of the type, should be reasonably accommodated within higher education. In support of this, two risks – those of accessible transport and the management of deaf students – were mitigated through the provision of adapted transport and the piloting of the management of deaf students in 2015.

4. PERFORMANCE OF THE PSYCAD SERVICE UNITS

4.1 Academic Counselling Services Unit

The Academic Counselling Services team has had another busy and productive year. The broad scope of the Academic Counselling Services Unit's work ranges from supporting the transition and adjustment of first-year students to supporting students throughout the academic lifecycle to enable them to achieve their personal and academic goals. The emphasis of this Unit's services was to provide comprehensive support to faculties and their students, in an effort to enhance academic success, student retention and throughput.

Many of the focused service-delivery developments that were relatively new over the last few years were embedded during 2014. The year kicked off with supporting faculty members with the induction of new students during the First Year Seminar. PsyCaD psychologists facilitated presentations aimed at helping students connect with the University environment. Additional support was offered throughout the year through a readily accessible online support resource that provides relevant information and resources to mainly first-year students to help develop their academic engagement. To keep up with the demand for one-on-one counselling and extend the Unit's reach further, the Academic Counselling Services Unit's psychologists facilitated psycho-educational groups aimed at enhancing student resilience, coping behaviour and academic success.

The Unit's work to develop and maintain relationships with faculty and other stakeholders continued. Psychologists continued to offer advice and support to faculty staff concerned about the wellbeing of their students. Focused support initiatives and interventions included the group support programme offered to academically underperforming students within the Faculties of Humanities and Education. The therapeutic support group programme initially offered to Social Work students was extended to include Community Development Leadership (CDL).

Academic counselling services continue to be made available to students facing challenges with balancing their personal lives and maintain their academic performance. Of particular note are the support services offered to faculty-referred academically at-risk students and academically excluded students. Psychologists, together with their clients, explore possible reasons for their underperformance and

utilise psychometric evaluations to gain further insight into their clients. These assessment findings and accompanying reports serve an important function in guiding faculty decision-making regarding students and also serve as a means of identifying necessary areas of academic support. PsyCaD psychologists continue to meet with faculty-referred students concerning course or programme withdrawal. Together they explore the reasons for cancellation, assist students in making better-informed decisions and attempt to offer alternative solutions where possible.

The walk-in service, through which clients without appointments can readily access professional services, is becoming increasingly popular: in 2014, a total of 6677 students walked through PsyCaD's doors for the first time, requesting professional assistance. By responding effectively to the needs of students and Faculty the Academic Counselling Services Unit contribute to the overall PsyCaD and University aim of providing an enabling student experience of the highest standard.

First Year Seminar (FYS) Faculty presentations
The University of Johannesburg's First Year Seminar (FYS) is a compulsory orientation programme for all new first-year students. PsyCaD contributes to the FYS by presenting to the students as part of the programme. PsyCaD professionals deliver a video presentation which aims to inform students on university life and expectations. The video also addresses some common questions that first-year students often have. Following this, students complete a feedback evaluation. The information received improves Academic Counselling Services Team's understanding of the first-year cohort and further informs PsyCaD's practice and service delivery. Data collected included demographic information, details of which faculty and programme for which students were registered, the students' campus, social background, funding, residence and family academic history.

Significant findings from 2014 indicate a substantial increase in the first-year student population attendance during the FYS. During 2014, there were 6645 respondents, as compared to 3417 in 2013 and 3540 in 2012. This could be attributed to the expected compulsory FYS attendance. The findings indicated that the majority of students had their university fees funded by their parents/guardians (49.7%), followed by NSFAS loans (15.8%) and applied bursaries (12%). 39.5% of students indicated that they were at university with between 1 and 3 friends, while 35% indicated that they were not here with any people they knew. This is a significant finding as it emphasises how important adjustment, in this case social adjustment, can be for first-year students who experience this environment for the first time on their own. It can also be used to further highlight the implications of poor adjustment during the first year at university.

The following information is presented as a comparative sample from the last three years: 2012, 2013 and 2014. It is important to note that the following statistical data also does not represent *all* first years for 2014, as not all of them would have attended the FYS or completed the evaluation form.

Population distribution of first years attending the FYS

Population group	2012	%	2013	%	2014	%
No indication	17	0.5	4	0.1	30	0.5
Asian	12	0.3	22	0.6	45	0.7
Black	2875	81.2	2752	80.5	5481	82.5
Coloured	143	4.0	158	4.6	241	3.6
Indian	108	3.1	125	3.7	297	4.5
White	378	10.7	342	10.0	519	7.8
Other	7	0.2	14	0.4	32	0.5
	3540		**3417**		**6645**	

Nationality distribution of first years attending the FYS

Nationality	2012	%	2013	%	2014	%
No indication	39	1.1	12	0.4	85	1.3
Africa	57	1.6	31	0.9	0	0.0
South Africa	3425	96.8	3360	98.33	6374	95.9
Other	17	0.5	14	0.4	186	2.8
	3538		**3417**		**6645**	

Gender distribution of first years the FYS

Gender	2012	%	2013	%	2014	%
No indication	45	1.82	49	1.4	54	0.8
Female	2013	56.9	2004	58.6	3359	50.5
Male	1481	41.9	1364	39.9	3232	48.6
	3539		**3417**		**6645**	

Campus distribution of first years

Campus	2012	%	2013	%	2014	%
No indication	15	0.4	2	0.1	0	0.0
APK	1964	55.5	2079	60.8	4272	64.3
APB	382	10.8	497	14.5	724	10.9
DFC	510	14.4	263	7.7	1053	15.8
SWC	668	18.9	576	16.9	596	9.0
	3539		**3417**		**6645**	

Faculty distribution of first years

Faculty	2012	%	2013	%	2014	%
No indication	7	0.2	0	0.0	0	0.0
Art, Design and Architecture	208	5.3	96	2.8	428	6.4
Economic and Financial Sciences	919	23.3	944	27.6	1380	20.8
Education	522	13.2	515	15.1	601	9.0
Engineering and the Built Environment	424	10.8	289	8.5	742	11.2

Faculty	2012	%	2013	%	2014	%
Health Sciences	403	10.2	0	0.0	417	6.3
Humanities	477	12.1	428	12.5	1169	17.6
Law	232	5.9	222	6.5	279	4.2
Management	322	8.2	796	23.3	777	11.7
Science	428	10.9	127	3.7	852	12.8
	3942		**3417**		**6645**	

Distribution of programmes registered for by first years

Programme	2014	%
No indication	58	0.9
Diploma	2196	33.0
Extended diploma	135	2.0
Degree	3789	57.0
Extended degree	467	7.0
	6645	

In addition to the above, the evaluation form also acquired information regarding social background, funding, residence and family academic history. The findings indicated that the majority of students had their university fees funded by their parents/guardians (49.7%), followed by NSFAS loans (15.8%) and applied bursaries (12%). 39.5% of students indicated that they were at university with between 1 and 3 friends, while 35% indicated that they were not here with any people they knew. This is a significant finding as it emphasises how important adjustment, in this case social adjustment, can be for first-year students who experience this environment for the first time on their own. It can also be used to further highlight the implications of poor adjustment during the first year at university. In terms of accommodation, the majority of first-year students stayed off campus, either in off-campus accommodation such as communes (35%) or at home (34.1%). This is in comparison to the 13.9% of first-year students staying in university residences on campus.

Distribution of first-year students with friends at university

Number of friends	2014	%
No indication	173	2.6
0	2328	35.0
1-3	2623	39.5
4-8	973	14.6
9 or more	493	7.4
Other	55	0.8
	6645	

Distribution of funding for university studies for first-year students

Funding	2014	%
No indication	208	3.1
NSFAS Loan	1053	15.8
Bursary (merit)	205	3.1
Bursary (applied)	796	12.0
Parents/Guardians	3300	49.7
Self	553	8.3
Bank loan	290	4.4
Edu loan	126	1.9
Other	114	1.7
	6645	

Distribution of first-year students' places of residence

Residence	2014	%
No indication	139	2.1
Campus residence	926	13.9
Off-campus accommodation	2329	35.0
Parents/Guardian	870	13.1
At home	2268	34.1
Other	113	1.7
	6645	

Distribution of first-year students who are the first in their family to attend university

University attendance	2012	%	2013	%	2014	%
No indication	0	0.0	1016	29.7	152	3.9
Yes	0	0.0	866	25.3	2570	38.7
No	-	-	-	-	3923	59.0
					6645	

Lastly, family education background was explored by looking at whether the student was the first in his/her family to attend university and what his/her parents' highest qualifications were. In terms of university attendance, 59% indicated that they were not the first in their family, while 38.7% indicated that they were the first in their family to attend university. This is a significant number of students who enter university with various family expectations, whether they are the first in their family to attend or not. 21.9% indicated that their parents' highest level of education was Grade 12 (Matric), while 17.3% indicated degrees and 13.3% were unsure or did not know.

Distribution of first-year students' parents' highest qualifications

Parents' highest qualification	2014	%
No indication	105	1.6
Below Grade 10	732	11.0
Grade 10/11	617	9.3
Matric	1452	21.9
Certificate	449	6.8
Diploma	694	10.4
Degree	1151	17.3
Postgraduate qualification	562	8.5
Unknown	883	13.3
	6645	

Academic Counselling Services: Presentation evaluation

The students' evaluation of the PsyCaD presentation revealed the following:

Percentage of students who either "agreed" or "strongly agreed" with the statements – Comparative presentation evaluation

Presentation evaluation	2012	2013	2014
No indication	-	-	-
The presentation material was understandable	94.5	93.3	94.2
I have an understanding of PsyCaD services	93.0	91.9	94.1
I feel confident I can contact PsyCaD when I need to	80.9	79.1	94.1
I found the presentation information useful	96.4	95.0	93.8
I enjoyed the presentation	90.8	89.6	91.2

Percentage of student's responses for the 2014 PsyCaD presentation

Presentation evaluation	No indication	Strongly disagree	Disagree	Agree	Strongly agree
The presentation material was understandable	2.3	1.7	1.7	50.5	43.7
I have an understanding of PsyCaD services	2.7	1.2	2.0	53.5	40.6
I feel confident I can contact PsyCaD when I need to	2.6	1.2	2.0	41.8	52.3
I found the presentation information useful	3.4	1.2	1.5	42.6	51.2
I enjoyed the presentation	3.0	1.5	4.4	52.6	38.6

From the comparable data it is clear that over the past three years students generally responded positively to the PsyCaD FYS presentations, finding them understandable, useful and enjoyable. Students also felt that they understood what PsyCaD services entailed and that they had enough information to contact PsyCaD should they need to. However, a three-year comparative analysis in 2013 noted a decline in overall satisfaction. This could possibly be attributed to the fact that the DVD presented was outdated. In 2014 the new DVD, filmed earlier in the year, was used, and this appears to have been received positively.

Students' perception of value of information
A sample of 2027 (31%) student evaluations was used to explore what information the students found most useful from the FYS presentations conducted by PsyCaD. The findings are tabulated as follows:

Information which the first-year students found most useful

Information found most useful	2014	%
Improving academic performance	343	16.9
Subject/course advice	0	0.0
Career information and advice/counselling	336	16.6
Support for disability/special needs	9	0.4
Personal/emotional counselling	453	22.3
Workshop presentations	0	0.0
24-hour crisis line	194	9.6
Tips for students on adjustment	363	17.9
All of the services offered by PsyCaD	329	16.2
	2027	

The information students found most useful from the presentation were details regarding personal/emotional counselling (22.3%), tips for students on adjustment (17.9%) and improving academic performance (16.9%). Considering their year of study, it is understandable that some first years would be exposed to services such as psychotherapy for the first time. It also corresponds that they were most impacted by information on adjustment and on being academically on track as first-year students.

Anticipated needs and trends
The evaluation form also obtained information on the services students would be most interested in. This information is usually used to inform extended orientation support and interventions for the future. The same sample of 2027 respondents was used in exploring interest in PsyCaD services.

First-year students' interest in services

PsyCaD services	%
Improving academic performance	76.0
Subject/course advice	54.3
Career information and advice/counselling	52.6
Support for disability/special needs	8.6
Personal/emotional counselling	35.5
Workshop presentations	25.3
24-Hour Crisis Line	25.9
Other	3.7

In 2012, the findings from the FYS indicated that student's highest needs were managing test and exam anxiety, career-related (interview skills, CV writing, job searching) and also adjustment-related. In 2013, students expressed a high need for

support with adjusting to university, which included managing test and exam stress and anxiety. The majority of respondents in 2014 were interested in improving academic performance (76%), followed by subject/course advice (54.3%) and career information and advice/counselling (52.6%). This is significant as it shows that most first-year students tend to be mostly interested in either academic or career-related services. Support with adjustment is also a major issue and emphasises the importance of these services to students. It is also significant that the themes remained the same over a period of three years.

Mid-year evaluation
A mid-year online follow-up evaluation was administered to first-year students to ascertain the uptake of PsyCaD services and determine the level of social adjustment and integration into the university environment and culture. Unfortunately very few students responded to the online questionnaire to enable drawing any significant conclusions.

Ongoing Support – Extended FYE Initiatives

Online Resource – "Kgati's Journey to Success"
Kgati, a graphical online character, dispenses supportive information, advice and tips to students aimed at facilitating the transition to university, developing resilience, improving academic motivation and coping behaviour. To achieve this, "Kgati's Journey to Success" guides were redesigned and adapted to fit in with the UJ brand and the existing content was supplemented and improved. A Kgati homepage was created on the uMatter uj.mobi site.

Additional posts were written for social media and posted onto Facebook at PsyCaD@UJ. Contributions were also made to the uMatter online information and campaigns. A Kgati launch was arranged to create further awareness around PsyCaD services and the available online resource material. Despite these efforts, the number of engaged users accessing the Kgati's Journey to Success Guides was relatively low. The drop in numbers of engaged users could possibly be attributed to the online resource being moved from the PsyCaD@UJ Facebook page to the uj.mobi site, which made the content less visible and not as easily accessible.

Discussion forums/adjustment groups
These psycho-educational/social support focused discussion groups form part of the extended FYS support offered to first-year students and are primarily aimed at developing their coping skills in meeting the challenges and demands of university life. While the initiative is mainly targeted at first-year students, interested senior students were accommodated. As such, the programme structure was mainly a continuation of that offered in 2013 with a few adjustments made in keeping with identified student needs.

The programme content was also informed by information gained from contact with students as well as the following additional sources:
- PsyCaD presentations at the First Year Seminar (FYS) revealed that students were requesting guidance and assistance with adjusting to university – 17.9% requested for support in adjustment to university and 16.9% requested assistance with academic performance (see FYS report).

- Information gathered from PsyCaD's 2013 walk-in service also indicated that 15.1% students consulted with professionals on issues pertaining to improving academic performance.
- Through Academic Services' course cancellation/exit counselling process, 15.4% students leaving the university cited academic reasons (including adjustment) as reasons for cancelling their studies in 2013.

The structure of the adjustment group was facilitated using a social constructivist teaching theory, a "Think, Pair, Share" concept, which enables students to be more proactive in their approaches in dealing with their areas of difficulty, particularly relating to poor academic performance. The overall objectives were to:
- Explore and enhance the existing strengths of students
- Facilitate a safe and confidential group setting environment which allows for developmental growth
- Encourage students to take responsibility of their academic career (preventative and curative).

Attendance numbers of workshops held 2013 and 2014

Workshop Titles	2013			Workshop Titles	2014		
	Sessions	Number of attendees	%		Sessions	Number of attendees	%
Procrastination Exposed	10	38	11.2	Time matters	13	48	13.2
Curbing Distractions and Goal Setting	5	6	1.8	Personal and Academic Goal Setting	4	29	8.0
The Social Me	2	8	2.4	The social me	8	15	3.8
Staying motivated and study effectively	21	182	53.8	Studying and staying motivated	20	111	30.5
Coping with stress and anxiety	28	88	26.0	Coping with test and exam stress and anxiety	7	35	9.6
				Stress management	11	51	14.0
Being my best	2	16	4.7	Self-Awareness and Coping with Failure	12	68	18.7
Managing my Finances	0	0	0	My Money Matters	4	8	2.2
Total	**68**	**344**		**Total**	**79**	**365**	

The best-attended groups included "Staying motivated and study effectively" (30.5%), "Self-awareness and coping with the fear or failure" (18.7%) and "Coping with stress and anxiety" (14.0%). These groups were also popular in the previous year. Attendance for the above groups also peaked during the examination period.

The majority of students attending were from the Faculty of Humanities (55.3%) and Economic and Financial Sciences (16.2%), with a similar trend being observed in 2013. The 2014 increase in Faculty of Humanities students was attributed to referrals emanating from the at-risk student support intervention (Faculty of Humanities Intervention). The reduction in Faculty of Education student attendance was due to the implementation of an exclusive and separate F5 support intervention specifically designed for the faculty.

Attendance numbers per faculty overview 2013 and 2014

Students per Faculty	2013		2014	
	Count	%	Count	%
Arts, Design and Architecture	1	0.3	0	0.0
Economic & Financial Sciences	61	18.0	59	16.2
Education	34	10.1	27	7.4
Engineering & the Built Environment	6	1.8	12	3.3
Health Sciences	3	0.9	0	0.0
Humanities	132	39.1	202	55.3
Law	20	5.6	18	4.9
Management	19	5.6	21	5.8
Science	28	8.3	22	6.0
Not indicated	34	10.1	4	1.1
Total	**338**		**365**	

Students completed an evaluation form after each session and the facilitators met informally after each set of sessions to reflect on the process. An analysis of their responses indicated the following:

- Students preferred once-off sessions where they were provided with practical tips to overcome their academic challenges, similarly to 2013.
- Students also indicated that they needed time to implement the ideas from these sessions.
- Many students indicated they would like to receive more information on what was presented and continue with the adjustment groups. These students were also encouraged to sign up for more sessions and to consult with the professionals in a follow-up therapy session if their needs were not fully met.
- They appeared to enjoy the interactive structure of the sessions.
- They enjoyed the opportunity to learn from each other and exploring alternative ways of coping with their challenges.
- Many felt that they were not alone in their experiences and received exactly what they presently needed.
- A significant number (73%) of the students had indicated an improvement in their knowledge around the topics discussed and that the adjustment group met their needs.
- Only 0.8% of students indicated little development of their skills, and these students were referred to additional support centres at UJ.

The following list of comments reflected what the students had found useful from the adjustment groups:
- Talking about things with others, communicating helps figuring out your own self
- Anxiety management
- Learning the different ways to deal with anxiety during a test or exam
- Anxiety strategies and time management strategies
- The breathing exercises, time budget, drawing up a timetable
- The discussion helped me realize my problem and how I can challenge them
- Learning the SMART techniques and the relaxing techniques
- The causes of stress and their positive and negative effects they have on me
- Allocating time to everything, knowing what my goals are
- Learning the different ways of studying and avoiding distractions
- Identifying my distractions when studying and what to do to change

The following changes are recommended for 2015:
- Continue to share the information with faculties and encourage them to refer students to attend the sessions.
- Possibly to extend this project to faculties for their at-risk student interventions
- Work collaboratively and co-facilitate workshops with ADI.
- Create an online presence by posting students' questionnaire responses and encourage dialogue on PsyCaD@UJ Facebook page. This would also enable a better understanding of addressing students' needs.

Faculty Liaison
During 2014 the focus of the Faculty Liaison priority has been to strengthen PsyCaD's faculty relationships and solidify our role in our collaboration with the faculties. Most importantly, it has been important to maintain contact with the faculties and engage them on preventative and pro-active measures to assist students and staff. Contact ranged from electronic mail and telephonic discussions to face-to-face meetings with faculty members and the facilitation of workshop sessions for students and staff.

The reported feedback from PsyCaD psychologists indicates that 41 interventions and workshops were presented to 1231 students and staff during 2014. This ranged from psycho-educational workshops to at-risk focus groups and faculty-specific support groups.

Support Groups
The support groups are a Faculty Liaison initiative and also represent PsyCaD's contribution to the SSE initiatives at UJ. The support group process was facilitated with the second- and third-year Social Work and Community Development and Leadership (CDL) students during the second and third term.

The aim of the 2014 support group process was to offer UJ students within the Social Work Department a variety of group-based support. This aim was broken down into three objectives, centred on the various target groups for the intervention (second- or third-year Social work or CDL students), and the deliverables of the intervention included:

- Increasing students' belief in their ability to cope with university and personal demands
- Increasing students' self-care strategies
- Increasing students' self-awareness/personal growth
- Providing students with a greater sense of support
- Helping students increase their emotional regulation capacity

The intervention was positioned within a Mental Health Model and was structured around four stages:

The first stage was the **needs assessment stage**, where needs were gathered from both the lecturers and the students regarding areas that might need support. All lecturers agreed that the second- and third-year students were in the most need for group support and encouraged more psycho-educational group processes to be run. The findings from students included:
- Social Work students prioritised needs regarding basic counselling skills, study and exam techniques, stress management, motivation, self-awareness and time-management.
- CDL students prioritised needs regarding leadership skills, goal setting and motivation, career development, time management, stress management and communication skills.

The second stage was the **planning stage**, where the students were directed to sign up, material was developed, venues were booked and the groups were marketed.
The third stage was the **implementation stage**, where various groups were regularly facilitated.
- 13 sessions were conducted with second-year social work students, where 53 students attended.
- 6 sessions were conducted with third-year social work students, and a total of 20 students attended.
- 11 sessions had been planned for the second-year CDL students, but no students had arrived for these and the sessions were eventually cancelled.
- 10 sessions were conducted with the third-year CDL students, and 53 students attended these.

The final stage was the **monitoring and evaluation stage** that guided the recommendations:
- Students need more incentive to be involved in this process over and above their busy academic schedules.
- Stronger partnerships between students, faculty members and PsyCaD staff need to be established to ensure commitment, support and sustainability of the project.
- Review the times that the support groups are scheduled, especially for third-year students on APK, and perhaps for second-year CDL students on SWC.
- Continue to liaise with lecturers to rally support from these stakeholders so as to encourage students to attend.
- Keep venues the same week by week, and communicate to all reception staff at all venues in case students arrive at the wrong venue.

- Continue to provide students with resource packs in the group session, or encourage students to develop their own resource packs to bring and share in session.

A reflective paper presented at the 2014 SAACDHE conference offered the following suggestions:
- Greater focus on the development of graduateness rather than topic-led sessions.
- Gathering needs from students using more informal methods that prioritise lived experience and conversation/dialogue.
- Collaborative planning and activity throughout the intervention process.
- Including action-reflection cycles throughout the intervention's implementation.

In response to these recommendations and findings, a project called "The Graduate Project" is currently being planned for implementation in 2015 with the Social Work students and other faculties, as part of the Faculty Liaison process but also for PsyCaD to continue to make contributions to the Senior Student Experience (SSE).

Academically underperforming student support initiatives

At-risk student intervention
The Faculty of Humanities requested a support intervention for 378 identified academically at-risk students, to assist them in their preparation prior to the study break and first-semester examinations. Both PsyCaD and ADC were incorporated into the intervention process and it was hoped that these presentations would aid students in their performance in the upcoming examinations. Through the intervention it was hoped that these students would be prevented from continuing to perform badly.

The objectives of the intervention included the following:
- Provide students with subject-specific information on how to address or improve academic performance
- Provide information on UJ support services that students can access in the times of academic need

A week-long workshop programme included both psycho-educational and academic-related support. Presentations that provided psycho-educational content related to the following:
- Managing stress and anxiety in the university context
- Academic goal setting and achieving academic success

Presentations that provided academic skills training related to the following:
- Time management
- Reading with understanding
- Assimilation of learning content
- Assessment preparation techniques

The table below outlines further details of the intervention programme: 240 students attended on the first day, and then an average of 60 students attended on the following four days.

At-risk student intervention programme

Presentation Topic	Facilitator	Estimated attendance
Overview from various lecturers and from support services	Lecturers from the subject areas where students were experiencing the most difficulty. PsyCaD and ADC for an overview of their services.	240 students
Managing stress and anxiety in the university context	PsyCaD Psychologist	50 students
Academic goal setting and achieving academic success	PsyCaD Psychologist	60 students
Reading with understanding and assimilating learning content	ADC staff member	70 students
Preparing for assessments and effective time planning	ADC staff member	60 students

PsyCaD presenters conducted a needs survey/analysis among the attending students to gain a better understanding of the challenges faced by at-risk students and also to inform future practice and service delivery. The findings revealed that most of these students were having difficulty with:
- Anxiety
- Concentration
- Personal issues
- Career doubt
- Time management
- Negative attitudes towards studies.

The primary areas of self-identified strengths included:
- Using support strategies
- High motivation to succeed
- The use of self-testing.

A number of recommendations were suggested to the Faculty of Humanities for the future development of interventions i.e.:
- Future interventions should be well planned so as to ensure that they are relevant to students and can be monitored, evaluated and tracked.
- Future interventions should also attempt to address the needs outlined from the needs assessment.

Academic Recovery Support Initiative – Re-admitted Academically Excluded (F7) Students

An additional intervention was facilitated within the Faculty of Humanities with a group of 85 students who had been re-admitted after successfully appealing their F7 status following the first-semester examinations.

The aim of the intervention was to provide underperforming Humanities students at UJ with ongoing additional development opportunities, where they were offered skills and information that would empower them to improve their own academic performance. The objectives of the intervention were as follows:
- To increase underperforming students' buy-in/motivation to utilise UJ resources
- To build students' academic self-awareness (the ability to recognise their own areas of competency and need)
- Increase students' academic skills-set through workshop/support-service attendance
- Track student access to support structures.

The project included the following:
- An introduction session outlining the process students needed to follow
- A pre-LASSI assessment to identify areas of strength and weakness, and build academic self-awareness within students attending the intervention
- A feedback and resource planning session to aid in directing students to the correct services based on their pre-LASSI results
- Eight weeks where students needed to access UJ resources individually and contact the Humanities faculty, and also where they had to have tracking sheets filled in by professionals facilitating the specific support service
- A closing session where informal feedback was gained from students
- A post-LASSI assessment to establish if the intervention had any significant impacts on students' perception of their academic ability

Percentage of students in attendance throughout the intervention

Sessions	Percentage
Introduction session	55
Pre-LASSI	75
Feedback (of those assessed)	62
Closing session	29
Post-LASSI	21
Handed in tracking sheets	29

Just over half of the students identified (55%) attended the introduction session. 75% of those identified completed the pre-LASSI assessment, but only 21% completed the post-LASSI assessment. 62% of those assessed collected feedback reports, and only 29% attended the closing session. Only 29% of all the students identified handed in their tracking sheets (which was between 40% and 54% of those who had attended the introduction and Pre-LASSI assessment). 43.5% of the students had attended PsyCaD Adjustment Groups, with most attending over four sessions.
The attrition could possibly be explained by:

- The time of the year: As the intervention progressed, students moved closer to test season and examination time, which may have reduced their motivation to arrive at UJ, attend support services or follow up on emails/sms notifications of sessions.
- The length of the intervention: The intervention ran over a period of 8-10 weeks, and students may have lost investment over that extended length of time.
- The sequential nature of the intervention: Later events/sessions within the intervention were somewhat dependent on earlier attendance. Those students who had not attended the introduction session, or did not attend the pre-LASSI, or who had attended those but did not collect their initial feedback report, would have no reason to attend the closing session or complete the post-LASSI assessment. Furthermore, those students who had not followed through with accessing support services would similarly have no reason to attend the closing session and complete the post-LASSI assessment.
- Difficulty contacting students: Not all students were reached to be informed of all the intervention sessions. This would go some way to explain why only just over half of all the students identified had initially attended.

Percentage of students attending various Adjustment Group sessions

Topic	Number of students	%
Coping with test and exam stress and anxiety	18	14.2
Personal and Academic Goal Setting	12	9.4
Self-Awareness and Coping with Failure	27	21.3
Stress Management	22	17.3
Studying and Staying Motivated	27	21.3
Time Matters	21	16.5
Total	**127**	

It was also possible to track the number of students who had accessed PsyCaD's Adjustment Group (AG) process. A total of 37 students (43.5% of the total number of students identified) had attended at least one Adjustment Group. The most popular topics that were attended were "self-awareness and coping with failure", as well as "studying and staying motivated". Most students attended over four Adjustment Group sessions (see tables below).

Number of sessions attended per student

Sessions attended	Number of students
1	12
2	9
3	2
4	1
5 or more sessions	13
Total	**37**

Number of students per year of study

| Year of study	Number of students
1	88
2	29
3	9
4	1
5	0
Total	**127**

Learning and Study Skills Inventory (LASSI) evaluation

In addition to tracking student attendance and involvement, the Pre-LASSI and Post-LASSI enabled specific academic concerns of these students to be identified and tracked. Figures 2 and 3 below depict the findings from the pre and post-LASSI, and this is followed by a brief discussion. (Note: the figures represent the percentage of students that had identified that particular domain within the LASSI as a weakness.)

Summary of scores of the pre-LASSI
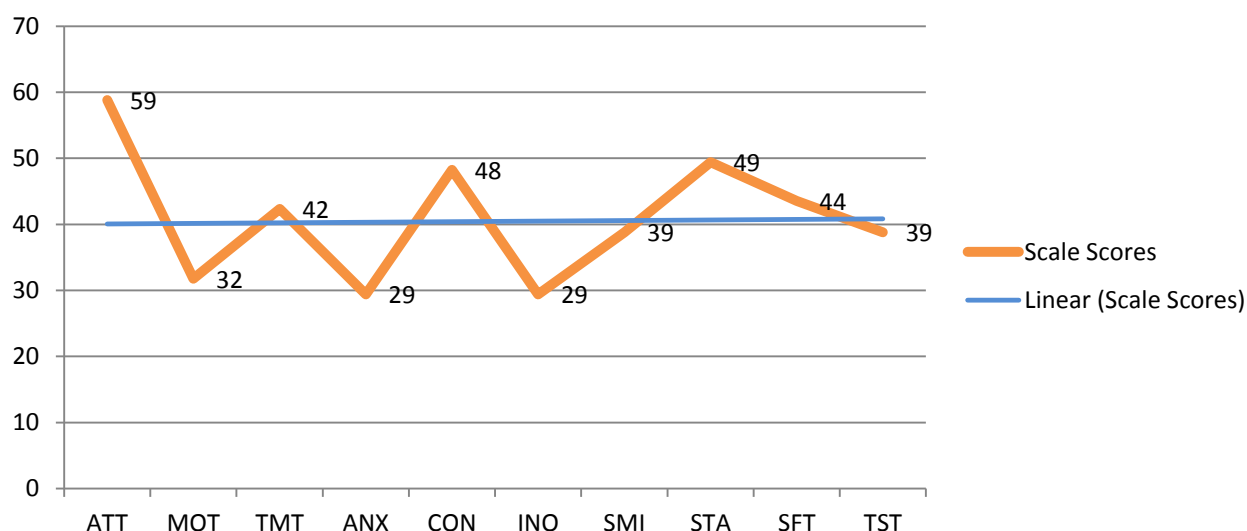
Summary of the scores of the post-LASSI
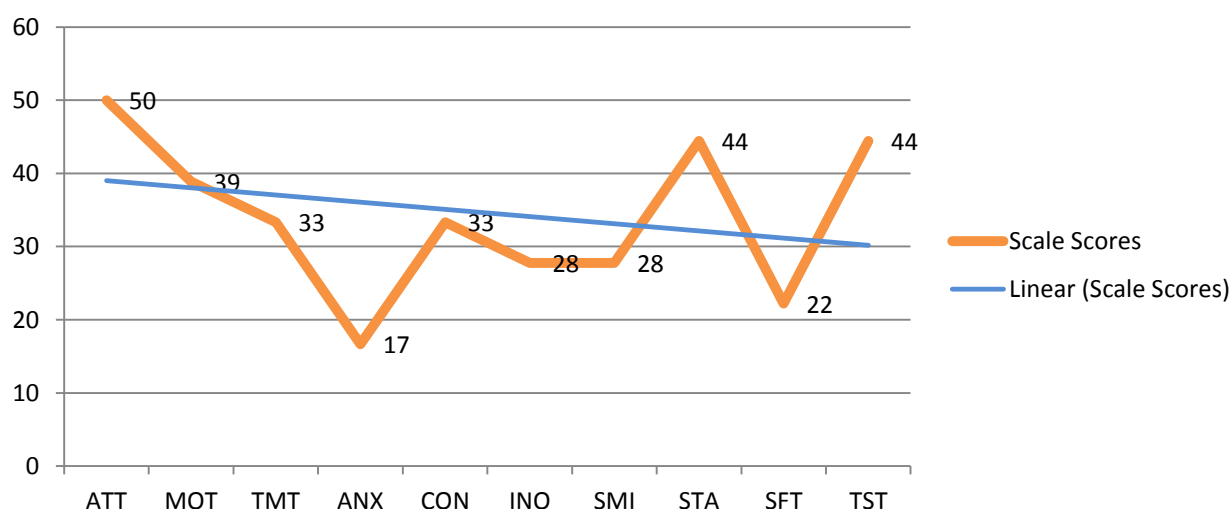
The three primary areas of concern identified by students in the pre-LASSI included:

- Difficulty with attention (ATT = 59%), difficulty using study aids and resources (STA = 49%) and difficulties with concentration (CON = 48%).
- Students felt somewhat concerned with time management (TMT = 42%), their ability to self-test (SFT = 44%), selecting the main ideas (SMI = 39%) and test-taking techniques (TST = 39%).

In the pre-LASSI students seemed less concerned about

- Levels of motivation (MOT = 32%), anxiety (ANX = 29%) and information processing (INO = 29%).

There were differences between the pre- and post-test LASSI:

- There was a decreased concern for attention and concentration (ATT = 50% and CON = 33%), which were initially two of the major concerns.
- There was also a decrease in self-assessed weakness in the areas of time-management (TMT = 33%), anxiety (ANX = 17%), information-processing (INO = 28%), selecting the main idea (SMI = 28%), the use of study aids (STA = 44%) and self-testing strategies (SFT = 22%).
- There was, however, an interesting increase in concern for the areas of motivation (MOT = 39%) and test-taking techniques (TST = 44%).

Overall, the pre-post-LASSI comparison revealed that students' concerns for most of the areas assessed had decreased, meaning that students felt slightly more confident academically after the intervention. Motivation and Test-Taking Techniques were the only two areas that appeared to rise slightly in the post-LASSI, and may be as a result of greater self-awareness of the lack of these skills. Students were able to develop awareness around their study strengths/weaknesses and had accessed UJ resources to address these. It also appeared that students had gained skills from attendance to various workshops/support services. Therefore, most of the objectives of the intervention had been met.

Recommendations

Below are a number of recommendations for improving interventions of a similar nature in the future:

- Overall, the intervention was successful and more interventions with F7 readmitted students should be conducted.
- It may be beneficial to follow up and explore the performance of these students into the next academic year to see if the successes have been sustainable.
- Smaller, more defined groups of students (groups smaller than 100 students) are easier to track and follow up with. This should be continued into future interventions.
- Ensuring that the intervention is not too close to test and examination periods may decrease attrition.
- The length and sequential nature of the intervention may need to be thought about more critically when considering attrition.
- Using tracking sheets did seem to somewhat increase motivation to attend sessions/access resources, but more thought needs to go into how to ensure that the majority of the students fill out/hand in these tracking sheets.

- Students need to be made more aware of the alternative support services that they can access besides PsyCaD.
- Motivation and test-taking techniques remain problematic with students, and further interventions should focus on these areas.

Academically underperforming student (F5/F7) psychometric evaluations

The support offered to students on academic probation (F5) and academically excluded (F7) students serves an important function for both students and faculties: students are provided with important information and recommendations to improve their academic performance and accessing of UJ resources, and faculties are provided with important information to guide decision-making regarding student support and admission into alternative faculties.

Results

A total of 93 F5 and F7 assessments were conducted in 2014. Three Evaluation and Placement assessments were conducted with prospective students requesting admission via the UJ Senate Discretionary Committee. A grand total of 96 academic-related assessments were completed. 65% of the assessments were F5 (60/93) and 35% (33/93) were F7 assessments.

- January, July and August received the most requests for assessments to be conducted.
- 48% of all the assessments conducted were with first-year students, and 30% were with second-year students.
- The majority of the assessments were conducted with students from the Faculty of Education (53% of all the assessments) and followed by the Faculty of Science (13% of all assessments).
- Since 2012, the assessments have averaged out at approximately 86 assessments per year.
- In 2014 the assessments peaked slightly above this average, as well as increasing slightly from 2013.
- Since 2009, assessments have predominantly been conducted with first-year students, and the majority of the assessments are still conducted with students from the Faculty of Education.

Conclusions

- The majority of the assessments were F5, and were conducted with first-year students. These assessments reveal issues regarding adjustment to university, study-skills adaptation from high school to university level, and career selection issues.
- While there are currently multiple intervention opportunities in place to address these needs of first-year students, early identification and intervention with students who may be underperforming but who have not yet been classified as F5 by their respective faculties may be required.
- There has also been an increase in the number of second-year students being assessed. This suggests that second-year students are experiencing difficulties that are impacting particularly on their ability to perform well. At this stage in the student lifecycle, most of the adjustment issues faced by first-year students should have been resolved by second year, yet this finding may suggest that there may be other unforeseen issues that lead to underperformance in this

particular year of study. It might be that the move from first-year to second-year studies requires a different set of adjustment issues to be addressed. Further exploration into the transitioning process between first and second year may warrant intervention to be offered at this point.

- Students in their third and fourth years of study who are classified as F5 or F7 might specifically be presenting with content-specific study difficulties and an increased difficulty in managing a heavier course-load. Support should be offered at this level.
- Most of the F5 assessment referrals between 2009 and 2014 have been from the Faculty of Education. As yet, it is unclear as to whether these students are tracked throughout their university careers to establish whether the assessment process assisted in their academic performance, and prevented them from receiving an F7 in the Faculty of Education. 2014 was the first year in which a support intervention was offered to these students, and the intervention is being revised for implementation in 2015.
- Most of the F7 assessments have come from the Faculty of Science. It is well known that this particular degree field is very challenging. It may, however, be important to begin thinking of ways of identifying students who might have difficulties before they receive an F7, so that an intervention can be developed to prevent the F7 from occurring.
- Overall, the findings from the entire assessment process warrant exploration to see how further assistance can be provided to underperforming students.

The following recommendations are suggested for the process in 2015:
- Further exploration into the transitioning process between first and second year may warrant intervention to be offered at this point so as to reduce the number of second-year students requiring assessment.
- Support interventions for students who have been readmitted after receiving an F7 are required.

Walk-in service
The walk-in service forms the first point of contact, where clients without scheduled appointments are initially seen for screening purposes, to ascertain their needs and provide immediate assistance where possible or refer to further counselling/therapy or alternative support services within the University. The walk-in service supports clients presenting with variety of general concerns (Advisory Service consultations) and provides exit counselling for students intending to cancel their studies (Course Cancellations). This service continues to be popular with clients and steadily increases each year. During the current year a total of 6577 clients (5509 Advisory Service and 1068 Course Cancellations) accessed this service as indicated in the below tables.

Advisory Service consultations
As indicated in the tables below 5609 clients consult with PsyCaD professionals during the year.

The main reasons for consultations include:
- 39.7% clients presented with personal/emotional concerns,
- 23.7% clients with career-related concerns
- 22.2% with academic concerns.

Recommendations and outcomes of the consultation include:
- 43.2% clients were referred for further career counselling and psychometric assessments.
- 23.8% of clients concerns were immediately resolved, with clients benefiting from the brief one-on-one consultation.
- 9.5% clients were referred to further counselling/therapy sessions.
- 10.7% clients were directed to available group interventions.
- 9.9% clients were referred to other support services within the university.

Number of Advisory Service Clients

Total number of clients	2014	2013	2012	2011
	5609	4716	3256	1700

Reasons for Referral

Reasons for Referral	2014 %	2013 %	2012 %	2011 %	2010 %
Improving academic performance	12.7	15.1	11.5	0.0	4.0
Faculty referral (F5)	0.9	0.4	0.7	2.8	0.0
Faculty referral (F7)	8.1	3.2	1.8	1.8	0.0
Subject/Course advice	5.8	3.2	3.1	0.0	3.1
Career advice	8.7		31.4	66.3	74.5
CV Writing, Interview Skills	6.8	31.3			
Interview skills	0.8		0.0	0.0	4.0
Career Planning	1.6				
Disability or special needs	1.2	0.5	0.8	0.3	0.0
Financial concerns	7.4	5.2	0.0	0.0	0.0
Personal/Emotional reasons	39.7	33.2	29.5	1.7	3.7
At-risk student referral	0.5	0.8	0.0	0.0	0.0
Other (please specify)	4.5	7.0	16.8	18.1	21.6
No indication	1.4	0.1	4.1	9.0	0.0
Total number of consultations	**5609**	**4716**	**3175**	**1175**	**1700**

Recommendations

Recommendations	2014	2013	2012	2011	2010
Provided counselling and support	9.5	3.2	12.5		
Provided academic guidance / study skills / information	3.8				
Referred to available group interventions	10.7				
Provided career guidance or information	6.5	9.9	21.5	34.0	55.4
Referred for Career Counselling	6.6				
Referred for Career Assessment	36.0				

Recommendations	2014	2013	2012	2011	2010
Referred to Career Consultant or Career Resource Centre		2.4	6.6		
Referred to Career Services Digital Platforms	1.0				
Referred to Academic Development Centre (ADC)	1.3	57.1	6.3	0.8	
Referred to Therapy	8.4	10.2	25.5	10.7	0.0
Crisis intervention	3.0				
Referred to O: PWD	0.2	10.2			
Referred to Faculty:	1.1	4.3	13.7	16.1	19.9
Referred to Student Finance or NSFAS Office	1.6	5.2	9.4	0.2	0.0
Referred to Student Enrolment Centre	7.2	2.3			
Referred to SRC	0.0	0.3	0.0	0.0	0.0
Referred Externally:	2.2				
Total number of clients	**5609**	**4716**	**3175**	**1175**	**1700**

Exit Counselling/Course Cancellations
The figures below are indicative of trends over the period 2009 to 2014. There appears to be an overall steady increase in numbers of students cancelling their studies each year (Table 28). This could be attributed to the increase in FYS enrolments each year, but 2014 was significant in that many students were forced to withdraw from their studies due to a lack of financial aid (NSFAS). Generally, numbers peak during February and July (Table 29), which are the beginning of each semester, when many students lack the finances to continue, experience dissatisfaction with their studies often (due to inappropriate initial study choice) or cancel their studies in semester 2 due to poor academic performance. The 2014 results suggest that highest number of course cancellations (27.9%) were recorded in semester 1 and that fewer students (11.7%) cancelled their studies in semester 2.

Number of course cancellation counselling sessions per year

Year	Number of course cancellations
2009	601
2010	529
2011	718
2012	762
2013	889
2014	1068

Number of course cancellations per month

Per Month	2014		2013		2012		2011		2010		2009	
	Actual Figures	%	Actual Figures	%	Actual Figures	%	Actual Figures	%	Actual Figures	%	Actual Figures	%
Jan	23	2.2	16	1.8	1	0.1	16	2.2	21	4.0	0	0.0
Feb	298	27.9	194	21.8	174	22.8	121	16.9	74	14.0	65	10.9
Mar	143	13.4	99	11.1	103	13.5	62	8.6	72	13.6	57	9.6
Apr	143	13.4	122	13.7	0	0.0	55	7.7	25	4.7	38	6.4
May	126	11.8	109	12.3	107	14.0	82	11.4	59	11.2	78	13.1
Jun	61	5.7	69	7.8	54	7.1	51	7.1	17	3.2	52	8.7
Jul	125	11.7	134	15.1	143	18.8	150	20.9	163	30.8	200	33.6
Aug	62	5.8	59	6.6	89	11.7	96	13.4	57	10.8	84	14.1
Sept	41	3.8	48	5.4	40	5.2	55	7.7	19	3.6	21	3.5
Oct	40	3.7	38	4.3	44	5.8	30	4.2	22	4.2	0	0.0
Nov	5	0.5	1	0.1	7	0.9	0	0.0	0	0.0	0	0.0
Dec	1	0.1	0	0	0	0.0	0	0.0	0	0.0	0	0.0
Total	**1068**		**889**		**762**		**718**		**529**		**595**	

The top reasons for cancellation of studies over a five-year period (Table 30) consistently remain: financial reasons, change in study direction, and changing institution of study and academic underperformance/difficulties. The Faculties of Engineering (FEBE 20.6%) and Management (19.0%) recorded the largest number of withdrawals and referrals for exit counselling, followed by Humanities (15.95%) and FEFS (11.2%) (Table 31). Table 32 suggests that of the 172 (20.6%) FEBE course cancellations, the majority of the cancellations (49.5%) were National Diploma programme students, followed by 27.5% degree programme students and 22% B. Tech programme students. Table 33 suggests that of the 159 (19.1%) Faculty of Management student course cancellations, the majority (72%) of students were studying towards a degree programme, 19.3% National Diploma programme, 5.3% B Tech programme and 2.3% Postgraduate Diploma programme.

Generally, first-year students constitute the largest group/number of academic withdrawals, with 49.6% (Table 34) of consultations being recorded in 2014. The results (Table 35) suggest that the most prominent reasons for FYS considering cancellation relates to financial concerns, inappropriate study choice, and poor academic progress. A similar trend has been evident over a four-year period.

Reasons for course cancellation

Reasons	2014		2013		2012		2011		2010		2009	
	Actual Figures	%	Actual Figures	%	Actual Figures	%	Actual Figures	%	Actual Figures	%	Actual Figures	%
Did not indicated	213	24.5	12	1.3	140	22.5	58	8.1	12	0	0	0
Adjusting to university	13	1.5	29	3.3	6	1.0	14	1.9	2	0.4	34	5.0
Difficulties with the course content	26	3.0	42	4.7	47	7.6	39	5.4	27	5.2	34	5.0
Difficulties managing course expectations and demands	55	6.3	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Language medium used in the course	0	0.0	9	1.0	0	0.0	0	0.0	0	0.0	0	0.0
Poor academic progress	26	3.0	57	6.4	35	5.6	68	9.5	70	13.5	144	21.3
Health Reasons	51	5.9	21	2.4	63	10.1	32	4.5	28	5.4	24	3.6
Financial Reasons	232	26.7	187	21	108	17.4	113	15.7	74	14.3	90	13.3
Work circumstances	102	11.7	145	16.3	115	18.5	52	7.2	75	14.5	36	5.3
Death in family/student	13	1.5	24	2.7	0	0.0	1	0.1	0	0.0	0	0.0
Changing course	193	22.2	193	21.7	185	29.7	8	1.1	128	24.8	117	17.3
Approved study interruption	17	2.0	13	1.5	7	1.1	10	1.4	5	1.0	24	3.6
Registration at another college / university	60	6.9	92	10.3	0	0.0	101	14.0	37	7.2	16	2.4

	32	3.7	5	0.6	0	0.0	0	0.0	0	0.0	22	3.3
Living circumstances / Accommodation / Transport	32	3.7	5	0.6	0	0.0	0	0.0	0	0.0	22	3.3
Other (including personal)	35	4.0	155	17.4	56	9.0	223	31.0	71	13.7	135	20.0
Total	**1068**		**984**		**762**		**719**		**529**		**676**	

Course Cancellations per Faculty

Faculty	2014		2013		2012		2011		2010		2009	
	Actual Figures	%	Actual Figures	%	Actual Figures	%	Actual Figures	%	Actual Figures	%	Actual Figures	%
Did not indicated			3	0.3			11	1.5	31	6.22	33	5.5
Art, Design and Architecture	1	0.12	1	0.1			1	0.1	0	0.00	0	0.0
Economic and Financial	94	11.28	136	15.3			122	17.0	104	20.88	69	11.5
Education	88	10.56	87	9.8			76	10.6	10	2.01	22	3.7
Engineering and the Built Environment	172	20.65	149	16.8			75	10.4	34	6.83	124	20.6
Health Sciences	57	6.843	86	9.7			9	1.3	2	0.40	3	0.5
Humanities	133	15.97	202	22.7			147	20.4	142	28.51	152	25.3
Law	29	3.481	27	3			22	3.1	21	4.22	23	3.8
Management	159	19.09	129	14.5			150	20.9	102	20.48	82	13.6
Science	100	12	69	7.8			106	14.7	83	16.67	93	15.5
Total	**1068**		**889**		**762**		**719**		**529**		**601**	

Course Cancellations FEBE – 2014

Faculty of Engineering and the Built Environment	Actual Number	%
National Diploma (N.Dip)	54	49.5
Bachelor's Degree	30	27.5
Bachelor's Degree in Technology (B.Tech)	25	22.9
Total	**109**	

Course cancellations Faculty of Management – 2014

Faculty of Management	Actual Number	%
Post Graduate Diploma	3	2.6
National Diploma (N.Dip)	22	19.3
Bachelor's Degree	83	72.8
Bachelor's Degree in Technology (B.Tech)	6	5.3
Total	**114**	

Course cancellations per year of study (2010 – 2014)

Course cancellations	2014 Actual Figure	%	2013 Actual Figure	%	2012 Actual Figure	%	2011 Actual Figure	%	2010 Actual Figure	%
Did not indicate	246	23.0	12	1.3	52	6.8	61	8.5	1	0.2
Extended	1	0.1		0.0				0.0		0.0
First	529	49.5	504	56.7	405	53.1	411	57.2	359	67.9
Second	88	8.2	147	16.5	125	16.4	100	13.9	79	14.9
Third	65	6.1	71	8.0	74	9.7	74	10.3	39	7.4
Fourth	77	7.2	61	6.9	23	3.0	0	0.0	23	4.3
Honours	50	4.7	73	8.2	76	10.0	66	9.2	24	4.5
Master's	11	1.0	20	2.2	7	0.9	7	1.0	3	0.6
Doctorate	1	0.1	1	0.1	0	0.0	0	0.0	1	0.2
Total	**1068**		**889**		**762**		**719**		**529**	

FYS reasons for course cancellations

FIRST-YEAR STUDENTS	2014 Actual Figures	%	2013 Actual Figures	%	2012 Actual Figures	%	2011 Actual Figures	%
Adjustment	8	0.5	18	3.6	5	1.2	7	1.7
Managing course expectations	4	0.2		0.0		0.0		0.0
Course content	2	0.1		0.0		0.0		0.0
Health	2	0.1	12	2.4	26	6.3	15	3.6
Personal	5	0.3	8	1.6	22	5.4	44	10.7
Finances	12	0.7	136	27.1	97	23.6	96	23.4

FIRST-YEAR STUDENTS	2014		2013		2012		2011	
	Actual Figures	%	Actual Figures	%	Actual Figures	%	Actual Figures	%
Poor Academic Progress	3	0.2	24	4.8	18	4.4	39	9.5
Work Circumstances	6	0.3	54	10.8	41	10.0	11	2.7
Approved Study Interruption	0	0.0	10	2.0	3	0.7	7	1.7
Deceased	0	0.0	14	2.8	0	0.0	0	0.0
Course/Career Path Change	83	4.8	150	29.9	137	33.3	5	1.2
Other	4	0.2	73	14.5	52	12.7	157	38.2
Accommodation	3	0.2	3	0.6		0.0		0.0
Did not indicate	1603	92.4	0	0.0	10	2.4	30	7.3
Total	1735		502		411		411	

Conclusion and way forward for the Academic Counselling Services Unit
The vibrant, creative and dedicated ACS team members have worked tirelessly throughout the year to expand PsyCaD's reach to students. The team has made a concerted effort to shift student dependency from one-on-one counselling interventions to other forms of support interventions such as group work, workshops, bibliotherapy, web-based self-help and online resources. These interventions were additional, complementary help to students and in some instances offered an alternative to traditional counselling. The challenge, as always, remains in accelerating voluntary student uptake of these interventions.

4.2 Career Services Unit

The PsyCaD Career Services Unit 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 interventions offered by the Unit span a diverse range of career development support modalities and approaches. For example, the career guidance programmes are designed to assist learners and prospective students to explore career and study options in the Career Resource Centre and through online applications. In addition, quality career assessment and counselling is available for individual prospective students, current students and adults in career transition.

The PsyCaD Career Services Unit pursued a number of enhancements to its service offering, as proposed in the Career Services Revisioning Proposal 2015, with the aim of increasing the utilisation of its services by its primary clients, namely, prospective UJ students, enrolled students and graduates, UJ alumni and adults in career transition. The following initiatives and enhancements were envisaged in the Unit's revised mission for 2014 and onwards:

Working in partnerships with academic departments and graduate employers to:
• enhance the quality of UJ's graduates,
• equip them with the skills to compete in a global workplace,

- maximise employment prospects and opportunities,
- enable learners, prospective students and UJ students to make informed choices about their future.

The multi-campus setting of UJ informed the rationale in the Revisioning Proposal for refocusing the Career Services Unit by extending the walk-in services into the digital environment, which transcends geographic restrictions. Sophisticated career-based software applications and web-based online offerings, which include a variety of information resources and user self-help interaction, are therefore required to enable clients to achieve maximum benefits from the utilisation of the Career Services. The implementation of the Career Services Portal and the Symplicity Career Services Manager (branded as the YourCareer Portal) in the first quarter of 2014 into the Career Services service offering will contribute greatly to enhancing service delivery. The new online offerings will benefit the prospective student population, enrolled students and graduates, as well as the employer community, and will complement the on-campus services that have been available, including face-to-face counselling and the Career Resource Centres. The purpose of the revisioning proposal for the Career Services Unit was to address the priority areas defined in terms of the strategic outcomes envisaged by the University, especially the following two objectives, as stated in the recent UJ Strategic Objective statement:
- Objective 4: Enriching Student-Friendly Learning and Living Experience
- Objective 5: National and Global Reputation Management

Of great importance is the establishment and optimisation of employer relations, to facilitate the absorption rates of graduates from this institution into the workplace, thereby enabling students and graduates to access employment opportunities as they prepare to transition between Higher Education (HE) and the labour market. In the second instance, classroom-based career interventions are foreseen as a focus area, to enable students to gain employability skills while they are studying, either as credit- or non-credit-bearing career education programmes. Thus, a greater focus on bringing career development opportunities to students within faculties is expected. Thirdly, current career assessment and counselling services offered by the Career Services Unit will be reviewed and motivations will be offered towards a strengthening and increased relevance of this particular service.

Career counselling and development at HE institutions in South Africa must now, more than at any other time in history, be dynamic and creative; HE institutions should provide career counselling that is highly individualised to prepare students for life-long learning in an unpredictable and turbulent labour market, while remaining focused on facilitating career development of the broader student community as a group of people going through a specific career development transition phase, as they move from school through HE and into the world of work.

The Career Services Unit fulfills the following core functions:
- Provision of career assessments and career counselling to clients, including 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.

- The Career Education Programme, also popularly known as the Work-Readiness Programme, provides effective, comprehensive and holistic career education services to clients. In addition, career development, CV writing, interviewing skills and job searching workshops are presented. The aim of these workshops is to improve clients' readiness to enter the work environment and prepare them for transitioning into their careers upon graduation. The Work-Readiness Programmes will increasingly be delivered within the Senior Student Experience (SSE) initiative of the University.
- Fully-fledged Career Resource Centres (CRCs) on each of the four campuses. The aim of these centres is to provide students and external clients with comprehensive and user-friendly career information resources, in electronic, online, and printed formats, help them facilitate their career decision-making process.
- The Recruitment Programme 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 requires a comprehensive events organisation and coordination function, as it spans all four campuses and attracts a host of employers each year who participate in the events. A graduate recruitment guide, containing article contributions from all the Career Services staff as well as advertising and media copy content provided by participating employers, is compiled and published each year.
- The Career Services YourCareer and Job Portal offer a range of online graduate recruitment packages to potential employers. The portal is used for advertising permanent, part-time and vacation employment, as well as 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 notice-boards and emails advertisements to students using their UJ email account.

The Career Services Team has developed a process document that highlights the core activities as well as supportive functions in the Unit. Each Career Services staff member is responsible, as process owner or coordinator of allocated functions and support activities (allocated through a documented process conducted with the Team Leader), for providing oversight and consultation. These activities can be briefly described as follows:
- Marketing and the Career Services website;
- Internal and external liaison;
- Career-related projects.

Career Assessment and Counselling Process
The Centre for Psychological Services and Career Development (PsyCaD) envisions a user-friendly and well-equipped environment that encourages and facilitates career development and career education. The career development of the University of Johannesburg's students from the first-year experience through to their transition to the world of work will form an important focus area. In doing this, PsyCaD will serve a more diverse client base and connect students with prospective employers. PsyCaD provides career counselling and career assessments to prospective and

enrolled UJ students, UJ staff and adults in career transition. Trained professionals across all units in PsyCaD provide these career counselling and career assessment services as part of their cross-functional professional activities.

Throughout 2014, the Career Services Unit worked to establish a standard career assessment and counselling process across all four PsyCaD offices on each campus. The focus was thus placed on revising and implementing the process, which included:

- Training of administrative staff
- Training of 33 intern psychologists and student psychometrists
- Training of professional PsyCaD staff members
- Development of Standard Operating Procedure (SOP) documentation
- Provision of monthly and weekly statistics.

One of the major focus areas of this process throughout 2014 was to equip all professional PsyCaD staff, intern psychologists and student psychometrists with the knowledge and skills necessary to conduct thorough career assessment and counselling procedures and processes, in order to ensure that all PsyCaD clients (including UJ students, prospective students, adults and UJ staff) are provided with efficient and accurate career assessment and counselling services.

During 2014, the focus was also placed on the management of career assessment appointments to ensure that all PsyCaD staff had an equal opportunity to conduct and deliver career assessment and counselling services. This was done through the weekly collection of career assessment statistics from the psychometrists per PsyCaD site.

Themes and findings during 2014
This process, although very time consuming, was successful in achieving the aims of the process set out at the beginning of 2014. Each professional PsyCaD staff member as well as intern psychologist and student psychometrist received a Career Assessment training pack, which included vital information as well as relevant career-related resources to ensure the success of the process throughout the year. Staff also received a flow chart relating to the career assessment and counselling process which stipulated the rules, regulations and new Standard Operating Procedure.

Intern psychologists' career case presentations
During 2014, three intern psychologist career case discussions were conducted, providing 11 intern psychologists with an opportunity to present career-related assessment and counselling cases to their colleagues, including members of the Career Services Team. As part of this activity, each group of intern psychologists had to present a qualitative career intervention to PsyCaD professional staff and fellow intern psychologists. The career case discussions served as a learning opportunity for all intern psychologists regarding the variety of cases they might be presented with in future. The career case discussions focused only on the discussion of career cases relating to UJ students.

As part of the career case discussion process, intern psychologists were asked to reflect critically on this learning task and opportunity. The following are excerpts from the intern psychologists' reflections on the task:

"I feel that I have grown a great deal as a career psychologist throughout this year. Career assessments are something I enjoy I find that each client is a puzzle. Initially I was intimidated with the process but as the year continued I became very comfortable as a career psychologist. I found that the training and resources given (especially the cd) were invaluable and that this has aided me in developing fully as a professional"

"I think I have generated more respect and interest in this area of psychology as I was previously not very interested. It is a dynamic and changing area which is open to so much creativity. I can now say that I feel competent in conducting, assessing and reports on various issues related to career assessments".

"I really enjoyed and learnt a lot from the career case presentations this year. I particularly enjoyed the qualitative interventions that each group was required to present. These will definitely be packed into my career resource pack. If I had to make a suggestion for next year's process, I would suggest that all presentations be done in close proximity. Perhaps a career month whereby the Fridays of a particular month be dedicated to career case presentations and development".

Although this activity serves as a necessary learning opportunity, it is suggested that this activity needs to be developed further to include a broader range of different career cases such as:
- Grade 9 subject choice
- School career assessments
- University career assessments
- Adults in the process of career transitioning.

Development of a qualitative career workshop
During 2014, a Qualitative Career Assessment Interventions workshop was presented to 46 intern psychologists, student psychometrists and other PsyCaD professionals. The workshop was developed with the aim of enriching and equipping PsyCaD's interns and professionals with the necessary skills and resources to facilitate qualitative career interventions. The workshop consisted of multiple career-related tasks and information surrounding a theme of becoming a "co-pilot" to one's clients throughout their career development journeys or student (career) lifecycles.

The workshop received a positive response and encouraged individuals to grow within their own style of qualitative career practices.

Major themes and findings
- Student psychologist course training does not place enough emphasis on career-related practices and interventions.
- Most of the intern psychologists and student psychometrists seemed to present with a lack of career-related knowledge and skills, which would have a negative impact on the overall career-related work/practice of all individuals.

The workshop furthermore focused on the development of relevant qualitative career interventions and posed a positive challenge to the workshop attendees relating to the development of their own qualitative career practices.

This process was especially beneficial for the intern psychologists and student psychometrists and challenged them to incorporate qualitative work into their own career practices.

Career advisory services
Career Advisory Services forms part of services delivered to UJ students, prospective students, external clients and staff members by the Career Services Unit staff members and PsyCaD professional staff members. Career Advisory Services are typically defined as short 10 – 15 minute sessions from where individuals are referred for career counselling or career assessments. These services furthermore focus on the delivery of career information, guidance and overall aspects of career development and planning. In 2014, the Career Services Unit placed its focus on the provision and development of career resources in both digital and printed format with the aim of equipping the PsyCaD professionals to deliver optimal career-related advisory services.

Major themes and findings across all four PsyCaD sites
Throughout 2014, the Career Services Unit analysed data that was captured on PsyCaD's Advisory forms. The data provided an account of the number of Career Advisory sessions that took place, and the primary reasons that students sought these services. The following major themes and findings were identified:

- Many students who utilised the career advisory services mentioned they were experiencing academic difficulty in their current course. Academic difficulties/poor academic performance often causes students to be unhappy in their courses, leading to a feeling of wanting to change course or field of study.
- Students presented with limited knowledge regarding course content and what courses/the course they are enrolled for entails, due to a lack of career or course-related research.
- Financial concerns or difficulties: Many students presented with socio-economic reasons for cancellation of studies, which were mostly financial and family-related difficulties.
- Lack of resources and limited career planning by senior students often led to lack of career research, which caused students to make uninformed career and course decisions. This often resulted in unhappiness with their courses or current field of study.
- Personal/emotional factors: Career confusion often stems from personal or emotional difficulties. Decisions about courses were often made with the primary motivation that the qualification will ensure financial security and independence, although the course does not suit their personality types, interests, values and likes.
- Lack of career-related skills: Job search skills remain a challenge for senior students. Senior students often seek advice regarding CV and cover letter writing just before entering the world of work. Many also do not have the necessary CV and cover letter writing skills in order to be successful when entering the world of work. Prospective students often leave career guidance until the last minute, often resulting in poor career decision-making. It was

found that prospective students are not aware of the APS scoring system and often do not meet minimum entry requirements.

Development of Qualitative Career Resource Pack
Five career resource packs have been developed for use during qualitative career interventions. These packs have been utilised mostly by the intern psychologists. The aim of the development of the career packs was to provide intern psychologists and PsyCaD professionals with a foundation for the development of their own qualitative career-related practices. This pack contains tools relating to the provision of qualitative career counselling, such as:
• Positive affirmation cards
• Feedback cards
• "This is how I feel about" qualitative career intervention
• "My magic wand" qualitative career intervention

The pack also contains information relating to self-development and discovery which could be utilised by professionals as part of the first stage of the career development process/student lifecycle. This pack was also used as a means for the intern psychologists to design and develop their own qualitative career interventions during their Intern Career Case Discussions.

Career Services' involvement in the uMatter campaign
uMatter, a 2014 PsyCaD campaign initiative, in collaboration with the Career Services Unit, participated in the General Career Fair that took place from 21 to 24 July. Every month the uMatter campaign focuses on a different theme relating to the everyday needs of UJ Students. For the month of July, the campaign focused on providing students with career-related information in order to fall in line with the UJ General Career Fair. The trees on each campus were wrapped in lime green material to symbolise career growth and development, and Career Services Unit information cards and CV and Interview Preparation Checklists were hung from the trees for students to take. The campaign aimed specifically to provide final-year students with information about career-related activities and workshops in and around all UJ campuses. In addition, the campaign sought to empower students to participate in and initiate their own processes of career development and planning and to gain an overall perspective on the road ahead that leads to the world of work.

At the General Career Fair, a uMatter Career Information Booth was situated at the General Career Fair and served over 2500 students who had career-related queries. As part of the Career Information Booth, three 'career information trees' were displayed throughout the course of the General Career Fair. The trees invited students to "Help make our PsyCaD career trees green" by filling in a green sticker "My future career is in_____" and placing it on the branches of the trees. This provided a platform for engaging with the students for further career guidance and development.

Career information on PsyCaD SharePoint
SharePoint, an online platform, was utilised as a means for all professionals to have access to important career resources for use during their own career assessment and counselling practices. The following topics were uploaded and distributed as part

of empowering the PsyCaD professionals and intern psychologists to develop their own practice of career psychology:

- Qualitative and quantitative career assessments tools and techniques
- Career advisory
- Supervision of intern psychologists
- General career information and documentation
- Career planning and development
- CV and cover letter support
- Discover what and where to study
- Intake interviews
- Integration of assessment information
- Postgraduate studies
- Pre-intake assessment packs
- Career report writing
- Subject choice

Career Services Standard Operating procedure (SOP) documentation
The following SOP documentation was revised throughout the course of 2014:
- CS001: Procedure Career Resource Centre
- CS002: Procedure Career Assessment and Counselling
- CS003: Procedure Career Consultation
- CS004: Procedure Career Education and Workshops
- CS005: Procedure Career Liaison Process
- CS006: Procedure YourCareer Job Portal
- CS007: Procedure Recruitment Programme
- CS008: Procedure Career Group Discussions

Assessment and Counselling Career Services user statistics (January – December 2014)
The table and figure below provide a summary of the career counselling interventions that took place in 2014 (entailing individual intake interviews, computerised group assessments, individual feedback sessions and written reports), per delivery site:

Number of computerised career assessments per campus

Nature of the assessment	Number assessed				
	APB	APK	DFC	SWC	Total
Career Counselling University	19	131	17	18	185
Career Counselling School	1	48	0	3	52
Change of Course	0	8	1	0	9
Grade 9 Subject choice	0	7	0	0	7
Career Counselling Transition	0	5	0	0	5
O:PwD Career Counselling University	0	1	0	0	1
Total	**20**	**200**	**18**	**21**	**259**

Career Assessment and Counselling Statistics - 2014
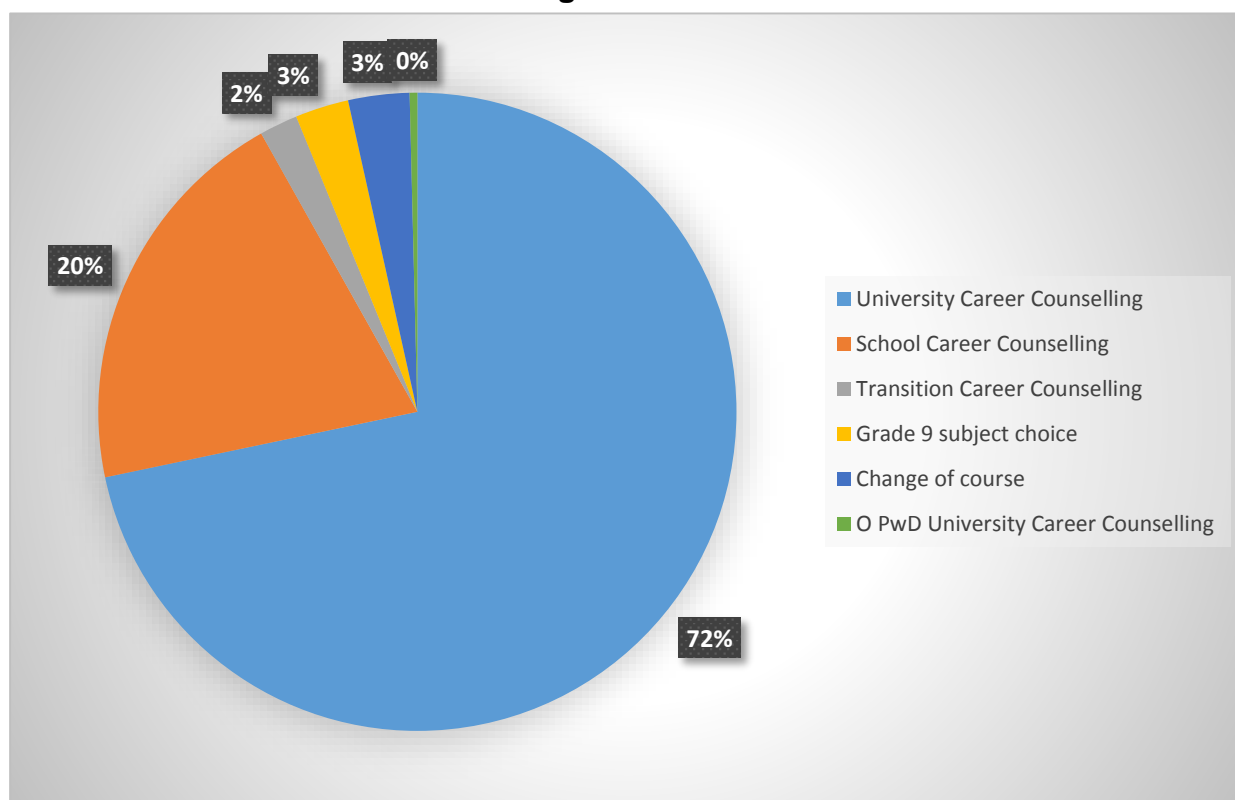
Career Resource Centres

Well-equipped Career Resource Centres (CRCs) on each of the four UJ campuses aim to provide visitors access to a wide range of career information resources, in electronic, online and print format, within a user-friendly environment, situated at all the PsyCaD sites of delivery, except at B5. CRC visitors have access to career-related resources that will help them to facilitate their own career development and decision-making processes.

Five Work Integrated Learning (WIL) students from the Department of Public Relations were recruited to man the CRCs, two at APK and one at APB, DFC and SWC respectively. Their main role was to receive and welcome, and provide assistance to all CRC visitors to access the self-help resources available. Two Career Consultants coordinated the CRC activities. The CRCs offer the following resources/facilities:

- Internet access for self-help career-related activities like the PACE career interest questionnaire, The Ultimate Career Guide, CareerXplora, Career Services Online and YourCareer;
- Career magazines, such as GradX, careerssa.net, CareerCompass, Companies of the Future and SA Career Focus;
- Printed books on different career-related topics;
- UJ PsyCaD Career Services Career Workbook;
- UJ Undergraduate Career Prospectus;
- Recruitment Guide;
- Files containing articles and information on careers and job search strategies;
- Company brochures for recruitment purposes;

- Notice boards with important notices, workshop details, open vacancies and bursary information; and
- General UJ and PsyCaD booklets and/or brochures.

Career Resource Centre user statistics 2014
A total of 2551 visitors were logged across all CRCs during 2014. The breakdown of visits per UJ campus, for the years 2013 and 2014, are indicated in the table below:

Number of CRC users per campus

Campus	2013	2014
APB	452	259
APK	1115	673
DFC	1109	1101
SWC	252	460
Unknown	54	58
Total	**2982**	**2551**

UJ events: Orange Carpet and Mini Open Days user statistics 2014
The breakdown of UJ Mini Open Days and Career Services activities, for the years 2013 and 2014, are indicated in the table below.

Participation in UJ Open Day events

UJ events and Career Services participation	2013	2014
Number of UJ Mini Open Days	6	11
*PACE Career Interest Questionnaire	696	779

*Note: The statistics reflected for the PACE Career Interest Questionnaire indicate only the number of assessments completed within the assessment venues on the specific UJ Mini Open Days.

YourCareer Portal: Student Interface user statistics 2014
A total of 3408 enrolled UJ students were registered on YourCareer by the end of 2014, and a total of 60 career information resource topics were uploaded on the YourCareer student interface.

Workplace Readiness Programme/Career Education
Career Services' career education workshops are presented during the year on all four campuses. In the first semester of 2014, a Job Search Strategies workshop was presented in the second week of February, followed by CV and Interviewing Skills workshops between February and May, to prepare students for the annual Career Fair in July. In the second semester, workshops such as Jumpstart your Career, CV Writing Skills, Interviewing Skills and Job Search strategies were facilitated. In addition, PsyCaD Career Services partnered with the Department of Business Management to present an Entrepreneurship Workshop, facilitated by Mr Leon Janse van Rensburg, on all campuses. Career Services also received requests from different faculties to facilitate workshops for their students. The Faculty of Management requested the most workshops, followed by the Faculty of Engineering and the Built Environment, Faculty of Science and the Faculty of Humanities

respectively. The Career Services workshop statistics from February to October 2014 appear in the table below.

Career Services workshop (WS) totals January – May 2014

Number:	APK		APB		DFC		SWC	
	WS	Attendees	WS	Attendees	WS	Attendees	WS	Attendees
Career Services Scheduled Workshop	4	104	4	41	4	42	4	56
Faculty Requested Workshop	4	218	10	352	6	147	2	28
Totals per campus	8	**322**	14	**393**	10	**189**	6	**84**

Workshop (WS) totals August - October 2014

Number:	APK		APB		DFC		SWC	
	WS	Attendees	WS	Attendees	WS	Attendees	WS	Attendees
Career Services Scheduled Workshop	6	50	6	19	6	38	6	108
Faculty Requested Workshop	5	301	2	18	7	244	4	105
Totals	11	**351**	8	**37**	13	**282**	10	**213**

Brainwave Mxit Careers Chat line

The Career Services team has been working collaboratively with Brainwave Careers, an NGO, on their career Mxit platform since January 2014, every Wednesday afternoon, providing career guidance to prospective students interested in studying at UJ, as well as to UJ students. Below are the statistics for conversations with users between January and November 2014:

Mxit conversation 2014

Chat Agent Name	Number of Conversations	Sent Messages	Received Messages	Total Sent and received
Kgomotso Gunya	234	910	1177	2087
Lauren Claassen	126	692	790	1482

Chat Agent Name	Number of Conversations	Sent Messages	Received Messages	Total Sent and received
Manda Snyman	189	524	784	1308
Ian van den Berg	151	532	702	1234
Yolanda Nongauza	40	312	272	584

Career group discussions

Career group discussions were first introduced in 2013. The overarching objectives for both the first- and final-year discussion groups were to facilitate discussion, through providing a forum for students to speak openly about their fears and wishes with their career choice. Personal development is explored, while equipping students with the information and general career skills required for them to successfully achieve their career and study objectives.

In 2014 the group discussions were more focused to attract students from selected faculties. At the Kingsway Campus (APK) students from the Faculty of Humanities were considered. Doornfontein Campus (DFC) students from the Faculty of Engineering and Built Environment, Bunting Road Campus (APB) students from the Faculty of Management Sciences were invited. At the Soweto Campus (SWC), students from the Faculty of Economic and Finances were invited to attend the discussions. The said faculties were selected as most students from these faculties who had visited PsyCaD had requested career-related assistance.

Resources, limitations and challenges

The topics for the first-year group related to the first-year experience, career decisions and the processes thereof. The first-year group discussions were held at the beginning of the year (16–26 February 2014) across all campuses. In the final-year group discussion, topics for discussion included skills acquired at university and developing employability skills while at university to prepare for the world of work. Final-year group discussions were held in the second semester from 6–20 August 2014. The group discussions were marketed using printed posters, mass emails, pamphlets, radio advertisements (UJ FM) and requests to the relevant faculties to encourage their students to attend.

Student attendance proved to be a challenge for 2014. Although the sign-up forms were full, less than 5% of students who had signed up arrived, even after text messages were sent as reminders. The challenge of time remains an important factor in getting students to attend any workshop or discussion that is not credit-bearing. In researching the trends of students and what attracts them to certain informational sessions, one may find the best solutions from students themselves. It is important to recognise that a large proportion of students struggle with managing their time effectively. Additionally, student attendance of workshops is low if it is not obligatory or incentive-based.

4.3 Disability Services Unit

The University of Johannesburg's commitment to providing an integrative and inclusive approach to managing and developing issues associated with disability is integral to PsyCaD's Disability Services Unit functioning. The Unit proposes that all stakeholders, employees and students have a vested interest in promoting principles of equity and access and therefore serves as one of the central stakeholders that drive this commitment to accessibility for all.

During 2014, 259 students with disabilities registered with the Disability Services Unit (also known as the Office: People with Disabilities (O: PwD)) and were directly supported in various ways. This translates into 609 appointment-based, consultative sessions consisting of academic, psycho-social, assistive device, and access-driven support. In addition, 732 walk-in queries were attended to, and 34 group assistive device training sessions were provided.

Strategic focus and targets of the Disability Services Unit
The Unit's strategic focus is to provide holistic support to students with disabilities. The O: PwD provides a variety of services to students with disabilities, which includes technological assistance, psycho-social interventions, as well as holistic support to improve throughput and academic success.

Registered students per disability category

Students Per Disability Category	
Communication (talking, listening)	3
Disabled but unspecified	8
Emotional (behavioural or psychological)	38
Hearing (even with a hearing aid)	16
Intellectual (difficulties in learning)	115
Multiple	6
Physical (moving, standing, grasping)	105
Sight	72
TOTAL	**363**

*data sourced from HEMIS on Tuesday 03 February 2015

Teaching and Learning
The following reflects the core business of the Disability Services Unit – that of direct support to teaching and learning, with the aim of promoting academic throughput of students with disabilities. The Unit works closely with all faculties when support of students with disabilities is required. This support consists of the following:

- Assessment of students with disabilities for career counselling and assessment referrals
- Advising faculties regarding the admission of prospective students with disabilities
- Facilitating the concession applications 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 with reading software
- Guiding and supporting departments around what reasonable accommodations there are in relation to specific disability needs
- Working with lecturers to assess what reasonable accommodations are required in the lecture halls, at practicals and tutorials or during 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 during tests and exam time. This direct support collaboration has resulted in strong relationships with faculties as well as the administrative staff.

As is evident from the statistics presented, the number of students with disabilities disclosing their status, specifically those with learning disabilities, is increasing and this requires additional support. Learning disabilities require specialised psycho-educational support, which extends beyond the provision of access to study opportunities within faculties and learning materials, to a holistic understanding and support of the student. Going forward, it appears that a multi-disciplinary approach may prove to be beneficial. The Office therefore endeavours to provide these holistic services through consultative sessions. This support translated into the following number of disability-related sessions conducted in 2014:

PwD Consultative Sessions

Year	Number of clients with disabilities supported	Number of sessions
2013	276	441
2014	259	609

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. A support group was also established to promote peer interaction.

The O: PwD also provides a walk-in service which assists both registered and prospective students with access to information without a scheduled appointment. In 2014, 732 disability-related walk-in queries were attended to, in addition to the above. These queries included, but were not limited to:
- Prospective student information and career counselling
- Required residence and bursary interventions
- Issues of a psycho-social nature e.g. adjustment to a mainstream environment
- Assistive devices and technology assistance and maintenance.

Psycho-social support
The Unit recognises the psycho-social support required by students, and a support group was established as a mechanism to drive this, and to connect students with similar challenges. The support group provides a safe contained space for members

to share experiences and advice and propose/initiate solutions. Two support groups ran over a course of six weeks per semester for all students with disabilities.

Social media is another platform that the Office uses to provide this type of support. In an effort to extend support to first-year students, a virtual student with a disability was created. Penny, as she is known, has a physical disability and writes about her experiences at university. Typical situations that students with disabilities may encounter have been portrayed through her writings, which offer possible solutions and referrals to support services on campus. These diary entries are uploaded monthly. Penny's Diary has proven to be an effective platform to disseminate information about what the Unit offers.

Test and examination support

In an inclusive effort to ensure support, it was decided that all students with approved additional time on APK would make use of the O: PwD's facilities to complete their examination papers. Therefore, apart from those students that make use of assistive devices and technology to complete their examinations, the Disability Services unit, in collaboration with the Invigilation Department, also ensures the implementation of additional time for those who require it during June and November exams.

This support translated into the following statistics for 2014:

O: PwD facilitated test and exam sessions

Year	Number of students	Number of examination papers
2013	82	548
2014	80	534

The above statistics do not include the additional 434 semester test papers that were facilitated in the Office in 2014, in comparison to 265 papers in 2013. It must be noted in respect of the above numbers that many of the papers required adaptation either in electronic format or braille conversion to allow for full access by the students during the examination period. This is a labour-intensive, specialised service that the Office provides for all faculties. Students also made use of various assistive devices and software available in the Office.

Additional learning and academic support facilitated in 2014

Activity	Amount
First year PwD support sessions	222
Walk in enquiries	732
PwD assistive device training sessions	34

The above learning support sessions were aimed specifically at the first years. The transition from high school to university can be a difficult one, potentially more so for those with disabilities. Through the facilitation of learning support sessions on all campus sites, first-year students were provided 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/learning/psycho-social/environment nature), so that the necessary

intervention could be facilitated. It also included extended orientation support in terms of study material, as well as training in various assistive devices.

Concession Committee
To ensure that students with disabilities receive the required support at tests and exams, the UJ Concession Committee was established. The purpose of such a committee is:
To provide and approve appropriate recommendations of support (concessions), based on different areas of expertise, for students with disabilities
To advise on appropriate concessions based on knowledge around physical, visual, learning and emotional barriers
To ensure that the approval of such concessions is based on recent, sound medical/psycho-educational reports and the concessions recommended are in line with the identified barrier.

Concession Committee applications processed per faculty
The establishment of such a committee is innovative in nature, and many institutions are implementing a similar model.

Faculty	2012	2013	2014	Total
Economics and Financial Sciences	25	21	13	**59**
Education	7	8	4	**19**
Engineering and The Built Environment	8	5	4	**17**
Health Sciences	7	11	8	**26**
Humanities	11	12	13	**36**
Law	5	2	4	**11**
Management	12	12	11	**35**
Science	6	11	1	**18**
Total concession applications processed	**81**	**82**	**58**	**221**

Adapted transport services
In collaboration with the Logistics Department, two Toyota Quantum vehicles were adapted to transport people with disabilities. The adaptations specifically accommodated people in wheelchairs. In addition, a dedicated driver, trained in 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 sport responsibilities
- The transport needs of staff with disabilities for academic/work-related requirements.

In 2014, the adapted transport service transported 536 passengers with disabilities to 498 different destinations. This is compared to 224 trips in 2013. This enabled 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.

Library services
In a collaborative effort to provide accessible spaces within the university, areas in the Library and Information Centre were equipped with appropriate assistive devices and software to allow access to the printed text and databases. In addition, a dedicated task team, made up of various representatives from the Unit and library, meet regularly to ensure that strategic disability-related issues are met. Dedicated tutors were also employed to facilitate the support in these dedicated areas. All of the tutors had disabilities themselves, and this opportunity provided valuable work and tutor experience.

During their tenure from March to November, 559 visits to the adapted library space on APK were recorded. Presenting assistance included accessing journal articles, adapting of material into formatted space and facilitation of academic assistance with regard to disability requirements.

Disability sensitivity
The Disability Services Unit coordinated a disability awareness campaign, which took place during the annual Diversity Week. The campaign was structured around disability sensitivity games and the Woema on Wheels (wheelchair) race. The objective was to sensitise and raise awareness among the UJ community regarding the challenges faced by persons with disabilities both at UJ and in general.

The Unit also sensitises new staff to issues of disability by presenting their services during the on-boarding process with HR. In addition, the Unit has met with various departments to drive the support required by their staff or students.

Student with disabilities society – DARE
The Demonstrating our Abilities and Recognising Excellence (DARE) society for students with disabilities concentrated on sensitising various stakeholders to issues of disability by running campaigns.
Some of the activities that the society coordinated this year include:
- Autumn Awareness campaign
- Sign Language Workshop
- DARE DRIVE
- Left-Hander's Day

DARE has been very active in supporting other events within the UJ Community, including the Casual Day event and UJ Diversity Week Programme, which the Disability Services Unit coordinated. The society was acknowledged for its active participation in Student Affairs by receiving the "Most Outstanding Student Leader" award in 2014. This award followed the one they received in 2013 for "Best Newcomer".

4.4 Psycho-Educational and Psychometry Services Unit

The Psycho-Education and Psychometry Services Unit is responsible for PsyCaD's psychometry services, life enrichment and workshop programme development, Residence Academic Advisors (RAAs) training, Residence Liaison, Peer Buddies Programmes and the Continuous Professional Development Programme for Psychological Practitioners.

Psychometry

Training and ongoing supervision was provided to intern psychologists throughout the year.

Intern psychologists 2014

First Name	Surname	Race	Gender
Gregory	Eccles	White	Male
Lenate	Bodenstein	White	Female
Cynthia	Pottier	Coloured	Female
Raydene	Naidoo	Coloured	Female
Faye	Turner	White	Female
Jogini	Packery	Indian	Female
Luzanne	Liversage	White	Female
Storm	Van der Walt	White	Female
Soma	Govender	Indian	Male
Jarryd	Byron	White	Male
Tumelo	Kgolo	Black	Female
Kgothatso (Rachel)	Molongoana	Black	Female
Reanetse	Matlali	Black	Female

Support to internal stakeholders: teaching, learning, selection, training and supervision

During the 2014 academic year, PsyCaD served a number of UJ's faculties and centres through the use of psychological assessments for selection purposes into specific course programmes, as well as providing developmental opportunities for students.

PsyCaD in collaboration with the Department: Industrial Psychology and People Management at the UJ: Assessment, selection and training of intern psychometrists

The Industrial Psychology and People Management Department (IPPM) in the Faculty of Management facilitates the psychometry practicum. In 2012, upon PsyCaD's advice, the IPPM Department decided to incorporate standardised psychometric assessments in their selection process. The IPPM Department selects approximately 35 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 selection panel that interviews the prospective candidates. Ten out of the 35 candidates selected complete their psychometry practicum at PsyCaD. The Psycho-Education and Psychometry Services Unit was involved in the selection, training and ongoing supervision of 20 student psychometrists for PsyCaD during the first and second semester of 2014.

Student psychometrists selected for the first intake January 2014

First Name	Surname	Race	Gender
Monique	De Aguiar Pereira	White	Female
Madelein	Hoeksma	White	Female
Caitlin	Siebrits	White	Female
Kgadi (M.K.)	Maserumule	Black	Female
Zelda	De La Guerra (De Beer)	White	Female
Nikita	Haefliger	White	Female
Esmarilda	Dankaert	White	Female
Gretchen	Chinner	White	Female
Razeenah	Mahomed	Indian	Female
Julia	Mc Cusker	White	Female

Student psychometrists selected for the second intake commencing training in June 2014

First Name	Surname	Race	Gender
Sheridan Jade	Bekker	White	Female
Tashreek	Davis	Coloured	Male
Rachel Tarryn	Forbes	White	Female
Ruvimbo Kimberley	Jaramba	Black	Female
Kobashini	Kallen	Indian	Female
Khongotela	Makhubele	Black	Male
Raeesa	Mayet	Indian	Female
Tshepiso Sharon	Nkuna	Black	Female
Philipus	Van Niekerk	White	Male
Nadine Evert	Willemse	Coloured	Female

Humanities Intervention Session (LASSI Assessment Project)

The Psycho-Education and Psychometry Services Unit, together with the Academic Services Unit, provided assessment and feedback services for Safenet students at the Faculty of Humanities, using the Learning and Study Strategies Inventory (LASSI) assessment tool. A total of 80 assessments took place in 2014.

UJ Mini-Open Day PACE Assessments

The Psycho-Education and Psychometry Services Unit, in collaboration with the Career Services Unit, assessed 769 prospective clients in 2014 using the online PACE career assessment tool. Ten assessment sessions were held from April to October for this project.

External Psychometry Services Projects

The Psycho-Education and Psychometry Services Unit assisted the Training and Development Services Unit with the psycho-educational assessment of 20 elementary school learners. They assessed a total of 277 learners at the St Barnabas high school for selection into Grade 8. Additionally, 25 clients were

assessed for a company called Massbuild for selection of employees that may qualify to study at UJ in the Retail Management Certificate Programme in their sponsored scholarship programme. In addition to this, 2 candidates have been assessed for selection purposes for an organisation called Massel Property Services. The Stephen Read project sent two candidates for assessment into its selection into their Small Business Management Training Programme.

The Psycho-Education and Psychometry Services Unit also generated income from selections from prospective students into two university programmes in the Faculty of Art Design and Architecture (FADA) and the Faculty of Management's Department of Industrial Psychology and People Management. In 2014 a group of 152 candidates were assessed for the FADA selections. Below is a table indicating income generated by these projects.

Total income generated from external psychometry projects

2014 Projects	Estimated Income Generated from Projects
St. Barnabas Selection	R 55 400.00
FADA Selection	R 39 520.00
IPPM Intern Psychometrist Selection	R 39 655.00
FIELD/Stephen Read (Selection)	R 1000.00
Massbuild Assessment Project	R 4066.25
Total	**R 139 641.25**

Total assessments conducted during 2014

Computerised/Group Assessment Statistics 2014 - APK C Ring 1 / D Les 303			
Internal UJ Student Assessments		**External Non-UJ Student Assessments**	
Change of Course	8	Grade 9 Subject Choice	7
Emotional Assessment	1	School Career Counselling	48
LADS Assessments	21	Career Maps Assessment	2
O: PwD University Career Counselling	1	MASSEL Company Assessments	2
Transition Career Counselling	5	Saint Barnabas Grade 8 Selection	277
University Career Counselling	131	School of Tomorrow E & P Assessments	2
F5 Assessments	43	UJ Mini-Open Day Assessments	779
F7 Assessments	34	Stephen Read Selection Assessments	2
FADA Selection Assessments	152		
IPPM Selection Assessments	77		
LASSI	80		
Training Intern Psychologists	13		

Computerised/Group Assessment Statistics 2014 - APK C Ring 1 / D Les 303			
Internal UJ Student Assessments		**External Non-UJ Student Assessments**	
Training Intern Psychometrists	20		
Training PsyCaD Staff Member	2		
Total Activity	**588**	**Total Amount**	**1119**

Assessments, SWC

Computerised/Group Assessment Statistics 2014 – Soweto Campus			
Internal UJ Student Assessments		**External Non-UJ Student Assessments**	
University Career Counselling	18	School Career Counselling	3
Academic Assessment	1		
F5 Assessments	9		
F7 Assessments	2		
Total	**30**	**Total**	**3**

Assessments, DFC

Computerised/Group Assessment Statistics 2014 – Doornfontein Campus			
Internal UJ Student Assessments		**External Non-UJ Student Assessments**	
University Career Counselling	17		
Change of Course	1		
F7 Assessments	5		
Total	**23**	**Total**	**0**

Assessments, APB

Computerised/Group Assessment Statistics 2014 – Bunting Road Campus			
Internal UJ Student Assessments		**External Non-UJ Student Assessments**	
University Career Counselling	19	School Career Counselling	1
F5 Assessments	1	Mass Build Assessment Project	25
Total	**20**	**Total**	**26**

Computerised / Group assessments

Computerised/Group Assessment Statistics 2014			
Internal UJ Student Assessments		**External Non-UJ Student Assessments**	
Total	**661**	**Total**	**1148**

Individual assessments

Individual Assessment Statistics 2014	
Psycho-Educational Assessment	66
Subject Choice Assessment (External)	4
Career Choice Assessment (External)	23
Career Choice Assessment (Student)	1
Career Transition Assessment	5
Concession Assessment	5
Psycho-Legal Assessment	2
Esperanza Assessment	20
Assessment used in Therapy	1
Neuro-Psychological Assessment	1
Total	**128**

Life Enrichment Workshop Programme

Life Enrichment Workshops: Towards serving FYE (First Year Experience) and SSE (Senior Student Experience)

The provision of life enrichment workshops in higher education is based on the Collaborative for Academic, Social, and Emotional (CASEL's) framework that enables students to better perform academically and achieve success in their university, work and personal lives. (The framework is adapted from Grumbaum, Kinchen, Ross, Lowry & Harris (2004). Youth Risk Behaviour Surveillance-United States. *Morbidity and Mortality Weekly Report Surveillance Summaries,* 53 (SS-2), 1-100.)

SEL is the process of developing social and emotional skills in the context of safe, caring, well-managed and engaging environments. SEL promotes the developing of skills to:

- Recognise and manage emotions (emotions affect how people learn)
- Care about and respect others (fosters mutual positive relations between all stakeholders in the student-university relationship)
- Develop positive relationships (relationships provide foundations for learning)
- Make good decisions (demanded by employers and should be aligned with the academic agenda)
- Behave responsibly and ethically (being safe, drug-free and apply self-regulation, and learn to submit and thrive on one's own work).

PsyCaD's Life Enrichment Workshops are geared towards educating, supporting, empowering and inspiring students who are studying at the University of Johannesburg. These workshops aim to increase students' resilience to change, improve personal productivity, build confidence and self-esteem and enhance students' skills to proactively cope with academic and psycho-social challenges. A total of 35 workshops were presented in 2014.

The Psycho-Education and Psychometry Services Team presented workshops to residences, day houses, faculties, and other UJ stakeholders during 2014. There has been a decline in student attendance of workshops in 2014 in comparison to 2013. Moreover, the Faculty of Economic and Financial Sciences at the Bunting Road Campus tapped into PsyCaD's Life Enrichment Workshop Programme more by utilising workshops preparing students for the world of work dealing with softs skills acquisition. However, 2014 saw a shift with the Faculty of Engineering and the Built Environment on Doornfontein Campus requesting 10 workshops via PsyCaD's Faculty Liaison representatives and responding to emails marketing the Life Enrichment Workshops by the Life Enrichment Workshop Process Coordinator. Below are two tables indicating the trends in soft skills workshop requests and the number of students and staff who attended the workshops:

Life enrichment workshops

Total Presentations	Total Workshops Presented in 2014	Total Workshop Attendees 2014	Total Workshops Presented in 2013	Total Workshop Attendees 2013
Day House Presentation	1	29	1	13
Residence Presentations	0	0	3	55
Faculty Presentations	30	682	20	1029
Staff Presentations	1		4	106
CSL Presentations	n/a	n/a	2	20
Ad Hoc Presentations	0	0	3	293
Interns Presentations	0	0	3	53
TOTALS	**35**	**764**	**33**	**1516**

Although a similar number of workshops were provided in 2014 in comparison to 2013, there was a decline in student attendance by half. It is recommended that a marketing strategy be developed using both the Faculty and Residence Liaison systems, PsyCaD's Marketing Forum and Web Editor. More proactive one-on-one marketing with Heads of Departments and lecturers in faculties should be considered to promote wellness and career development in faculties and residences.

Workshops per Faculty

Faculty	Number of workshops 2014	Number of workshops 2013
FEFS	0	5
Health Sciences	6	4
FADA	2	2
Management	5	4
FEBE	10	0

Faculty	Number of workshops 2014	Number of workshops 2013
Humanities	3	0
Science	4	0
SRC	0	1 X 8 Hours
Department of Procurement	2	0
Procurement	0	2
CSESE		2
International Peer Buddies	0	1 x 8 Hours

Getting buy-in from faculties and departments to provide the Life Enrichment Workshops for their student cohort has been a difficult task. Faculties with departments at Doornfontein and Bunting Road Campuses are more open to the idea of developing students' soft skills in preparation for the world of work. In contrast, residences and day houses responded poorly to the workshops marketed by the Unit. This will be further elaborated in the section dealing with the Pilot Residence Liaison Programme introduced in 2014.

Quality Assurance of Workshops Presented to students and staff in 2014

	Strongly Disagree	Disagree	Agree	Strongly Agree
The topics and content covered was relevant to me	4	10	244	355
The length of the workshop was adequate	20	71	273	255
The workshop content was organised and easy to follow	1	15	188	326
I have learnt new information during the course of the workshop	8	30	272	380
The knowledge and skills acquired during the workshop will be useful to me in my work / academic / personal life	5	11	234	336
The facilitator was knowledgeable	3	3	200	400
The facilitator was well prepared	5	14	188	387
Adequate time was provided for questions and discussion	9	29	235	351

Programme Development – Soft-Skills/Life Enrichment Workshops

Workshop Programme Development
Life-enrichment/soft-skills workshops are written according to both PsyCaD and student needs. These workshops must adhere to specific standards such that their content is appropriate, relevant and theoretically sound and adheres to ethical standards relating to plagiarism.

Programme Development was focused on in the second half of the 2014 academic year. Three workshops with workshop manuals and PowerPoint Presentations relating to the Senior Student Experience (SSE) were written and one workshop focusing on both FYE and SSE was developed with a manual and a PowerPoint Presentation, which will be concluded in 2015. These are:

- Preparing for the World of Work. Landing your first job after graduation. What you need to know.
- Managing (work) self, career and boss. How to succeed in your career.
- Teamwork in the world of work. What students should know?
- Procrastination and Self-regulated learning. Shaping you and your academic career.

Residence Academic Advisors (RAA) Programme process coordination in PsyCaD

The Residence Academic Advisors (RAA) Programme is located in Student Affairs Department: Student Life. PsyCaD's role in the programme is to provide the training for the Resident Academic Advisors to orient them to their roles in the residences. Their function is to support first-year students with informal module tutoring and act as socio-emotional mentors.

RAA 2014 Training

The RAA training camp commenced on 21–23 January 2014 at the UJ Bunting Road Campus. One hundred and sixty-eight (168) RAAs were trained over this period. A group of nine psychologists and one psychometrist were involved in the training.

Themes covered in the training:
- General orientation
- Introduction to the RAA Programme
- Vision and Mission of the RAA Programme
- Roles and Responsibilities of the RAA
- Expected behaviour of the RAA
- Skills needed as an RAA
- Challenges of being an RAA
- Rewards and benefits of being an RAA
- Problems an RAA can anticipate in the first 6 weeks
- Mid-year tips for RAAs
- Tips for being an RAA
- What to keep in mind when returning as an RAA
- Role Players assisting with the RAA Programme
- Leadership Qualities of a successful RAA
- First-year students' Experiences
- Conditions for effective coaching
- Identifying and referring at-risk students
- Adjustment to University
- Surviving and thriving in your new home
- Goal setting
- Time management
- Study skills
- Stress management
- Personal financial management
- Feeling blue
- Conflict resolution
- Diversity

The extended RAA Programme for first-year students involving a workshop presentation could not be realised as a result of a number of problems experienced by the Department: Student Life. The same applies to the de-briefing support offered by PsyCaD for the RAAs after the first six weeks into the academic year and a debriefing session for the second semester.

The Residence Liaison Programme
The Residence Liaison Programme was developed to create a supportive link between PsyCaD and the residences in the context of providing preventative as well as curative psycho-social and psycho-emotional support to students and staff. The programme was not well-received by the residences. PsyCaD psychologists emailed and telephoned Residence Managers and Wardens. Only eight residences responded to the email messages and voice-mail messages left by psychologists. Members of the Psycho-Education and Psychometry Services Unit attended the Residences House Committee Training in November 2014 to discuss the RAA and Residence Liaison Programme in order to obtain buy-in from the House Committees and Residence leadership, however, with little success. A meeting with the Director of Residences and the HoD: Student Life was arranged to address this issue in February 2015.

Peer Buddies Programme
A PsyCaD Peer Buddy is a senior and experienced student who has proven sound academic performance and is socially well adjusted. Moreover, a Peer Buddy has a community and social justice orientation and an ethos of care, and is inclined to guide, mentor, support and empower fellow students in their pursuit for academic and social-emotional wellbeing. This is done through 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 on 15 to 17 January 2014 at UJ Island. Initially, 47 Peer Buddies were selected into the programme – however, eight resigned. Therefore a total of 39 students and five staff members of PsyCaD participated in the camp. The aim of the camp was to prepare the 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 the Peer Buddy at UJ
- Self-awareness training
- Diversity
- Crisis screening and referral
- Communication skills
- Team and conflict management
- Project management

A second training programme was held in the first week of December 2014 hosting 43 new Peer Buddies recruits for 2015. Four psychologists presented the training. The same themes for training above were utilised. A total of 90 Peer Buddies were thus trained in 2014. The Peer Buddies received additional soft-skills training in preparation for the world of work during 2014. Moreover, one-hour bi-monthly meetings were held with the Peer Buddies for debriefing. They participated in a

number of UJ and PsyCaD specific campaigns and reached out to UJ students on campus on Fridays. The Soweto Peer Buddies involved themselves in a food collection initiative for hungry students living in the Soweto Campus residences. In addition to this, the Peer Buddies were involved in a community outreach project in a previously disadvantaged school in Kliptown, Johannesburg.

Continuous Professional Development Workshops

The Continuous Professional Development (CPD) Programme is overseen by the Psycho-Education and Psychometry Services Unit. The law 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. Health professionals must collect a certain number of CPD points to remain registered with the HPCSA. Psychological practitioners must collect 30 Continuous Education Units (CEUs) per annum to retain their licence to practise their profession.

PsyCaD is an accredited HPCSA Service Provider for CPD activities. In 2014, seven CPD-accredited workshops were held for PsyCaD staff and one two-day CPD Praxis Seminar was held for external professionals.

PsyCaD Staff workshop timetable

Workshop Date	Workshop Title	Workshop Presenters	CEU points awarded	Number of attendees
4 March 2014	The DSM 5	Prof Cora Smith	3 General	35 Psychologists 3 Psychometrists
27 March 2014	Therapeutic Case Discussion	Ahmed Mohamed	2 General	26 Psychologists 1 Psychometrist
9 May 2014	Career Counselling	Prof Kobus Maree	4 General	33 Psychologists 13 Psychometrists 1 Registered Counsellor
15 May 2014	Couple Therapy	Dr Anne-Marie Lydall	7 General	34 Psychologists
6 June 2014	Psychology, Ethics and Law	Dr Ann-Marie Hutchinson	4 General 1 Ethical	35 Psychologists 9 Psychometrists 1 Registered Counsellor
11 July 2014	Bearing witness	Yvette Esprey	6 General	28 Psychologists
27 - 29 October 2014	Train the trainer programme for facilitators of HIV/AIDS support groups	Shahieda Jansen	15 General	7 Psychologists

Quality Assurance of Staff CPD Workshops - feedback:

- **Therapeutic Case Discussion -** 92% of attendees agreed that the presenter's overall effectiveness was good or excellent. 93% of attendees reported that the workshop's content was relevant to their professional world and extended their knowledge. Furthermore, 96% strongly agreed that the workshop would assist them in their professional performance and competence. Lastly, 93% said they would recommend this workshop to their colleagues.

- **Career Counselling -** 88% of attendees agreed that the presenter's overall effectiveness was good or excellent. 91% of attendees reported that the workshop's content was relevant to their professional world and extended their knowledge. Furthermore, 91% strongly agreed that the workshop would assist them in their professional performance and competence. Lastly, 81% said they would recommend this workshop to their colleagues.

- **Couples Therapy -** 89% of attendees agreed that the presenter's overall effectiveness was good or excellent. 93% of attendees reported that the workshop's content was relevant to their professional world and extended their knowledge. Furthermore, 89% strongly agreed that the workshop would assist them in their professional performance and competence. Lastly, 86% said they would recommend this workshop to their colleagues.

- **Psychology, Ethics and Law -** 100% of attendees agreed that the presenter's overall effectiveness was good or excellent. 96% of attendees reported that the workshop's content was relevant to their professional world and extended their knowledge. Furthermore, 95% strongly agreed that the workshop would assist them in their professional performance and competence. Lastly, 88% said they would recommend this workshop to their colleagues.

- **Bearing witness -** 100% of attendees agreed that the presenter's overall effectiveness was good or excellent. 100% of attendees reported that the workshop's content was relevant to their professional world and extended their knowledge. Furthermore, 100% strongly agreed that the workshop would assist them in their professional performance and competence. Lastly, 96% said they would recommend this workshop to their colleagues.

- **Train the trainer -** 100% of attendees agreed that the presenter's overall effectiveness was good or excellent. 100% of attendees reported that the workshops content was relevant to their professional world and extended their knowledge. Furthermore, 100% strongly agreed that the workshop would assist them in their professional performance and competence. Lastly, 100% said they would recommend this workshop to their colleagues.

Overview of the CPD Praxis Seminar

The two-day seminar was attended by 44 professionals. Of these professionals, 17 were psychometrists, 19 were registered counsellors, and nine were psychologists. A number of PsyCaD staff also attended some of the workshops and all presenters received double CEU points. The seminar was also attended by two test providers, JvR and Mindmuzik, who had stalls at the seminar on the first day. This provided them with an opportunity to interact and network with all professionals as well as market their services.

Two-day CPD Praxis Seminar timetable

Date	Workshop Title	Workshop Presenter(s)	Target Audience
20 June 2014	Creating a high impact practice	Ms Suzanne Stokes Ms Reabetsoe Buys Ms Kerri Alexander	Counsellors and Psychometrists
	Information Registered Counsellors need to know about self-harm	Mr Ahmed Mohamed	Counsellors
	Keynote Address	Prof Gertie Pretorius	Counsellors and Psychometrists
	Group trauma debriefing for Registered Counsellors	Ms Kerri Ann Alexander	Counsellors
	Career Counselling	Mr Ian van den Berg Ms Yolanda Nongauza	Counsellors and Psychometrists
	Trauma: a guide to counselling	Ms Michelle Naicker	Counsellors
	Measuring resilience within organizations	Dr Ann Marie Hutchinson Ms Kersha Mintram	Psychometrists
21 June 2014	Qualitative forms of career assessment	Mr Leong Pon	Counsellors
	Sociological ethics: The power of conformity	Mr Paul Vorster Mr Brandon Morgan	Psychometrists
	Tools that can be used in counselling when working with adolescents	Ms Maria Ramaahlo Ms Celeste Wolfensberger	Counsellors
	The 15FQ+	Ms Sugretta Botha Ms Fatima Jogie Ms Kersha Mintram	Psychometrists
	The Bene Anthony explored	Ms Kersha Mintram	Psychometrists
	The use of clay in counselling	Ms Suzanne Stokes	Counsellors
	Reminder: Take care of myself	Ms Leila Abdool Gafoor	Counsellors and Psychometrists
	Professional management of issues with LGB clients	Ms Gugu Gigaba	Counsellors

Quality Assurance of the Praxis Seminar

- **The 15 FQ+ -** 100% of attendees agreed that the presenter's overall effectiveness was good or excellent. 93% of attendees reported that the workshop's content was relevant to their professional world and extended their knowledge. Furthermore, 86% strongly agreed that the workshop would assist them in their professional performance and competence. Lastly, 93% said they would recommend this workshop to their colleagues.

- **Bene Anthony explored -** 100% of attendees agreed that the presenter's overall effectiveness was good or excellent. 80% of attendees reported that the workshop's content was relevant to their professional world and 100% reported that it extended their knowledge. Furthermore, 73% agreed that the workshop would assist them in their professional performance and 93% reported that it would improve their competence. Lastly, 80% said they would recommend this workshop to their colleagues.
- **Career counselling -** 65% of attendees agreed that the presenter's overall effectiveness was good or excellent. 70% of attendees reported that the workshop's content was relevant to their professional world and extended their knowledge. Furthermore, 74% agreed that the workshop would assist them in their professional performance and competence. Lastly, 87% said they would recommend this workshop to their colleagues.
- **Creating a high impact practice -** 83% of attendees agreed that the presenter's overall effectiveness was good or excellent. 87% of attendees reported that the workshop's content was relevant to their professional world and extended their knowledge. Furthermore, 86% strongly agreed that the workshop would assist them in their professional performance and competence. Lastly, 86% said they would recommend this workshop to their colleagues.
- **Group trauma debriefing -** 100% of attendees agreed that the presenter's overall effectiveness was good or excellent. 100% of attendees reported that the workshop's content was relevant to their professional world and extended their knowledge. Furthermore, 93% strongly agreed that the workshop would assist them in their professional performance and competence. Lastly, 93% said they would recommend this workshop to their colleagues.
- **Self-harm -** 73% of attendees agreed that the presenter's overall effectiveness was good or excellent. 93% of attendees reported that the workshop's content was relevant to their professional world and extended their knowledge. Furthermore, 100% strongly agreed that the workshop would assist them in their professional performance and competence. Lastly, 93% said they would recommend this workshop to their colleagues.
- **Keynote -** 98% of attendees agreed that the presenter's overall effectiveness was good or excellent. 95% of attendees reported that the workshop's content was relevant to their professional world and 100% agreed that the workshop extended their knowledge. Furthermore, 93% strongly agreed that the workshop would assist them in their professional performance and competence. Lastly, 93% said they would recommend this workshop to their colleagues.
- **Measuring resilience -** 100% of attendees agreed that the presenter's overall effectiveness was good or excellent. 93% of attendees reported that the workshop's content was relevant to their professional world and extended their knowledge. Furthermore, 93% strongly agreed that the workshop would assist them in their professional performance and competence. Lastly, 93% said they would recommend this workshop to their colleagues.
- **Professional management of issues of LGB clients -** 100% of attendees agreed that the presenter's overall effectiveness was good or excellent. 100% of attendees reported that the workshop's content was relevant to their professional world and extended their knowledge. Furthermore, 100% strongly agreed that the workshop would assist them in their professional performance

and competence. Lastly, 100% said they would recommend this workshop to their colleagues.

- **Qualitative methods of career counselling and assessment -** 100% of attendees agreed that the presenter's overall effectiveness was good or excellent. 86% of attendees reported that the workshop's content was relevant to their professional world and extended their knowledge. Furthermore, 86% strongly agreed that the workshop would assist them in their professional performance and competence. Lastly, 95% said they would recommend this workshop to their colleagues.
- **Taking care of myself -** 100% of attendees agreed that the presenter's overall effectiveness was good or excellent. 94% of attendees reported that the workshop's content was relevant to their professional world and extended their knowledge. Furthermore, 88% strongly agreed that the workshop would assist them in their professional performance and competence. Lastly, 94% said they would recommend this workshop to their colleagues.
- **Sociological ethics -** 77% of attendees agreed that the presenter's overall effectiveness was good or excellent. 88% of attendees reported that the workshop's content was relevant to their professional world and extended their knowledge. Furthermore, 88% strongly agreed that the workshop would assist them in their professional performance and competence. Lastly, 88% said they would recommend this workshop to their colleagues.
- **Counselling tools for adolescents -** 94% of attendees agreed that the presenter's overall effectiveness was good or excellent. 100% of attendees reported that the workshop's content was relevant to their professional world and extended their knowledge. Furthermore, 100% strongly agreed that the workshop would assist them in their professional performance and competence. Lastly, 100% said they would recommend this workshop to their colleagues.
- **Trauma -** 89% of attendees agreed that the presenter's overall effectiveness was good or excellent. 80% of attendees reported that the workshop's content was relevant to their professional world and extended their knowledge. Furthermore, 85% strongly agreed that the workshop would assist them in their professional performance and competence. Lastly, 80% said they would recommend this workshop to their colleagues.
- **Clay counselling -** 75% of attendees agreed that the presenter's overall effectiveness was good or excellent. 83% of attendees reported that the workshop's content was relevant to their professional world and 100% reported that the workshop extended their knowledge. Furthermore, 75% strongly agreed that the workshop would assist them in their professional performance and competence. Lastly, 92% said they would recommend this workshop to their colleagues.

Income and Expenditure for CPD Praxis Seminar 2014

Income Source	Amount
Registration fees	R110 320
Test provider stalls	R12 000
Income Total	**R122 320**

Expenditure	Amount
Venue and Food	R42 260
Materials	R2500
Printing Costs	R1000
Expenditure Total	**R45 760**
Total Profit	**R76 560**

4.5 Therapeutic Services Unit

The core business of the Therapeutic Services Unit is to provide psychotherapeutic services to UJ students, staff and members of the public. Working in partnership with other UJ support functions and stakeholders, PsyCaD: Therapeutic Services aims to address the diverse psycho-social needs of the client. In doing so, PsyCaD conducted 7813 therapeutic sessions throughout 2014. PsyCaD provided the following therapeutic services to clients in 2014:

- Psychotherapy to individuals, groups and families (including UJ students, UJ staff and external clients)
- Psychotherapeutic groups
- Trauma debriefing
- Crisis management via the 24-Hour Crisis Line
- HIV Counselling and Testing (HCT) at UJ's Campus Health Clinics
- Termination of Pregnancy (TOP) Counselling

PsyCaD psychologists successfully contained and managed 44 suicide-related cases throughout the year and managed 301 calls to the 24-Hour Crisis Line. The greatest demand for PsyCaD services comes from UJ students. The goal of PsyCaD's Therapeutic Services, then, is to support all UJ students in coping with the demands of university and life in general. Therapeutic Services also focuses on assisting students in achieving personal success and growth.

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 that are presented on the Crisis Line. Therapeutic Services facilitates the training in crisis management and suicide prevention early in the year to allow for the interns to be well-equipped to handle the 24-Hour 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 and to ensure that an effective service is provided at all times.

Therapeutic resources for PsyCaD professionals
The Therapeutic Services Team at PsyCaD acts as the custodian of the various therapeutic spaces made available by the psychologists to the students of the University of Johannesburg. PsyCaD's professional and intern psychologists serve as the indispensable tools with which to facilitate and scaffold change and development in clients as they strive to achieve and succeed in their endeavours, transitioning into adulthood and all that this entails. It is within the mandate of the Therapeutic Services Team to design and provide therapeutic resources and interventions to all PsyCaD psychologists with the aim of improving therapeutic

practice and creating an awareness of the development of a therapeutic self. Throughout 2014 resources have been developed by Therapeutic Services to meet the needs of PsyCaD's psychologists and to facilitate their therapeutic practice and develop their competencies in a way that further grounds the work done with clients on a daily basis. The aim was to create user-friendly, easy-to-use and easy-to-access tools and resources that professionals can refer to periodically and with ease, and to the client's benefit.

In addition to a thought-provoking case presentation in April 2014, training provided on a method of interactional analysis in July 2014 and contributions made to the annual CPD seminar on self-harming behaviours in June 2014, there have been eight monthly specifically designed resources which have been distributed electronically to PsyCaD psychologists for their discretionary use. Themes included, *inter alia*, assessment and formulation of cases, psychopharmacology and working around difficulties and barriers within the psychotherapeutic process. In feedback, PsyCaD professionals have described the resources to be "useful", "valuable", "comprehensive" and "stimulating", with one commenting: "Thank you for providing us with useful tools and concise documents that you are so willing to share – this enhances our professional development!"

The resources were subsequently collated and combined into a resource manual that was distributed to all PsyCaD psychologists across all UJ campuses at the end of the year. While continuing to enrich the therapeutic identities of PsyCaD's professional staff and interns through additional resource development, trainings and other new ventures, in 2015 Therapeutic Services will extend relevant resources to students as a way of empowering them in terms of self-awareness and preventative mental health, thus providing further support and guidance to the client population served by PsyCaD.

Suicide Awareness Campaign
Suicide prevention remains a significant priority for PsyCaD. The Suicide Awareness and Prevention Campaign is situated within the Therapeutic Services Team at PsyCaD and is the manifestation of the commitment of PsyCaD to the students of the University of Johannesburg and their psychosocial wellbeing.

The Suicide Awareness and Prevention Campaign is aimed at raising awareness among the UJ student population in order to facilitate the knowledge and understanding of suicide, its causes and risk factors, and hence the capacity for students to recognise signs in themselves, or others, so as to be in a stronger position or provide a space for intervention and thus prevention. A major component of this campaign in 2014 has been the contracting of *IntelliLAB* to professionally produce three suicide awareness videos aimed at sensitising the UJ student population. The collaboration between the Therapeutic Services Team and *IntelliLAB* on scripting, design and casting resulted in three visually appealing and psycho-educative videos which it is believed – through a relatable narrative – allows students to identify with the characters and thus come face to face with the issue of suicide in themselves or others. The first video was launched in October 2014 on PsyCaD's social media network (Facebook, Twitter and YouTube) and was also a feature segment on *UJTV* that broadcasts on YouTube. The video has, to date, been accessed 1822 times on the "PsyCaD UJ" YouTube channel.

The launch of the first video coincided with the PsyCaD UMatter Campaign's Suicide Awareness month in October 2014. Throughout the month, visibility for the larger Suicide Awareness and Prevention Campaign was increased through draping 50 to 100 trees on each UJ campus in yellow fabric, the colour that is internationally recognised as representing suicide awareness and prevention. Leaflets containing key facts, important contact details as well as encouraging messages were disseminated to students and attached to the draped trees in order to make them accessible to students. By the end of October the vast majority of the trees had been divested of their leaflets. In addition to this, four articles and a number of Frequently Asked Questions were posted onto the UMatter website during October with themes including suicide prevention strategies, finding hope in hopelessness and identifying depression. Extending the reach of the campaign further, an interview regarding the Suicide Prevention theme was conducted on *UJFM* during a popular slot to access a significant portion of *UJFM* listenership.

Aside from the uMatter campaign, *UJFM* has been engaged as a partner in providing airtime at various points during the day for brief "live reads" based on scripts designed by the Therapeutic Services Team throughout 2015 as one component of the broader Suicide Awareness and Prevention Campaign. The "live reads" offer important information on identifying risk factors, key contacts and guidance. Furthermore, in 2015 the Suicide Awareness and Prevention Campaign will make use of a variety of forums across all four UJ campuses to actively market the three newly-produced videos in a university-wide drive towards educating students and facilitating suicide prevention at UJ.

Support to internal stakeholders

Therapy
Therapy provides a special setting that facilitates the process of self-discovery in a safe space. Clients utilise 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 2014 a total of 3068 clients received individual psychotherapy at PsyCaD. Psychotherapeutic services were delivered to these clients in 7813 therapy sessions.

Therapy statistics 2014

Month	APB		APK		DFC		SWC		TOTAL	
	Clients	Sessions	Clients	Sessions	Clients	Sessions	Clients	Sessions	Clients	Sessions
January	12	17	74	111	9	17	8	8	103	153
February	58	83	305	515	38	60	70	94	471	752
March	53	81	285	446	47	68	63	77	448	672
April	75	151	386	592	48	67	67	106	576	916
May	77	115	383	632	53	72	74	95	587	914
June	40	54	250	370	40	45	34	53	364	522
July	45	64	286	444	54	76	63	73	448	657
August	75	117	418	669	70	93	99	133	662	1012
September	55	82	341	547	42	56	57	73	495	758
October	83	135	373	649	48	63	74	112	578	959
November	36	41	209	345	15	20	27	33	287	439
December	5	5	40	50	1	1	3	3	49	59
TOTAL	**614**	**945**	**3350**	**5370**	**465**	**638**	**639**	**860**	**5068**	**7813**

The top ten reasons for students approaching PsyCaD for therapeutic support in 2014 are displayed below.

Reasons for Therapy

	Reason for therapy:	No. of Sessions:
10	Sexuality and sexual orientation concerns	27
9	Pregnancy-related concerns	36
8	Suicide-related concerns	40
7	Loss/grief	156
6	Trauma-related difficulties	169
5	Academic underperformance	180
4	Anxiety-related difficulties	218
3	Self-development	305
2	Mood problems	432
1	Relational difficulties	515

From the table above it is clear that the primary reason many students sought therapeutic assistance was due to difficulties in relationships with partners, parents, lecturers or significant people in the student's life. On the other end of the spectrum, PsyCaD only assisted in 27 sessions dealing with sexuality and sexual orientation concerns. While this specific difficulty is common among students, it is still a highly sensitive topic. Due to various reasons, such as culture or socialisation, students find it extremely difficult to discuss their concerns around sexuality and are forced to hide their true self. While it is mostly the female population that reaches out to PsyCaD for assistance, this particular reason saw more male clients attending therapy.

A worrying trend is the increase in pathology or mood disturbances among students. This often takes the form of depression or bipolar disorder, among other things. PsyCaD professionals therefore work closely with medical practitioners and hospitals to best assist students. An observation was made that the trauma-related difficulties among clients are often associated with crime that takes place outside the university, particularly when students are walking to and from the taxi rank or Campus Square. It is important to highlight that the above figures reflect only of face-to-face individual therapy with clients and do not incorporate clients assisted via the 24-Hour Crisis Line.

Psychotherapeutic groups
The 2014 academic year saw a renewed drive, within the Therapeutic Services Unit, to incorporate a greater number of group level interventions into the therapeutic services offered by PsyCaD. The decision to prioritise the development and implementation of a range of group level therapeutic interventions stemmed from the recognition that group level interventions are particularly suited to the university context.

Groups have proven effective in helping young adults deal with a broad range of issues from mild adjustment and development concerns to more severe and chronic psychopathology. Group therapy interventions, which by their very nature focus on interpersonal relating, are particularly well suited to addressing the developmental struggles of autonomy, intimacy, and self-esteem, which young adults often present with. Hence, group interventions are recognised as a treatment of choice for university students. Moreover, group interventions have also been identified as an efficient and efficacious way to respond to the increased demand for services placed on university counselling centres.

With this in mind, Therapeutic Services embarked on a number of psychotherapeutic group interventions in 2014; however, many were unsuccessful. Difficulty in launching successful psychotherapeutic groups is not unique to UJ. The literature is full of evidence that, despite the obvious benefits that group therapy offers, university counselling centres experience significant difficulty in filling groups. Various reasons have been put forward for this. Firstly, group therapy elicits uneasiness in potential group members. The prospect of self-disclosure, introspection and emotional intimacy with a group of strangers is daunting for many people. Reluctance to enter a therapy group may also be attributed to fear of being ridiculed, humiliated or criticised.

In future, the paramount importance of educating students about the benefits of group therapy and also dispelling fears and myths around group therapy is needed. Various avenues for promoting group therapy and educating students about what it entails are planned for 2015. Client confidentiality is important to PsyCaD, so with this in mind Therapeutic Services created a groups email address, psycadgroups@uj.ac.za, which will be marketed in 2015. It is hoped that this will form a non-threatening way for students to enquire about group therapy or even volunteer to join in.

Emergency Medical Care Reflective Group Intervention

The undertaking to focus strongly on group therapeutic interventions led to one of Therapeutic Services' more successful endeavours, the design of a focused Reflective Group with Emergency Medical Care (EMC) students. PsyCaD is committed to supporting the educational mission of UJ. It is with this goal in mind that the Therapeutic Services Unit initiated a small group intervention working closely with the department of Emergency Medical Care, to meet the specific needs of students in their first-year programme.

There is a growing recognition that professionals, such as emergency service workers, who are called upon to assist those affected by traumatic events can themselves become secondary victims of trauma. Members of the emergency services profession not only have to deal with the demands and stressors that typify working life in general, they also have to deal with highly traumatic or emotionally overwhelming events in the course of performing their professional role. Exposure to traumatic events can trigger feelings and emotions that, though normal in the context of a traumatic experience, can be difficult to understand and manage. If these feelings continue over time, dysfunctional reactions can occur which can affect individual well-being. In many cases, psychological and physiological stress reactions to trauma place emergency service workers at risk for physical complaints, mental disorders, substance abuse and acute or post-traumatic stress disorder (PTSD). Given this, the importance of acting to minimise reactivity to the traumatic nature of emergency service work cannot be overemphasised.

The EMC Reflective Group Intervention had as its foundation the concept of reflective learning. The aim of the intervention was to intentionally create opportunities for learners to reflect upon experiences in a process of continuous learning. It has been said that learning without reflecting is like eating without digesting. The intervention therefore aimed to provide a shared space where the groups would come together with a facilitator to think about the impact of their work, with the aim of enriching the practice of their profession, while at the same time minimising trauma.

Goals:
- Minimise psychological stress reactions to the potentially traumatic nature of emergency service work
- Enhance ability to recognise and address the signs and symptoms of psychological stress, including PTSD, in self and others
- Enhance the psychological and self-maintenance skills necessary to comprehend and deal with trauma
- Improve receptiveness to accessing psychological services for support and assistance when needed
- Provide an opportunity for reflection on the study and practice of EMC as a profession.

Evaluation

Participants were asked to complete a questionnaire upon conclusion of the intervention. Twenty-nine questionnaires were returned, i.e. 64% of the class. The questionnaire comprised three main sections, two of which were quantitative in nature and one of which was qualitative in nature.

The majority of respondents to the questionnaire (65%) indicated that they were glad that they had participated in the intervention. In addition, 48% stated that the group was useful to them in their work as an EMC practitioner. 93% agreed that they had learned something from the intervention. When asked what about the intervention would stay with them, a number of respondents mentioned that they had enjoyed the opportunity to share their experiences with others and that they had learned from others' experiences. Many mentioned that it was comforting to know that they were not alone in their reactions and feelings. Some participants further commented that the intervention lightened the load of a very difficult year.

A prominent theme which emerged in critique of the intervention was the difficulty of opening up and talking in a group setting. Many participants mentioned that they saw the value of talking about their experiences, but that they would prefer to do so in an individual, one-on-one setting. Issues of trust, confidentiality and commitment were pointed out as the major hindrances to meaningful participation in the group. Another strong theme in response to the above question related to the timing of the group sessions. Many participants bemoaned the fact that the sessions took place during the one time of the week when they are allowed to leave campus early.

The facilitators encountered significant resistance from participants who often pointed out that they had their own mechanisms for coping with the traumatic nature of EMC work. This is a valid point and must be respected. However, findings from the evaluation are encouraging and suggest that the intervention was useful, on various levels, to a number of the participants. This would suggest that the reflective group intervention has a part to play in complementing and perhaps even strengthening the existing coping mechanisms employed by EMC workers. Feedback from participants regarding ways to improve the intervention is valued and will be incorporated into planning for the interventions that will take place in 2015 and in the future.

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 2014, PsyCaD received two referrals from Occupational Health. Both staff members were assisted by PsyCaD psychologists, with successful outcomes.

Campus Health
In addition, PsyCaD assists Campus Health Clinics by making available the services of intern psychologists to provide HIV Counselling and Testing (HCT) and Termination of Pregnancy (TOP) counselling sessions on all four campuses. PsyCaD's intern psychologists facilitated 317 HCT and 6 TOP sessions during 2014. This does not comprise the total number of clients seen by Campus Health services during 2014.

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		
Month	**No of sessions:**	**No of people:**
February and March	21	8
July	2	1
August	1	1
September	5	4
October	15	6
Totals:	**44**	**20**

Compared to statistics from 2013, an increase of therapy sessions with students living with HIV has been observed for 2014. This change in statistic highlights the importance of continuous collaborative work between the aforementioned stakeholders working on the care and support of students living with HIV/AIDS in order to enhance support services offered to students dealing with the effects of an HIV diagnosis.

HCT Counselling

As mentioned above, intern psychologists, as part of their training, assist primary health care HCT counsellors with the HIV counselling and testing (HCT) services to students at APK, APB and DFC Campus Health clinics. A total of 317 HCT sessions were conducted in 2014.

HCT Counsellor Debriefing

Therapeutic Services has a close working relationship with PHC and therefore supports the UJ HIV Counselling and Testing (HCT) counsellors by conducting debriefing sessions. This has been an ongoing process with many challenges. Initially the debriefing took an individual format with each HCT counsellor attending a one-on-one debriefing session with a PsyCaD psychologist on his/her campus. There was much resistance from some of the HCT counsellors to this process. Therefore Therapeutic Services changed the format to a group debriefing session, where all four counsellors could participate in a group setting and benefit from shared experiences. This also saw much resistance from the HCT counsellors. The resistance seems to be directed toward the opportunity to develop and grow. The

following table depicts the outcome of the intervention with HCT counsellors as agreed upon with the manager of PHC:

Intervention with HCT Counsellors

Group Discussions with HCT Counsellors		
Date	**No. of HCT Counsellors**	**Outcome**
27/3/14	4	Interactive discussion with the primary focus on the well-being of health care workers, particularly with regard to HIV/AIDS in the context of Higher Education. Following a needs analysis, it was agreed that group sessions was to take place on a bi-annual basis. Debriefing to take place individually on a request basis.
26/09/14	2	One more follow-up session to take place for the year.
6/11/14	4	Evaluations from HCT counsellors regarding debriefing process indicate reluctance to attend these sessions. For the purpose of efficacy, it is suggested that the concept of group debriefing/supervision for HCT counsellors be revised.

According to interpretations by psychologists at the end of the year, ongoing fixed scheduled debriefing sessions have not proved effective due to inconsistency in attendance. Further discussions with Primary Health Care are needed to assess how best to assist the HCT counsellors.

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.

- A highlight in the collaboration process between PsyCaD and IOHA was the training on the facilitation and sustainability of group psychotherapy for students living with HIV/AIDS. The facilitation of group psychotherapy for students living with HIV can be viewed as a specialised service, hence facilitators (psychologists of PsyCaD and IOHA HIV coordinators) of these groups often reported the need for additional support from experts in the industry. The desirable outputs for this project, based on proven results indicated by previous research (mostly international) regarding the benefits of HIV support groups, are:
- Increased social support, particularly a forum for open discussion regarding HIV without stigmatisation;
- Improved emotional adjustment;
- Reduction of distress;
- Increased medical adherence and reduction in risky sexual behaviour.

PsyCaD in collaboration with other stakeholders on the HIV Committee submitted a proposal for financing of UJ HIV/AIDS projects to Higher Education AIDS (HEAIDS) and was proud to receive approval for this funding by Global Fund in April this year.

The three-day experiential training of six psychologists from PsyCaD and two HIV coordinators from IOHA was therefore made possible through the success of this funding proposal. The overall objective of the training was the enhancement and sustainability (post period of funding) of group psychotherapy and psycho-educational support services to students.

There will be a specific focus on the facilitation of group psychotherapy to students who are HIV-positive. Lessons learnt from the aforementioned training aided with the planning of sustainable group psychotherapy interventions for 2015.

Engagement with internal and external stakeholders

24 HR Crisis Line
A crisis can be viewed as an individual's experiencing of 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 on duty's main aim will be to provide crisis intervention and trauma debriefing with to minimise the potential for psychological trauma and to therefore increase 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 circulated extensively at various forums.

A new crisis line number was launched in October 2014, together with a new sticker. This important decision was taken due to the numerous technical difficulties experienced through the crisis line. The 24-Hour Crisis Line is an important initiative within PsyCaD and Therapeutic Services strives to ensure that this service remains efficient and accessible. With this in mind, the Therapeutic Services Unit will embark on an extensive marketing campaign in 2015 to ensure the UJ community is aware of the new crisis line number.

New Crisis Line sticker

The 24-Hour Crisis Line assisted 301 callers throughout the year in 2014. Of this, 21 were suicide-related calls and all 21 callers were successfully assisted. While 11 of these callers experienced only suicidal ideation, 10 callers had both suicidal ideation and a means to follow through, predominantly through overdosing on sleeping pills. Through the crisis line, these 10 students were hospitalised. The crisis line dealt with suicide related calls every month of the year with the exception of October. It was the month of May, however, that saw the majority of suicide-related calls.

24-Hour Crisis Line Statistics

Month	No. of Callers	Suicide Related Calls	Gender		Main Concern
			F	M	
Jan	13	1	6	7	Finances, Poor Academic Performance
Feb	20	1	10	10	Crime Related, Finances, Relationship Problems
Mar	41	3	24	17	Crime Related, Poor Academic Performance
Apr	40	4	20	20	Relationship Problems
May	37	2	18	18	Depression
Jun	29	2	15	14	Crime Related, Relationship Problems, General Stress and Anxiety
Jul	23	1	8	15	Poor Academic Performance, Crime Related
Aug	21	2	16	5	Crime Related
Sept	31	3	22	9	Suicide Related, Poor Academic Performance
Oct	26	0	19	7	Bereavement
Nov	17	2	10	7	Relationship Problems
Dec	3	0	0	3	General Stress/Depression
TOTALS:	**301**	**21**			

The problems that callers were dealing with included pregnancy-related matters, crime-related matters, relationship problems, poor academic performance and anxiety, among other things. It was noted that March was the busiest month for the 24-Hour Crisis Line, with 41 calls being received this month alone. The general concern in this month was around poor academic performance. There were three suicide-related calls during March. The 24-Hour Crisis Line psychologists on duty also assisted 34 callers experiencing trauma due to crime-related experiences over the year, with March seeing the highest number of calls due to crime.

The 24-Hour Crisis Line received more calls from female callers. However, in the months of January and July, these statistics were reversed, with more male callers seeking assistance. Only seven staff members called the 24-Hour Crisis Line throughout the year, much less than the 18 callers in 2013, with most staff calls coming through in May.

Akeso Clinic
A great achievement for Therapeutic Services in 2014 was the establishment of a working relationship with the Parktown Akeso Psychiatric Clinic. PsyCaD has found the prevalence of suicidal ideation and mental health disturbances among students to be rapidly increasing. When dealing with such matters it is important to work closely with medical mental health practitioners, such as psychiatrists, to ensure the client is treated holistically. Often due to financial backgrounds, students are referred to the government hospitals for psychiatric assistance. This process can be a long a difficult one, especially when a student requires immediate intervention.

The Parktown Akeso Clinic recognises the increasing demand for intervention and support of psychiatric issues, especially among disadvantaged communities. It is with this in mind that it has embarked on a new initiative and has agreed to assist UJ students who require immediate psychiatric intervention. This is specifically beneficial when PsyCaD psychologists are required to crisis-manage suicidal clients. With this external support, PsyCaD can ensure that UJ's students receive the assistance they need to cope with any mental health issue.

Financially needy students
One of the many difficulties that 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 thus formed with Student Affairs with the aim of having a clear referral procedure for students in need. Students are referred to the social workers, who are located in Student Affairs, to be assisted further. 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, this is most prevalent in the months of January and February.

Therapeutic engagement
Therapeutic Services endeavoured to strengthen the working relationships with fellow support service providers for the purpose of developing a proactive approach toward the developmental and healing needs of students. Protection Services were identified as an important stakeholder due to the close working relationship between our departments, particularly in supporting students in crisis. Continuous collaborative dialogue, and psychological, intellectual as well as tangible resources were shared with the aim of contributing to the overall quality of life of the UJ student.

A basic needs analysis with the aforementioned stakeholder created a platform for critical reflections to inform specific output. Such analyses involved dialogue with Protection Services staff as well as the completion of questionnaires for the

development of any interventions that can contribute to averting potential psychological problems.

Collaboration with Protection Services
The following is a summary of needs identified from the Protection Services management team (four managers, including the director Mr Monyai):

Needs Analysis

Theme	Developmental needs identified by Protection Service
Crisis Management	- Enhancing capacity in dealing with crisis situations. - Difference in the handling of on-campus and off-campuses incidences. - Crisis management training for all managers.
Working with and understanding the individual in crisis	- How to respond to individual/ specific crisis situations.
Referral processes between PsyCaD and Protection Services	- Training staff on who is suitable for referral to PsyCaD, rather than medical service providers, for example. - Understand protocol to follow should PsyCaD services be required.

A synopsis of the aforementioned brief evaluation with the Protection Services management team indicated a requirement for personal and emotional tools that can enable the handling of crisis situations with skill and confidence. A resource pack summarising the management of suicide, alcohol and/or drug abuse and rape/ sexual assault was therefore created for the empowerment of both staff and students in such situations. The pack has also been equipped with a poster outlining the basic steps of soft skills in the management of crisis situations. The intention with this poster is to provide Protection Services staff with a visible resource that can be displayed in their workstations for quick reference on how to deal with a crisis situation.

Book Discussion with UJ Library
In February, the Therapeutic Services Unit was invited to facilitate a book discussion held at the UJ APK Library. The PsyCaD psychologist lent a professional voice to the discussion on author Hagen Engler's book, '*Marrying Black Girls for Guys who aren't Black'.* Combining anecdotes, rhymes, essays and freestyle political discourse, the book charts Engler's personal route through his marriage to a black woman and to an integrated society. Therapeutic Services engaged the author in a lively discussion around important issues, such as identity formation for a child who is a product of interracial marriage, as well as cultural differences that play a role in the relationship of an interracial couple. Much of the audience, who were mostly students, shared their own stories about their cultural upbringing and the role this plays in forming relationships with others. The important message that was imparted to the students was that understanding, openmindedness and tolerance of others irrespective of differences is an important aspect of living in an interracial society.

4.6 Training and Development Services Unit

Training and Development Services Unit is responsible for the training of intern psychologists, the professional development of all PsyCaD staff and the marketing of PsyCaD Services to the external community.

PsyCaD, as an accredited internship site for both educational and counselling psychology internships, recruited 13 intern psychologists from various South African universities in 2014. This allowed PsyCaD the opportunity to forge partnerships with the Psychology Departments of these collaborating universities. The inclusion of an international student (Botswana) further contributed to enhance PsyCaD's profile for global excellence and stature. The intern psychologists, as prescribed by the HPCSA, worked under the supervision of four registered educational and counselling psychologists. Three of the intern psychologists qualified to write and successfully completed the HPCSA board examination in 2014. The remaining 10 interns still need to complete their academic requirements with their universities before they can sit for the examination.

The intern psychologists are involved in all psychological services rendered by PsyCaD on all four UJ campuses, to ensure student success rate and eventual graduate throughput. The intern psychologists successfully completed 258 assessments and 2169 therapy sessions in 2014. In addition, they presented 24 workshops and conducted 904 walk-in sessions. The collaboration with Campus Health services resulted in 317 HCT (HIV-AIDS pre- & post-test counselling) and four Termination of Pregnancies (TOP) sessions.

Training and Development arranged various opportunities to ensure the professional development of all PsyCaD staff in 2014. Nine training workshops, of which seven were CPD-accredited by the HPCSA, were presented for PsyCaD staff registered with the HPCSA. Training and Development also arranged three training workshops for the Disability Services Unit staff and one workshop for the registered psychometrists. Administrative staff engaged in two team-building exercises throughout the year.

Training and Development actively marketed PsyCaD's services at various schools, corporate companies and community centres throughout Johannesburg, with the goal of generating income. As an initiative to further market PsyCaD services, more than 70 primary schools within the vicinity of UJ were approached and invited to send a representative to attend a Teachers Development Day at PsyCaD. Public awareness of PsyCaD was further enhanced through two intern psychologists hosting a radio show on Rainbow Radio (a community-based radio station in Roodepoort), addressing various aspects of career counselling.

The Training and Development Services Unit identified the following strategic focus areas and targets for the year under review:
- Training of intern psychologists
- Training and development of PsyCaD Staff
- Marketing of PsyCaD services (external & internal)

Training of intern psychologists

The goal of training intern psychologists is to contribute to the development and professional registration with the HPCSA of competent educational and counselling psychologists. PsyCaD fully complies with the regulations set by the HPCSA with regard to the training of intern psychologists. The intern psychologists are evaluated throughout the year. Formally structured quarterly evaluation sessions, in collaboration with the intern psychologists' affiliated universities, took place in March, June, September and November 2014. Intern psychologists execute all their functions at PsyCaD under the supervision of the four registered psychologists within the Training and Development team. The supervision, as stipulated by the HPCSA, is as follows:

Supervision of intern psychologists

Type of supervision	Description	Time
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

The intern psychologists' compulsory duties include the following:

Therapeutic services rendered

	Students	Staff	Pro bono
Sessions	1830	56	69
Clients	649	42	53

Assessment services rendered

Assessment type	Clients
Career assessments	37
Concessions	14
Neuro-cognitive	1
Psycho-educational	104
Psycho-legal	1
Subject choice	10
School readiness	7
F5	13
F7	2
Total	**189**

24-Hour Crisis Line

Client type	Total
Students	88
Staff	9
External (paying)	116
Pro bono	47

HCT and TOP Counselling

Service	Total
HCT	317
TOP	4

Entrepreneurial Projects

Intern psychologists had to find a profitable business idea as a means of teaching them to generate funds. Income generated is paid to PsyCaD.

Entrepreneurial Projects

Project description	Outcome
Department of Labour: **Career Assessments:** assist employees with disabilities in their study and career decision-making. Feedback discussions conducted by professionals experienced in career development. **Career Counselling:** focuses on guidance and facilitation in decision making with regard to study and career choice. This is often used in combination with Career Assessment to facilitate a holistic intervention. Career Counselling also entails creating awareness in clients of relevant information, sources or channels to support decisions and career development. **Psychosocial Workshops**: focus on building happy relationships among employees; improving occupational health; conflict management; stress management; goal setting and motivation; increasing productivity; building self-esteem and assertiveness and breaking down the barriers of the stigma surrounding people with disabilities.	Did not materialise due to unresponsiveness from the Department (also the case in 2013)
Creative Arts Workshop: Target group: Honour's and Master's Psychology students at UJ, Wits, UP and MGI	Attendance of workshops was not good

Support to internal UJ stakeholders
- Life skills workshops to UJ Sport
- Four workshops presented on anxiety management
- Crisis and trauma intervention
- Armed robbery (hijacking) in Auckland Park: Debriefing of two families
- Attempted hijacking of two staff members

Conclusion and way forward

The Training and Development service unit regards 2014 as a healthy and productive year, as reflected in the summary of its performance during the year:

- Twelve intern psychologists successfully completed their internship, therefore adhering and honouring the regulations of the HPCSA. One intern psychologist had to terminate his internship with PsyCaD due to health reasons.
- Three intern psychologists (who had adhered to the academic requirements of Master's degree) successfully wrote their Board Examination and registered as psychologists with the HPCSA.
- PsyCaD's registered psychologists, psychometrists and counsellors attended CPD accredited training.
- PsyCaD Shared Services staff attended two team-building sessions.
- Training and Development hosted a successful Teacher Day Workshop to further aid the marketing of PsyCaD services.
- Representation of PsyCaD on Rainbow Radio.
- Successful community engagement.

5. SUPPORT TO INTERNAL UJ STAKEHOLDERS

PsyCaD is committed to the psychological and career development well-being of UJ students, to achieve their academic and career goals. This is done by supporting them in their holistic development as a person. PsyCaD provides an invitational and welcoming environment to students, and endeavours to assist them throughout the student lifecycle. PsyCaD is proud of its role in supporting the academic project of UJ by providing psychological and career services of the highest quality, in order to assist students in achieving success as graduates and South African citizens.

Furthermore, PsyCaD strongly supports the learning and living objective of the university by providing students with an environment that is nurturing and supportive of students' academic endeavours. As such, the holistic psycho-social, academic and career counselling support services provided by the professional psychological staff of PsyCaD is highly valued by the student population and well supported by UJ staff through student referrals to PsyCaD's offices. PsyCaD remains proud of its extensive and professional therapeutic, academic counselling and disability services offerings to the student population.

The PsyCaD Career Services Unit provides a range of career guidance and development services across the life-span of its client range. Prospective students enjoy the benefit of the career assessment and counselling services, and may utilise the digital programme offering to interact with Career Services staff through the Mxit Xplora live careers chat line, the PACE careers application, as well as benefit from the walk-in advisory services available on all the campuses. UJ students and graduates benefit from the annual graduate recruitment programme where they interact and meet with prominent local, national and global employers, and as such, UJ enjoys a good reputation among the employer rankings, for example a fifth ranking among South African universities on the QS World Rankings: BRICS (Employer Reputation Ranking Index) 2014.

Furthermore, PsyCaD strongly supports the learning and living objective of providing students with an environment that is nurturing and supportive of students' academic endeavours. As such, the holistic psycho-social support services provided by the professional psychological staff of PsyCaD are highly valued by the student population, well supported by UJ staff through student referrals to PsyCaD's offices, and PsyCaD is proud of its extensive and professional therapeutic, academic counselling and disability services offerings to the student population.

PsyCaD further endeavours to make the transition and adjustment of first-year students easier through an active involvement in the UJ First Year Experience. Furthermore, psychologists and psychometrists in PsyCaD are dedicated to providing faculties with psychological support to their at-risk students. PsyCaD also strongly supports the UJ Senior Year Experience (SYE) through the involvement of the Academic Counselling Services Unit, Careers Services Unit, and the Psycho-Educational and Psychometry Services Unit in the Senior Student Experience (SSE). The presentation of psycho-educational workshops, deployment of a group of Peer Buddies on each campus, and training of Resident Academic Advisors contribute to interventions which serve as alternatives to one-on-one counselling.

In terms of therapeutic, trauma and crisis interventions, psychologists and intern psychologists continuously expand their professional development, and the 24-Hour Crisis Line is utilised increasingly by the UJ community. The Disability Services Unit in PsyCaD provides excellent services to students with disabilities, and manages the strategic intent of UJ by supporting the UJ Committee for People with Disabilities and Human Resources in this regard.

Once again, PsyCaD is at the forefront of career development and has redirected its Career Services to UJ students to place greater emphasis on employability of UJ graduates. This is done by the on-campus Graduate Recruitment programme and Career Fairs and by ensuring that employers and graduates enjoy opportunities to meet and network with one another. As a member of the South African Graduate Employers Association (SAGEA), the Career Services Unit has continued to receive recognition for its graduate recruitment programmes among the graduate employer community.

The UJ Disability Services unit has always aimed to be among the front-runners in supporting best practices in higher education for students with disabilities. It regularly benchmarks with other disability units and contributes to the development of establishing units. In 2014, three tertiary institutions engaged in benchmarking exercises with the UJ Disability Services unit. Initiatives such as the inclusion of the deaf will allow UJ to make inroads in training students with disabilities to meet the demand associated with the skills shortage, particularly in the hospitality industry.

PsyCaD engaged in a number of awareness and advocacy activities during the year in an attempt to further stimulate preventative and developmental behaviours to the UJ student community.

The following campaigns and psycho-educational activities were conducted during 2014:

5.1 uMatter Campaign 2014

The uMatter campaign, a PsyCaD initiative, was rolled out at the beginning of 2014 for the very first time, with the overall aim of empowering students to take control of their lives and the challenges they face, to assist them on their journey to ensure academic success. The campaign aimed to achieve this by providing students with a platform and a voice to be heard, enabling them to believe that they are not just a number in the system at UJ, but that they matter because of who they are.

The committee for the campaign consisted of a project manager and one PsyCaD staff member from every unit. Throughout the year the Peer Buddies and WIL students were involved in the implementation of the campaign. PsyCaD's web editor also worked closely with the committee for the running and maintenance of the uMatter website as well as social media outlets. The role of the committee was to meet once every two months and discuss topics for the coming months and share ideas for the campaign and its events so as to ensure the goals and aims were being met. The committee also contributed articles and information to the uMatter website and the campaigns for the month.

In 2014, to achieve its aims, the uMatter campaign focused on one theme per month to address different challenges UJ students face on a daily basis. The main avenues used to run the campaign monthly were:

- The uMatter website (umatter.uj.mobi). This mobi website was created in 2014 and was used every month to release articles and information on that month's topic. Furthermore, the website became the new home of PsyCaD's two virtual characters – Academic Services' Kgati and O: PwD's Penny – both of which were incorporated into the uMatter campaign. In addition to this, the uMatter team also launched an online anti-violence pledge for students to sign if they chose to do so. Students could also use the website to send concerns or queries anonymously, and to obtain information about the campaign and how they could become involved with the campaign. As the year progressed, the website became a database of information for students to access whenever they needed to.
- PsyCaD's Facebook page. Social media was used to post links to the articles, put up interesting pictures, quotes and information generating a discussion with students on the topic of that month. The Facebook page was also used to promote the campaign's event every month as well as respond to queries from the students.
- UJ FM. Every month a representative from PsyCaD was interviewed on UJ FM about the uMatter topic for the month. The representative provided information about planned events for that month and promoted avenues for students to obtain more information.
- The uMatter tree on each campus. One tree on each of UJ's campuses was used every month to host bookmarks with tips and guidelines for the students to take. This tree was covered in a colourful fabric representing that month's topic and was filled with information about the campaign, the website and the Facebook page.

Campaign events

Every month events were hosted across all four campuses promoting the topic for that month. The size of the events differed every month depending on the topic and are explained in more detail below:

- **February: Relationships** – This theme focused on promoting healthy romantic relationships among students. uMatter held an event on APK where flyers about relationships were distributed, as was information about practising safe sex. Activities included games, prizes and encouraging students to interact and become informed about safe sex and healthy relationships.
- **March: Academic Success –** The focus of this theme was on helping students prepare for their first set of exams in order to ensure they achieved academic success. Information shared targeted study skills, procrastination, active learning, goal setting and motivation, as well as adjusting to studying at university. This was all done through the website, bookmarks and the Facebook Page.
- **April: Anti-violence** – During this month, students received information on the different types of violence, how to keep safe and look after themselves, as well as what to do if they were a victim of violence. The online anti-violence pledge on the uMatter website, taking a stand against violence in all its forms, was also launched for students and staff to sign. The uMatter team also ran an anti-violence event on all four campuses where students could sign anti-violence banners (now displayed in each PsyCaD reception). They could also share messages of hope and support on the banners as well as on white balloons that were distributed around campus.
- **May: Positive coping strategies** – This theme's aim was to provide students with healthy and positive coping strategies, to assist them with any stressors they might be experiencing relating to their academic, personal or family life. Additionally, information on relaxation techniques to help students de-stress appeared on the website and Facebook page.
- **June: Maximise your potential** - This theme focused on assisting students to deal with their exam situations. This specifically focused on helping them prepare beforehand for the exam, how to stay calm during the exam and how to make sure they manage their time effectively and study well. The uMatter team also distributed small pieces of paper wishing the students good luck for their exams with exam tips on the back, which proved to be very successful with the students. Kgati was also launched on all four campuses. Kgati is a mascot whose role it is to create awareness around common personal and academic challenges. Kgati's guides to succeeding at university are now on the uMatter website and are regularly updated. uMatter held events where students could interact with staff to learn more about Kgati, could take their picture with him and win prizes and could write down their own tips about studying to be passed on to other students.
- **July: YourCareer** – to coincide with PsyCaD's annual career fair, July's theme was focused on assisting students with job applications, CV writing and interview skills. There was a uMatter stall at the Career Fair for students to interact with staff, take part in the activities and ask any questions they had relating to careers and the services PsyCaD offers for career development.
- **August: Diversity** – this theme's focus was on celebrating the many differences between us as people and our environment, and promoting a

society which is free from judgement and intolerance. As well as releasing information on this and stimulating discussions on social media about diversity, our PsyCaD Peer Buddies did a flashmob on each campus to promote diversity.

- **September: Disabilities** – This theme promoted discovering, embracing and celebrating disability. There were events on each campus in September during the annual Diversity Week, where students could come and engage in a number of activities and games, illustrating what it is like to have a disability. These events proved to be hugely popular among students, and the week ended off with a wheelchair race at APK.

- **October: Suicide Prevention** – For this theme PsyCaD aimed to create awareness about suicide among students and inform them of the signs of suicide, how it can prevented and what they can do if they or anyone they know may be suicidal. Trees across all four campuses were decorated with yellow ribbons and bookmarks with information on suicide were attached to these trees. The uMatter team also erected a memorial tree on each campus where students could blow up balloons and add them to the tree with messages of support, remembrance and hope for those who had been affected by suicide. PsyCaD also launched their new Crisis Line number and suicide awareness video during this month.

- **November: Self-care** – for the final month of the academic year, PsyCaD's aim was to give students information on how they can look after themselves during their final exams. Specifically, PsyCaD wanted to ensure they study well, manage their time and take care of themselves physically, emotionally and psychologically to ensure their academic success.

The role of the project manager

The uMatter campaign project manager's roles were embedded in the running and success of the campaign. They included:

- The writing of articles, tips and guidelines for the uMatter website, the bookmarks and information cards throughout the year

- The running and maintenance of the uMatter website and the Facebook page in collaboration with PsyCaD's web editor as well as responding to queries and requests from students.

- Responding to any students who would be interested in assisting with the campaign, communicating on a monthly basis with these students and organising their assistance with events.

- Preparing bookmarks and information cards to hang on the trees each month.

- The covering of all the trees with fabric on the first of each month of the campaign and filling the trees with bookmarks and information cards, as well as ensuring the trees were maintained and filled with content throughout the months.

- The decorating of all of PsyCaD's receptions each month and ensuring information was available in the receptions on the campaign and the topic of that month.

- Preparing for and attending the UJFM interview every month with a member of the uMatter committee.

- To plan and prepare for each campaign uMatter ran. This included the ordering of materials, the development and printing of materials, the organisation and

running of the events as well as managing the Peer Buddies, WIL students and any other student volunteers assisting. This also included the smooth running and implementation of the event on the day on all four campuses.

- To oversee the uMatter committee and collaborate across all units and services in PsyCaD to ensure the success of the campaign. This included running all meetings with the committee and other PsyCaD staff throughout the year.

Statistics of the uMatter campaign 2014

The evaluation of the campaign for 2014 can mainly be seen through the activity on the uMatter website as well as through the student's interactions with the trees of each campus. Below is a table highlighting the statistics for the uMatter website, which was officially launched at the end of February.

uMatter website statistics

	Users*	Sessions**	Page Views***
January	-	-	-
February	116	116	116
March	330	387	567
April	496	594	1060
May	399	441	681
June	516	549	818
July	563	595	909
August	447	460	617
September	317	330	468
October	293	305	386
November	221	224	250
December	158	159	168
Total	**3856**	**4160**	**6040**

*Users refers to the number of individual people accessing the website
**Sessions refers to the amount of user access to the website. This amount can be greater than the number of users, as an existing user may return to the website for a second, third, fourth time etc.
***Page Views refers to the total amount of pages viewed by the users – a user can visit multiple pages per visit.

The table above illustrates that in 2014, 3856 people visited the uMatter website at least once. The most visited page by the users was the online pledge page (2062), even though only 358 people signed the online anti-violence pledge. After this, the next most viewed pages were the ones which contained articles on academic topics including study skills, exam anxiety and time management. Of the 3856 people who visited the uMatter website, 3608 of them directly linked to the website. This means that they did not click on any links on Facebook or other social media outlets, but rather typed the website in themselves. Furthermore, the website trends illustrate a peak in users in the middle of the year from April until August and a decline towards the end of the year.

uMatter trees and bookmarks

Every month 300 bookmarks were printed and distributed on the trees of all the campuses and every month our materials were depleted, meaning that in total from March until November, 2700 bookmarks were printed and distributed to students. These bookmarks all contained the uMatter website information, and given the

website statistics that 3608 students visited the website directly, it is plausible to suggest that most of these students visited the website as a result of receiving a bookmark in one of the months.

Lastly, as the year progressed the number of students who volunteered to be part of the campaign and involved in the various events increased. By the end of 2014, 61 students had volunteered across all four campuses, with 41 at APK, 1 at DFC, 7 at APB and 12 at SWC. Every month the student volunteers were informed about the different events taking place in the coming months and volunteered themselves whenever they wanted to and had the time. All the volunteers assisted at least once in 2014 and generally reported that they thoroughly enjoyed their experience with the campaign.

Cost expenditure for the uMatter campaign 2014

Products	Cost
10x UMATTER flags (for 2 years)	R7 500
2000 UMATTER information cards (for 2 years)	R2 000
Fabric for trees	R4 000
Printing and laminating costs (Bookmarks, posters, etc.)	R3 780
Materials for campaign events	R2 500
Total Expenditure	**R19 780**

Conclusion and Recommendations for 2015

Overall, while it is difficult to say whether the uMatter campaign was a success in its first year of implementation, the statistics imply that as a pilot study some good groundwork was done with the campaign. The feedback from both students and staff has been positive and optimistic for the direction and future of the uMatter campaign. As a pilot study, a number of things were learnt from the campaign which can be improved on for 2015. The recommendations for 2015 are:

- To clearly define the aims, role and direction of the uMatter campaign as well as its place within PsyCaD, ADS and the University
- To clearly outline the role of other PsyCaD staff in the implementation and running of the campaign
- To begin promotion of the campaign from January during Orientation week to ensure maximum exposure to students
- To continue with different themes every month, but to collaborate with other service providers at UJ for the implementation of events (for example, to collaborate with Protection Services when looking at anti-violence and with the Library during exam time)
- To identify and explore more avenues which can be used to promote the campaign and its events – particularly with UJ staff members as well.
- To continue expanding the uMatter website as a database for students to access knowledge and information on a variety of topics and challenges they may face
- To implement a system of monitoring and evaluating the uMatter campaign in order to ascertain its effectiveness.

5.2 PsyCaD website and social media activities

In 2014, the official PsyCaD website changed from a viewing platform for internal and external users to only external users. The structure and content of the website was rewritten for the purposes of marketing PsyCaD's external services to the public, and the website received 21935 visits between January and December 2014.

The PsyCaD Facebook Page and the separate Career Services Facebook Page serve as main marketing tools for interacting with students. The follower bases for these pages increased by 212% and 109% respectively between January and December 2014. Students also utilise the Facebook messaging system to contact the PsyCaD offices with questions pertaining to career advice and requests for emotional assistance. In addition, the Career Services Facebook Page focuses on the advertisement of graduate job opportunities, the on-campus Career Fairs and also offers career advice and guidance to students.

The PsyCaD and Career Services Twitter accounts serve as a supplementary social media platform to extend PsyCaD's promotional and marketing footprints beyond the website and the Facebook Pages. As such, the growth in Twitter followers showed slower growths during the past year, with the PsyCaD Twitter page increasing its follower base by 36%, and the Career Services Twitter page showing a 27% growth in its follower base.

Social media and website statistics

	Platform	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sept	Oct	Nov	Dec
Number of unque visits	PsyCaD website visits	4051	2619	1436	1614	2166	1624	1950	1612	1458	1460	1250	695
	uMatter website visits	0	116	330	496	399	516	563	447	317	293	221	158
Number of followers/fans	Facebook – PsyCaD	943	992	1024	1090	1123	1629	2030	2063	2608	2890	2907	2946
	Facebook – Career Services	889	933	952	992	1014	1395	1443	1453	1500	1819	1821	1860
	Twitter – PsyCaD	401	452	457	460	475	482	490	501	510	522	530	548

Platform	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sept	Oct	Nov	Dec
Twitter – Career Services	740	750	765	800	810	817	822	854	880	910	922	943

5.3 Student Survey 2014

In 2014, PsyCaD conducted a student survey at the University of Johannesburg (UJ) across all four campuses. Generally, the survey was aimed at assisting PsyCaD to determine the needs of the students and to ensure that its services were meeting those needs. In addition, the survey was aimed at evaluating PsyCaD's services and identifying new avenues to promote its services. In order to explore these aims, the survey measured the following:

Perceptions about receiving assistance from and utilising mental health facilities including the following:
- How many students have been to a psychologist;
- If going to a psychologist meant they were crazy;
- If a psychologist could help them choose what to study at university;
- If a psychologist could only help with mental problems;
- If they should figure out a personal problem alone;
- If they should ask someone for help when struggling with a personal problem;
- If others would find out about their personal problem if they spoke to a psychologist;
- If others would judge them if they sought help;
- If a psychologist would help them reach their full potential;
- If a psychologist could help them learn life skills.

Knowledge of PsyCaD and its services as well as utilisation of the services including:
- If they have heard of PsyCaD and from where;
- What services they think PsyCaD offers;
- Whether they ever used PsyCaD's services;
- If not, why not?
- Do they know that PsyCaD's services are free to all students;
- Have they ever visited PsyCaD's Facebook Page;
- What information would they like to find on PsyCaD's Facebook page.

The data for this survey was collected through the use of a questionnaire from July until August 2014. The questionnaire was made available online and was promoted through social media and emails. Furthermore, the questionnaire was distributed during lectures for students to complete, as well as during the Career Fair hosted in July by PsyCaD at APK. Participation was entirely voluntary and all data was kept anonymous and confidential.

The purpose of the following report is not to provide an interpretation of the results of the survey, but rather to present the results as they stand so that others may utilise the data as is relevant for their faculty, unit or service. Missing data was taken into account when analysing the data and is stated as such in the report.

Demographics

Data was collected from 2783 students. The graphs below illustrate the distribution of the sample with regard to gender, campus, faculty and year of study.

Gender distribution of sample

Gender Distribution

1.50%

36.10%

62.40%

■ Male ■ Female ■ Missing
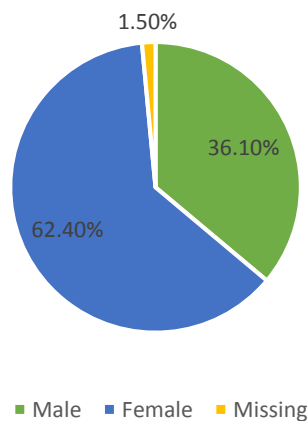
Campus distribution of sample

Campus Distribution
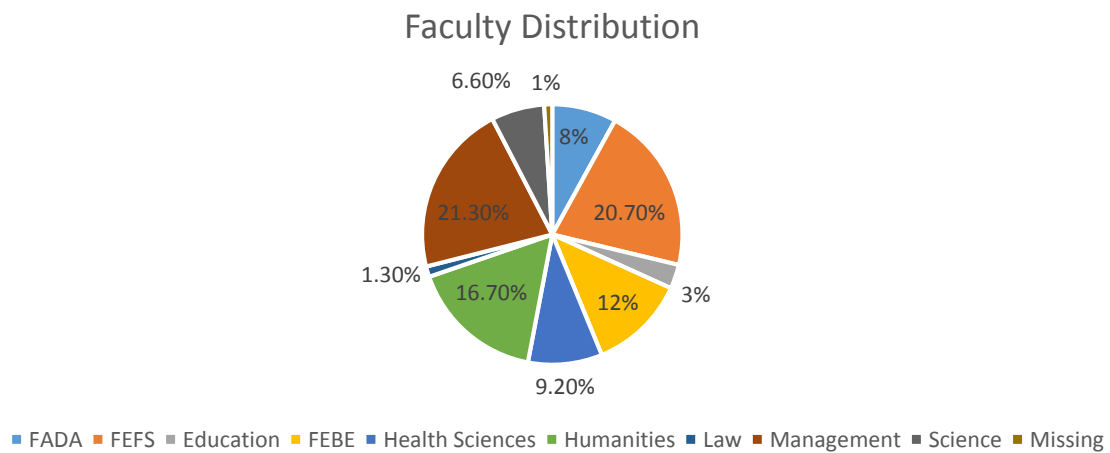
0.40%

27.60%   29.80%

20.40%   21.80%

■ APK ■ APB ■ DFC ■ SWC ■ Missing

Faculty distribution of sample

Faculty Distribution

6.60% 1%
8%
20.70%
21.30%
1.30%
16.70%
3%
12%
9.20%

■ FADA ■ FEFS ■ Education ■ FEBE ■ Health Sciences ■ Humanities ■ Law ■ Management ■ Science ■ Missing

Year of study - distribution of sample

Year of study distribution

0.40%
0.20% 2.10%
2.90%
7.20%
45.40%
20.40%
21.40%

■ First ■ Second ■ Third ■ Fourth ■ Honours ■ Masters ■ Doctorate ■ Missing
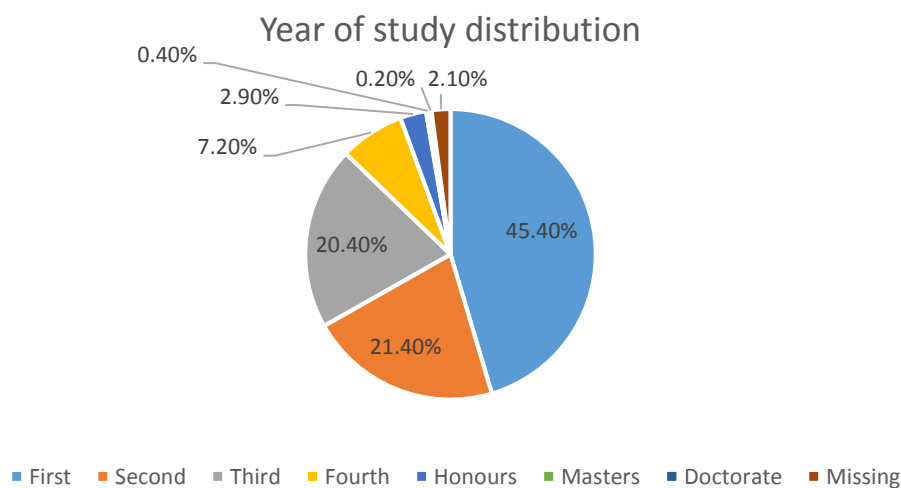
Perceptions about receiving assistance from and utilising mental health facilities

About a quarter of the respondents (25.4%) said that they had been to a psychologist for help in the past (see graph). A breakdown of the student sample regarding whether they had visited a psychologist is presented in the table below, in terms of gender, campus, faculty and year of study.

Number of students who have been to a psychologist

Have you ever been to a Psychologist before for help?

2.90%

25.40%

71.70%

■ Yes   ■ No   ■ Missing
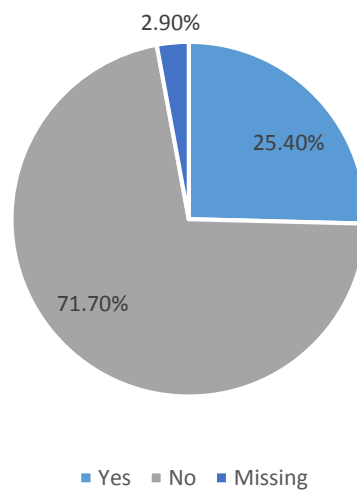
Students who have been to a psychologist by gender, campus, faculty and year of study

Variables		Response	
		Yes	No
Gender	Male	21%	79%
	Female	29.3%	70.7%
Campus	APK	29%	71%
	APB	30%	70%
	DFC	24%	76%
	SWC	21.4%	78.6%
Faculty	FADA	34%	66%
	FEFS	21%	79%
	Education	28.9%	71.1%
	FEBE	21.8%	78.2%
	Health Sciences	29.4%	70.6%
	Humanities	34%	66%
	Law	28.6%	71.4%
	Management	23.1%	76.9%
	Science	25%	75%
Year of Study	First	20%	80%
	Second	30%	70%
	Third	31%	69%
	Fourth	32%	68%
	Honours	35.5%	64.5%
	Master's	25%	75%
	Doctorate	17%	83%

The table below outlines the percentage of students who agreed and disagreed with the listed statements. When the results of each statement were cross-tabulated by gender and campus, there were no significant results and therefore these are not included in the report.

Perceptions about psychologists and seeking help

Statement	Response		
	Agree	Disagree	Missing
If you go to a psychologist you must be crazy	3.4%	95.7%	0.9%
A psychologist can help you choose what to study at university	73.8%	24.6%	1.6%
A psychologist can only help you with mental problems	40.4%	57.9%	1.8%
If you have a personal problem, you should try to figure it out yourself	24.6%	74.1%	1.3%

Statement	Response		
	Agree	**Disagree**	**Missing**
If you have a personal problem it is ok to ask someone for help	93.1%	5.8%	1.1%
Other people will find out about my personal problems if I speak to a psychologist	7.3%	91.7%	1.0%
People will judge me if I go to a psychologist for help	24%	74.4%	1.6%
A psychologist can help me to explore how to reach my full potential	88.1%	10.8%	1.1%
A psychologist can help me to learn life skills	87.1%	11.5%	1.4%

Challenges faced by students at university
Table 77 ranks from highest to lowest the challenges faced by students at university. Tables 78 rand 79 report these challenges (ranked from highest to lowest) in male and female students respectively. The results are presented as a total percentage of the sample.

Challenges faced by students at university

Challenges	% of sample
Time management	74.3%
Stress	63.1%
Financial concerns	60.1%
Academic difficulties	56.6%
Failing a subject	47.4%
Emotional challenges (e.g. depression and anxiety)	46.9%
Unemployment	42.9%
Not having a platform to voice needs or opinions	38.7%
Not having the tools or information to empower themselves	37.7%
Feeling like a number in the system (i.e. nobody cares about you)	34.3%
Relationship difficulties	32%
Not knowing where to go for help	33.8%
Not wanting to ask for help because of what others might think of you	27.1%
Not having a proper support system	23.1%
Adjusting to living in a big city	22.3%
Practising safe sex	21.3%
Peer pressure	18.3%
Using drugs and alcohol	7.9%
Violence (e.g. abuse, rape, victim of crime)	6.2%
Unplanned pregnancy	5.5%

Challenges faced by male students at university

Challenges	% of males
Time management	71.6%
Financial concerns	61.4%
Academic difficulties	54.1%
Stress	54%
Failing a subject	48.2%
Unemployment	42.5%
Emotional challenges (e.g. depression and anxiety)	39.1%
Not having a platform to voice needs or opinions	36.1%
Not having the tools or information to empower themselves	35.8%
Feeling like a number in the system (i.e. nobobdy cares about you)	35.4%
Not knowing where to go for help	33.2%
Relationship difficulties	30.8%
Not wanting to ask for help because of what others might think of you	27.1%
Practising safe sex	26.2%
Not having a proper support system	25.5%
Peer pressure	21.9%
Adjusting to living in a big city	20.9%
Using drugs and alcohol	11.8%
Violence (e.g. abuse, rape, victim of crime)	5.9%
Unplanned pregnancy	4.3%

Challenges experienced by female students at university

Challenges	% of females
Time management	76.5%
Stress	69.6%
Financial concerns	59.9%
Academic difficulties	58.4%
Emotional challenges (e.g. depression and anxiety)	51.8%
Failing a subject	47.6%
Unemployment	43.4%
Not having a platform to voice needs or opinions	40.3%
Not having the tools or information to empower themselves	39.1%
Not knowing where to go for help	34.6%
Feeling like a number in the system (i.e. nobody cares about you)	33.9%
Relationship difficulties	32.9%
Not wanting to ask for help because of what others might think of you	27.5%
Adjusting to living in a big city	23.3%
Not having a proper support system	21.9%
Practising safe sex	18.7%
Peer pressure	16.4%
Violence (e.g. abuse, rape, victim of crime)	6.5%
Unplanned pregnancy	6.2%
Using drugs and alcohol	5.6%

The tables below rank from highest to lowest the top 10 challenges students reported experiencing, per campus.

Top 10 challenges experienced by students at APK

Challenges	% at APK
Time management	73.8%
Stress	61%
Academic difficulties	60.7%
Financial concerns	58.8%
Failing a subject	49.5%
Emotional challenges (e.g. depression and anxiety)	45.7%
Unemployment	43.4%
Feeling like a number in the system (i.e. nobody cares about you)	39.3%
Not knowing where to go for help	35.7%
Not having the tools or information to empower themselves	35.2%

Top 10 challenges experienced by students at APB

Challenges	% at APB
Time management	75.4%
Stress	66.7%
Financial concerns	55.9%
Academic difficulties	53.5%
Emotional challenges (e.g. depression and anxiety)	46.2%
Unemployment	44.1%
Failing a subject	42.9%
Not having a platform to voice needs or opinions	38%
Not having the tools or information to empower themselves	33.4%
Relationship difficulties	32%

Top 10 challenges experienced by students at DFC

Challenges	% at DFC
Time management	78%
Stress	66.4%
Academic difficulties	62.4%
Financial concerns	58.2%
Failing a subject	58.2%
Emotional challenges (e.g. depression and anxiety)	52.9%
Not having a platform to voice needs or opinions	39.9%
Not having the tools or information to empower themselves	39.7%
Feeling like a number in the system (i.e. nobody cares about you)	35.6%
Unemployment	34.4%
Not knowing where to go for help	34.4%

Top 10 challenges experienced by students at SWC

Challenges	% at SWC
Time management	73.1%
Financial concerns	67.8%
Stress	62.9%
Academic difficulties	51.5%
Unemployment	48.6%
Emotional challenges (e.g. depression and anxiety)	45.7%
Not having a platform to voice needs or opinions	45.2%
Not having the tools or information to empower themselves	43.1%
Failing a subject	41.7%
Not knowing where to go for help	37%

Perceived challenges faced by students at university

The tables below rank, from highest to lowest, the challenges university students perceive that other students face.

Student perceptions of other students' challenges

Challenges	% of students
Peer pressure	70.8%
Using drugs and alcohol	69.8%
Unplanned pregnancy	66.3%
Not having a proper support system of friends/family	61.4%
Failing a subject	59.7%
Academic difficulties	56.8%
Adjusting to living in a big city	56.8%
Violence	55.4%
Not wantin to ask for help because of what others might think of you	54.8%
Feeling like a number in the system (i.e. nobody cares about you)	54.6%
Relationship difficulties	52.4%
Not knowing where to go for help	52.2%
Finance	51.2%
Practising safe sex	51%
Emotional challenges (e.g. depression, anxiety)	48.3%
Unemployment	45.8%
Time management	44.9%
Stress	44.6%
Not having the tools or information to empower yourself	43.6%
Not having a platform to voice your needs or opinions	42.9%

Male Student perceptions of other students' challenges

Challenges	% of males
Peer pressure	67.9%
Using drugs and alcohol too much	66.3%
Unplanned pregnancy	64.1%
Failing a subject	61.9%
Academic difficulties	59.9%
Not having a proper support system of friends/family	59.6%
Adjusting to living in a big city	57.2%
Not wanting to ask for help because of what others might think of you	54.6%
Feeling like a number in the system (i.e. nobody cares about you)	54.3%
Emotional challenges (e.g. depression, anxiety)	53.2%
Finance	53.1%
Violence	53%
Not knowing where to go for help	52.9%
Stress	51.3%
Relationship difficulties	49.6%
Time management	49.4%
Practising safe sex	47.2%
Unemployment	45.9%
Not having a platform to voice your needs or opinions	45.3%
Not having the tools or information to empower yourself	44.7%

Female student perceptions of other students' challenges

Challenges	% of females
Peer pressure	74.1%
Using drugs and alcohol too much	73.5%
Unplanned pregnancy	69.5%
Not having a proper support system of friends/family	63.7%
Failing a subject	59.9%
Violence	58.1%
Adjusting to living in a big city	57.7%
Academic difficulties	56.6%
Feeling like a number in the system	56%
Not wanting to ask for help because of what others might think of you	55.9%
Relationship difficulties	55.1%
Practising safe sex	54.6%
Not knowing where to go for help	53%
Finance	51.6%
Emotional challenges (e.g. depression and anxiety)	46.7%
Unemployment	46.6%
Not having the tools or information to empower yourself	44.1%
Time management	43.7%
Not having a platform to voice your needs or opinions	42.6%
Stress	42.2%

Top 10 challenges students at APK perceived other students as experiencing

Challenges	% at APK
Peer pressure	66.9%
Academic difficulties	61.1%
Using drugs and alcohol too much	59.5%
Failing a subject	58.7%
Finances	55.6%
Not having a proper support system	52.8%
Unplanned pregnancy	52.7%
Time management	52.4%
Stress	49.4%
Feeling like a number in the system (i.e. nobody cares about you)	48.8%

Top 10 challenges students at APB perceived other students as experiencing

Challenges	% at APB
Using drugs and alcohol too much	73.7%
Peer pressure	72.8%
Unplanned pregnancy	72.7%
Not having a proper support system	67.7%
Failing a subject	63.9%
Adjusting to living in a big city	63.2%
Violence	62.4%
Feeling like a number in the system (i.e. nobody cares about you)	60.4%
Not knowing where to go for help	60.1%
Academic difficulties	59.4%

Top 10 challenges students at DFC perceived other students as experiencing

Challenges	% at DFC
Using drugs and alcohol too much	72.2%
Peer pressure	71.6%
Unplanned pregnancy	70.7%
Not having a proper support system (i.e. nobody cares about you)	64.9%
Violence	63%
Failing a subject	59%
Adjusting to living in a big city	58.6%
Not wanting to ask for help because of what others might think of you	57.7%
Practising safe sex	56.6%
Not knowing where to go for help	56.1%

Top 10 challenges students at SWC perceived other students as experiencing

Challenges	% at SWC
Using drugs and alcohol too much	79.4%
Unplanned pregnancy	76.8%
Peer pressure	76.3%
Violence	68%
Not having a proper support system of friends/family	66.6%
Adjusting to living in a big city	65.1%
Not wanting to ask for help because of what others might think of you	61.3%
Failing a subject	61.1%
Relationship difficulties	57.7%
Feeling like a number in the system (i.e. nobody cares about you)	57.3%

Knowledge and utilisation of PsyCaD's services
The majority of students (92,5%) indicated that they had heard of PsyCaD.

Percentage of students who have heard of PsyCaD

Have you heard of PsyCaD?

5.20% 2.30%

92.50%

■ Yes ■ No ■ Missing
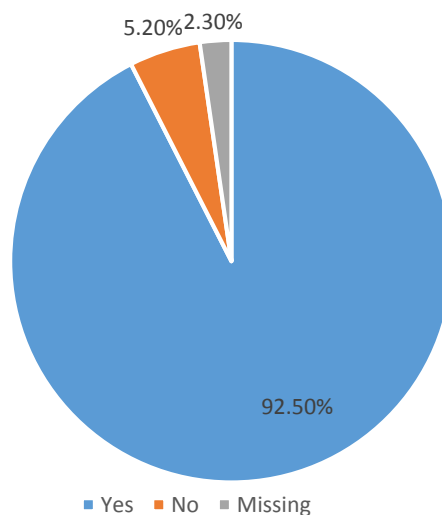
Where students heard about PsyCaD

If you have heard of PsyCaD, where did you hear about them?
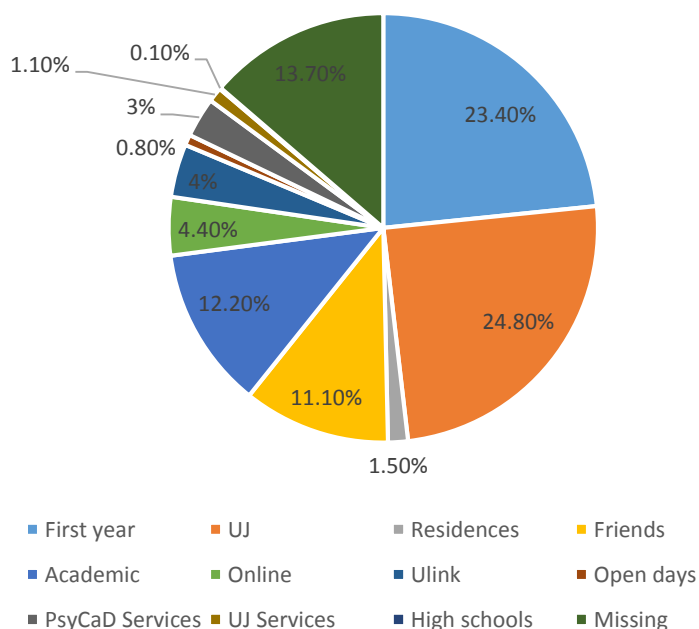
The graph above illustrates where students have heard about PsyCaD from. Each label can be expanded into the following:

- "First year" includes any references made to Orientation, FYS and FYE as mentioned by the students.
- "UJ" includes all references made by students to "Campus", "School" and "UJ" without any further elaboration.
- "Residences" includes references made to RAA, House committees and any mention of specific residences.
- "Friends" refers to all "Referrals", "Word-of mouth" and "Friends" mentioned by the students.
- "Academic" refers to any references made to faculties, lecturers, tutors, mentors and HODs.
- "Online" includes any references made to receiving emails from PsyCaD, PsyCaD's Facebook page and the PsyCaD or UJ website.
- "Ulink" includes all references made to student portals, blackboards and Edulink
- "Open days" refers simply to open days.
- "PsyCaD services" includes any references made to services which PsyCaD offers including as mentioned, the Career Fair, Peer Buddies, the uMatter campaign and PWD.
- "UJ Services" includes any references made to other general UJ services. The following were mentioned: SRC, ADI, IOHA, the UJ prospectus, UJ newspapers, the International office, the Clinic, Library and Protection Services.
- "High schools" includes any reference made to hearing about PsyCaD at their high school.

Students' knowledge of PsyCaD's services

What services do you think PsyCaD offers?
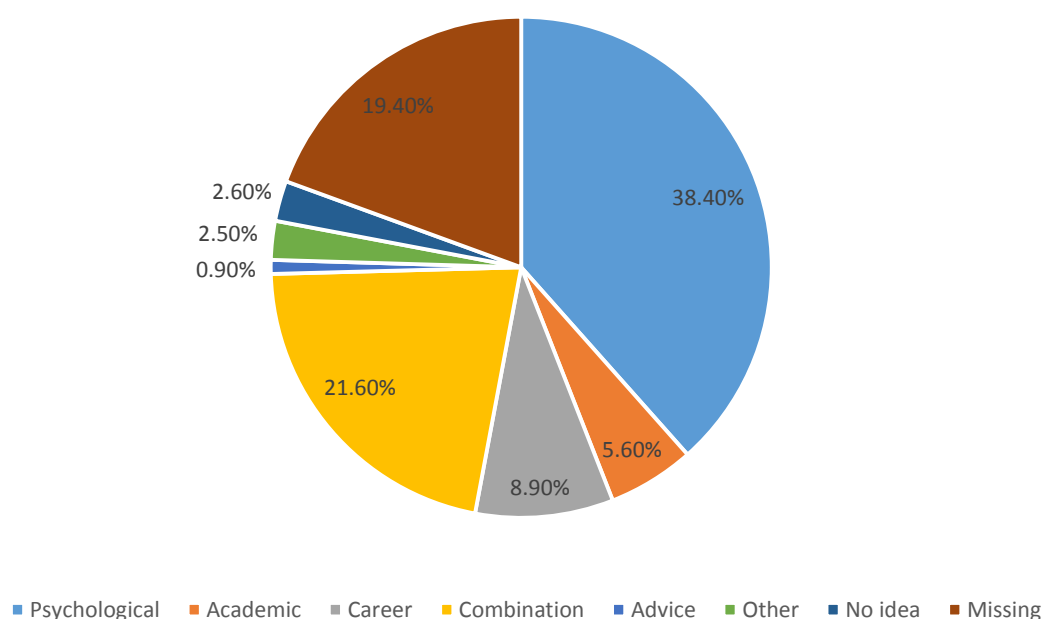
The graph above illustrates the services students think PsyCaD offers. Each label can be expanded into the following:
- "Psychological" includes any references made only to psychological support, counselling or assistance.
- "Academic" includes all references made by students only to any kind of academic support PsyCaD provides.
- "Career" includes references made only to PsyCaD's career services.
- "Combination" refers to references made by students to a combination of more than one of the above three.
- "Advice" refers to all references students made to PsyCaD's services including giving advice.
- "Other" includes any references made to our services which did not fit into any one of the other categories.
- "No idea" highlights the numbers of students who said that they did not know what services PsyCaD offers.
- "Missing" refers to the percentage of students who did not complete this section,
- therefore the data is missing.

The figure below illustrates that most respondents had never used PsyCaD's services.

Percentage of students who have used PsyCaD's services

Have you ever used PsyCaD's services?
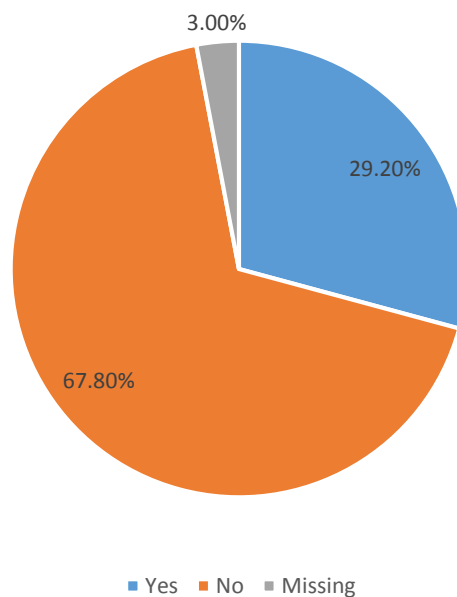
When students were asked why they had never used PsyCaD's services, the most common answer was that the student thus far had not needed the services and therefore had seen no need to come to PsyCaD. The second most common theme was that students did not have enough information about PsyCaD. They either did not have enough information about the services offered, they did not understand how the process worked or were not aware of the location of PsyCaD on their campus. The third most common theme related to students' emotional states. Students commented that they felt scared or afraid to come to PsyCaD either because they were uncomfortable sharing their problems with other people or because they were afraid that their problems were not important enough or as serious as other students' problems. Furthermore, a fear of being judged by friends, family or other students was also considered a barrier for students coming to PsyCaD. Lastly, students reported that their busy schedules did not always afford them the time to come to PsyCaD and make an appointment, while some students did admit that laziness was their biggest barrier.

Awareness of PsyCaD being free to students

Did you know that PsyCaD's services are free to all UJ students?

- Yes
- No
- Missing
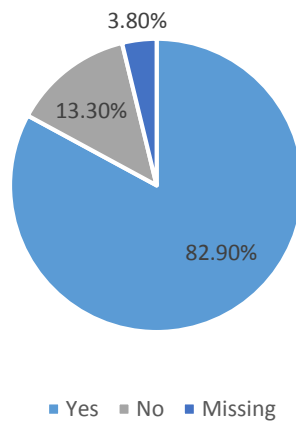
Percentage of students who have accessed PsyCaD's Facebook Page

Have you ever visited PsyCaD's Facebook Page?

- Yes
- No
- Missing
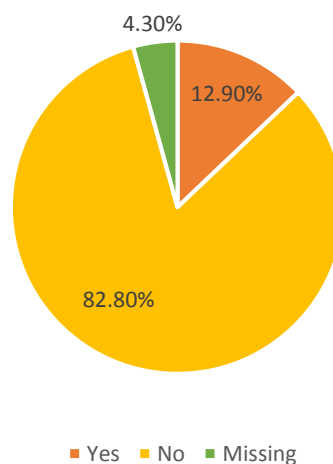
The table below illustrates the topics students indicated they would like to find on PsyCaD's Facebook page in descending order of popularity.

What students would like to see on the PsyCaD Facebook page

Topics	% of students
Helpful information about topics such as study skills, positive coping skills, careers, mental health	64.4%
A space to discuss topics related to struggles at university and in life in general	56.6%
Information about PsyCaD's services	54.5%
A space to make my voice heard	44.3%

Summary
The perceptions on receiving assistance for mental health suggested that seeking assistance is seen in a positive way and there are few negative connotations towards receiving help among students. When looking at challenges students face, the results indicated that the top five challenges students reported facing, in descending order, were time management, stress, financial concerns, academic difficulties and failing a subject. Furthermore, the results indicated that the top five challenges students perceived other students to face in descending order were peer pressure, substance abuse, unplanned pregnancy, lack of support system and failing a subject. The results on PsyCaD's services showed that 92.5% of the sample had heard of PsyCaD and this was primarily through FYE and other orientation experiences, 82.9% knew that PsyCaD's services were free to all UJ students and 29.2% had used PsyCaD's services. However, 38.40% of students were under the impression that PsyCaD only offers psychological services, 5.6% thought PsyCaD only offers academic services and 8.9% thought it only offered career services. Lastly, 21.60% were under the impression that PsyCaD offers a combination of all three.

6. ENGAGEMENT WITH INTERNAL AND EXTERNAL STAKEHOLDERS

6.1 Community Engagement

Many of the service units participated in community service and engagement projects throughout the year, with staff members and the teams committed to contributing in this way to the mental wellness, psycho-social support, disability support and career guidance needs of the communities in our surrounds.

The Career Services Unit strongly supports career guidance-related community projects, as the youth have a real need to gain access to quality and affordable career guidance and information resources. Against this background, and with consideration of available time to allocate to community work, the Unit engaged in the following career-related community projects during the year:

School-based career advisors programme
The Career Services Unit continued with its programme of providing training for Grade 11 learners in career guidance. In 2014 Career Services trained 40 learners and four Life Orientation teachers from the following schools: Mshukantambo Secondary School, Thaba-Jabula Secondary School, Phefeni Secondary School and Orlando high School. All the mentioned schools are located in Soweto, a few kilometres away from the UJ SWC.

Any community engagement project works best when it is an ongoing cumulative process enabling relationships and trust to build and strengthen over time. Thus being this initiative's third year since its inception, the Career Services team is very grateful for the continued support of Thaba Jabula Secondary, which was the pilot school for the programme. The unit is also pleased with the growth and increased enthusiasm from the stakeholders involved.

Tools and materials used:
The training took place on 16, 17 and 20 January 2014 at the Soweto campus. Three facilitators from the Career Services team were involved in training the scholars on basic tenets of career guidance. Lunch was subsidised by one of the stakeholders of the project (PsyCaD Career Services). Training materials were handed out where various activities formed part of the training process. The learners also completed a narrative career assessment tool (CIP). In the feedback students expressed how much they had learnt about themselves in such a brief period. They stated that it allowed them to think in depth about their values, abilities and how they could still make good choices in the future regarding their careers. Part of the activities also involved working through the career workbook developed by the Career Services Unit, which gave them a lot of insight into the university environment – i.e. possibilities and opportunities offered. A practical on how to calculate the APS (UJ) and how to match the scores with basic requirements was also included.

Resources, limitations and challenges experienced with the project
The school-based career advisors were given their training manuals as reference as well as a UJ prospectus to use when advising fellow pupils at their respective campuses. During the programme coordinator's quarterly visits to the schools, career-related materials to enhance knowledge building about the world of careers were continuously provided. One of the limitations experienced with the project was the factor of time and venues for the learners to conduct their advisory sessions within school premises. They also struggled to track properly how many students they had assisted and the nature of the questions asked. They reported that their guidance skills were sought out in a casual manner through corridors etc. and the requests for advice later faded quickly mid-year. One of the challenges also experienced by the programme coordinator was the availability of the advisors and LO teachers for evaluations even with prior arrangement of visits. This proved difficult, as the programme coordinator would find them engaged with different activities within the school schedule.

Evaluation of the school-based careers advisory programme
It is critical that any engagement process be evaluated. Evaluation of the programme was conducted on a quarterly basis. The feedback received has in general been positive thus far and a few suggestions were also made by the scholars on things to improve on as regards their process in the schools. One of the suggestions mentioned was to help them to be more visible and known at school about their special skill. Suggestions included:

- Provide name badges
- Provide a refresher course mid-year
- Hold a career day at the schools for Grade 11 and 12 learners
- Help provide guidance for Grade 9 in subject choice
- Reminders about special school learners events hosted by UJ – i.e. orange carpet days, subject choice seminar etc.

ABSA Community Service Project, Cavendish Primary School
The focus of this collaborative event, hosted by the Career Services Unit with the Corporate Citizenship Unit of ABSA, West Rand, was placed on career guidance and development activities for Grade 7 learners at Cavendish Primary School in Eldorado

Park. The major focus of the day was on the development and awareness of self in relation to possible careers of interest.

Career Resources Packs/Career information pack
Electronic career-related information packs were provided to the principal of Cavendish Primary School. These resources were sent via email and forwarded to the parents/caregivers of the Grade 7 learners to provide up to date career-related information and resources.

The electronic career resources consisted of the following themes:
- Information relating to SETAs, universities, FET colleges, universities of technology, private institutions
- Information relating to the nine different career areas, namely:
  o Engineering and Technology
  o Health and Biological Sciences
  o Computers and Information Technology
  o Business, Commerce and Management Studies
  o Agriculture, Environmental and Geographical Sciences
  o Human, Social and Education.

Faculty of Science Citizenship workshops and modules
Throughout students' final year, their focus shifts towards completion of their qualification. During this stage, it is vital for students to equip themselves with the correct skills to obtain employment after obtaining their qualifications. Students should develop their CV writing, cover letter writing and interviewing skills. In this stage it is also vital to develop and establish work-related networks and engage in the process of job applications for graduate positions. One of the most important aspects of a final-year student's lifecycle is the development of graduate attributes. As part of the Faculty of Science's Citizenship module, the Career Services Unit was asked to present two lectures relating to final-year students' career and student lifecycle.

The career-based workshops were conceptualised based on the career development phase of final-year students, including the development of graduate attributes. The Career Services Unit, as part of PsyCaD, identified six major themes that were included as an integral part of these workshops:
- Workshop 1: Job searching skills, including:
  o Overall career planning and development
  o First day at work
  o Entrepreneurship
- Workshop 2: Development of graduate attributes, including:
  o Employer expectations
  o Employee etiquette
  o Development of confidence within the workplace

The workshops were subsequently designed, developed and presented by the Career Services Unit psychologists in the fourth term of the academic year at the University of Johannesburg. It is recommended, moving into 2015, that these workshops form an integral part of all faculties' career development processes for their students.

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Educators' Conference

The Educators' Conference, hosted by the Department of Student Marketing, involved the Life Orientation teachers of public and private schools attending a workshop focusing on the facilitation of optimal growth and development for their secondary school learners. The Career Services Unit was asked to present two workshops relating to Grade 9 subject choice with the purpose of providing educators with an opportunity to gain overall knowledge regarding the process of subject choice and decision-making. The two workshops dealt with subject choice in relation to individual skills, likes, dislikes, values, interests, and personality types, with the focus specifically on subject groups, designated subjects, compulsory subjects, APS scores and minimum entry requirements. Overall, the workshops were successful and provided the Career Services Unit with an opportunity to network and extend its services to secondary schools.

Subject Choice Seminar

Hosted by Student Marketing, the Subject Choice Seminar was arranged with the purpose of inviting Grade 8 and Grade 9 learners to attend an information evening regarding the process of making preferred Subject Choices. The workshops, as presented by the psychologists of the Career Services Unit, were developed with the aim of informing Grade 9 learners of the ins and outs of career decision-making, which included the following topics:

- Overall career development process
- What is subject choice and what isn't it?
- Subjects (compulsory & designated)
- What is an APS score and how do I calculate mine?
- How do I choose the correct subjects?
- What factors influence subject choice?
- What questions should I consider when making a subject choice?
- What can I do to help me with my study choice?
- Study opportunities in South Africa
- Understanding the world of work

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 and 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 special schools and focused on career counselling aspects to enhance the university applications 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, schools and 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 the disability units of both Wits and UJ.

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

Work placement
Graduates with disabilities are in high demand, and the unit is therefore inundated with requests from various companies regarding these students. In an effort to formalise this process, the Career Services unit within PsyCaD now offers companies an opportunity to advertise directly to this particular cohort of students, thereby promoting the employment prospects of this group.

The Training and Development Services Unit also contributed to the responsible and respectful ethos and culture of UJ through the involvement in various community projects. These included the collaboration with Esperanza Primary School, by providing psycho-educational assessments, psychotherapy, learning support and teacher-parent workshops. The Training and Development Services Unit honoured Mandela Day by spending a fun-filled day with 28 orphans (aged two to 17 years) at the St Peter's Child Care Centre. The Santa Shoe Box initiative resulted in the sponsoring of Shoe Boxes to 32 children at the Rearabilwe Ekurhuleni Community Centre.

The Training and Development Services unit was involved in the following community engagement projects during the year:

Esperanza Primary School project
The intern psychologists were once again involved in the Esperanza Project. The first part of the project, the assessment of the 26 learners, was completed by the end of March. Play therapy and learning support commenced thereafter and continued till November 2014. Two teacher workshops and two parent workshops were presented in August and September respectively.

Santa Shoebox Initiative
PsyCaD sponsored 32 Shoe Boxes to children at the Rearabilwe Ekurhuleni Community Centre in the East Rand.

Nelson Mandela Day
The Training and Development Services Unit represented PsyCaD and honoured Mandela Day by spending a fun-filled day with 28 orphans (aged two to 17 years) at the St Peter's Child Care Centre. This was in collaboration with Spur and Nu Metro-Clearwater.

Marketing of PsyCaD Services
In a bid to further market PsyCaD's services to the wider community, the Training and Development Services Unit successfully launched a Teachers' Day Workshop to

70 primary schools (private & 'Model C' schools). In addition, PsyCaD secured a monthly career discussion slot at Rainbow Radio, a community-based radio station in Roodepoort.

Graduate Recruitment Programme 2014
The annual Recruitment Programme 2014 proved once again to be very successful. This year Career Services hosted three on-campus Career Fairs, one of which, the Commerce Career Fair, was hosted for the first time. All the events were well attended by the companies and students. In total, 134 companies participated in the overall Recruitment Programme, which comprises three Career Fairs and the support activities on offer, including company presentations, promotional drives and competitions.

Law Career Fair
The Law Career Fair was held on 15 April 2014 in the Foyer at the Auckland Park Kingsway Campus. Seventeen companies attended the fair and the exhibitors deemed the day a success. According to company feedback received, all were satisfied with our services and the quality of the Law students. Career Services also hosted a competition for the students on the day with two cash prizes sponsored by two of the participating Law companies. An iPad mini tablet was sponsored by the Faculty of Law.

Commerce Career Fair
The inaugural Commerce Career Fair was hosted on 16 April 2014 in the Foyer at the Auckland Park Kingsway Campus. Seventeen companies attended the fair and the feedback received was highly satisfactory. A competition draw was also hosted on the day, with five prizes sponsored by five of the participating companies.

General Career Fair
The General Career Fair was held from 21 to 24 July 2014 in the Foyer at the Auckland Park Kingsway Campus. This again was the highlight of the Recruitment Programme, as Career Services hosted 96 companies in total over the four days of the event. The participating companies rated the event as highly successful and beneficial to them. The annual competition was a huge success as always. Six participating companies sponsored eight prizes for the competition.

Twenty on-campus Company Presentations were hosted between March and October on the APK Campus. Targeted faculty-orientated text messages to students were sent as per ad hoc requests from companies as well as mass emails (especially during July). The YourCareer Portal advertisements were combined on a weekly basis to minimise the number of mass emails sent.

All activities of the Recruitment Programme and company requests were placed on the social media sites (Facebook & Twitter) and, where necessary, on other relevant Facebook pages and the Student Portal. During each of the Career Fairs, competitions were held. Live draws took place with the company representatives handing over the prizes. Photographs were taken with the company representatives and the winners of the prizes. This is an exciting event for UJ students and an opportunity for recruiters to receive more exposure.

Recruitment Guide 2014

Career Services distributed 24 000 copies of the Recruitment Guide 2014 to all final-year students, including diploma and honours students, during the June holidays. Twenty-nine companies placed advertisements and three company articles were placed in the Recruitment Guide.

YourCareer: Job Portal

Career Services proudly introduced its new online YourCareer platform for employers and students, which was implemented on 6 June 2014. The YourCareer platform was officially launched to the student population during the July General Career Fair.

Company Recruitment statistics of UJ students for 2013

The following reporting is based on the 2013 feedback as received from participating companies (the statistics for 2014 will be received from the companies during 2015).

Law Career Fair

Four of the 17 participating Law companies provided feedback on the following recruitment activities of UJ students during 2013:

Law Career Fair 2014 (reported by 4 out of 17 companies)
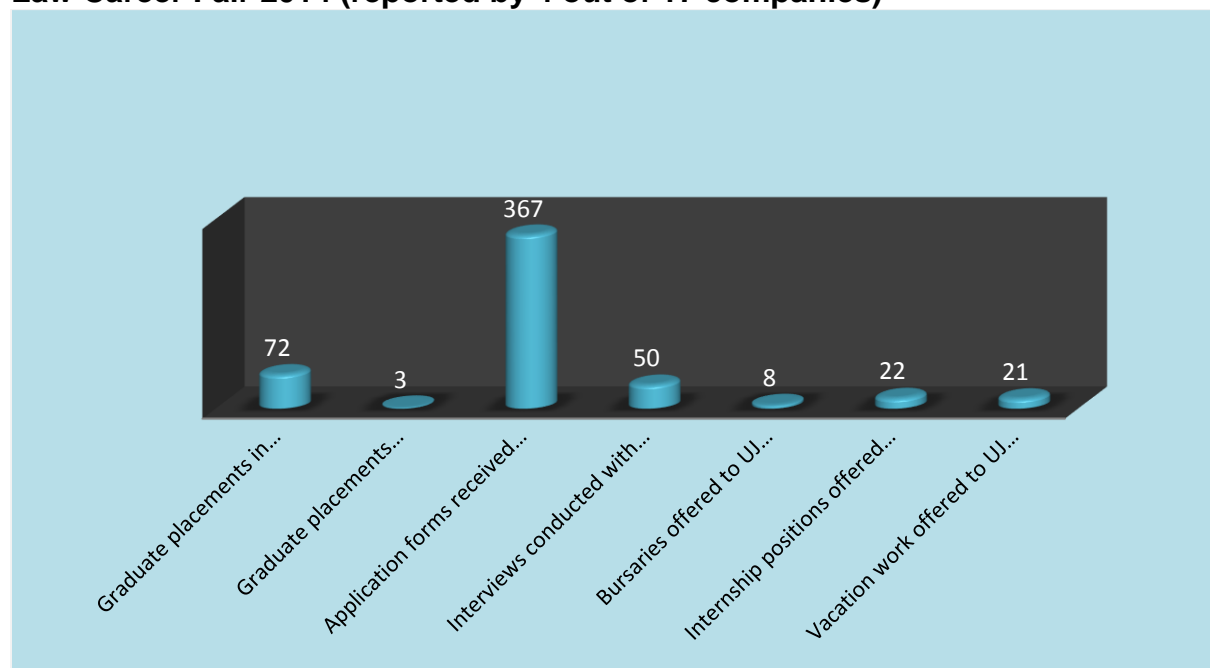
Note that the company, PricewaterhouseCoopers, indicated a total number of 65 graduate placements nationally for 2013.

Commerce companies (as participated in the Recruitment Programme 2013)

Feedback was received from six of the 17 participating commerce companies on the following recruitment activities of UJ students during 2013:

Commerce Companies 2013 (reported by 6 out of 17 companies)
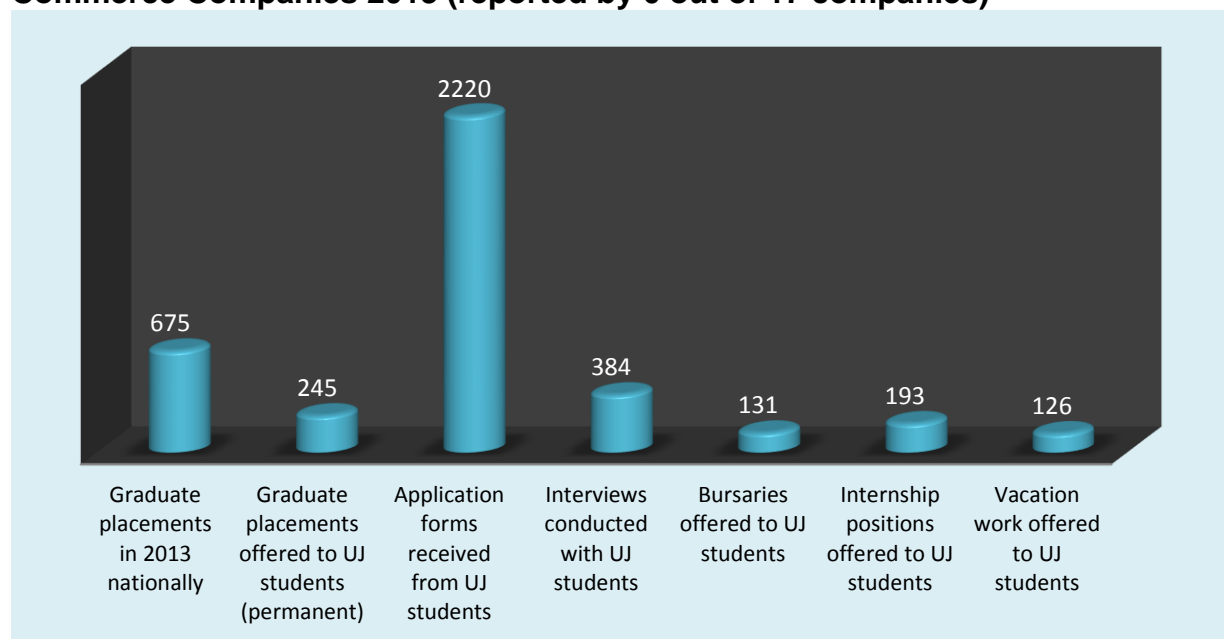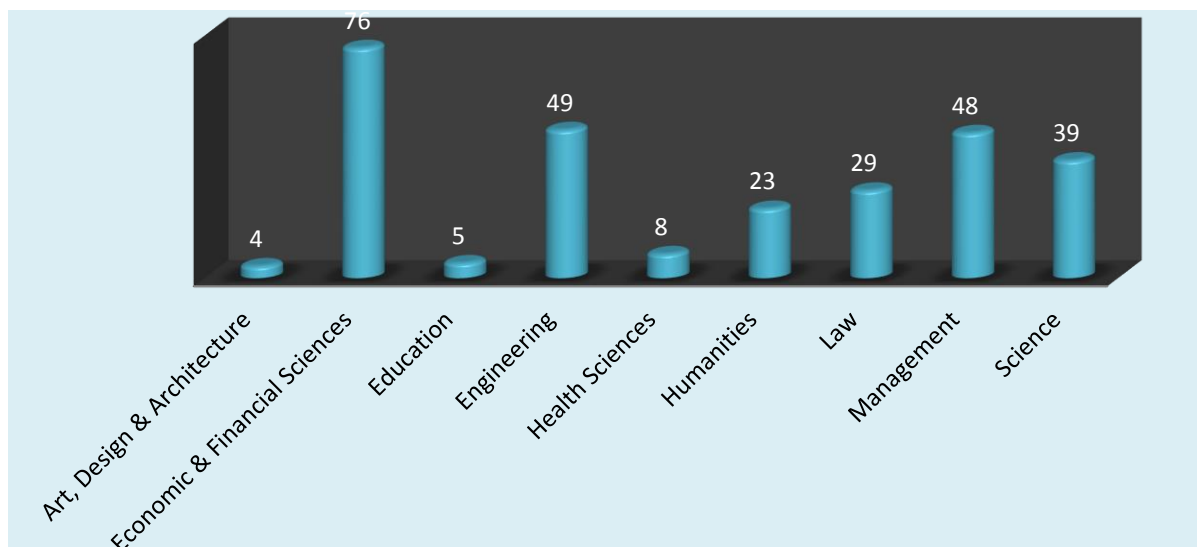

General Career Fair

General Career Fair 2013 (reported by 40 out of 96 companies)
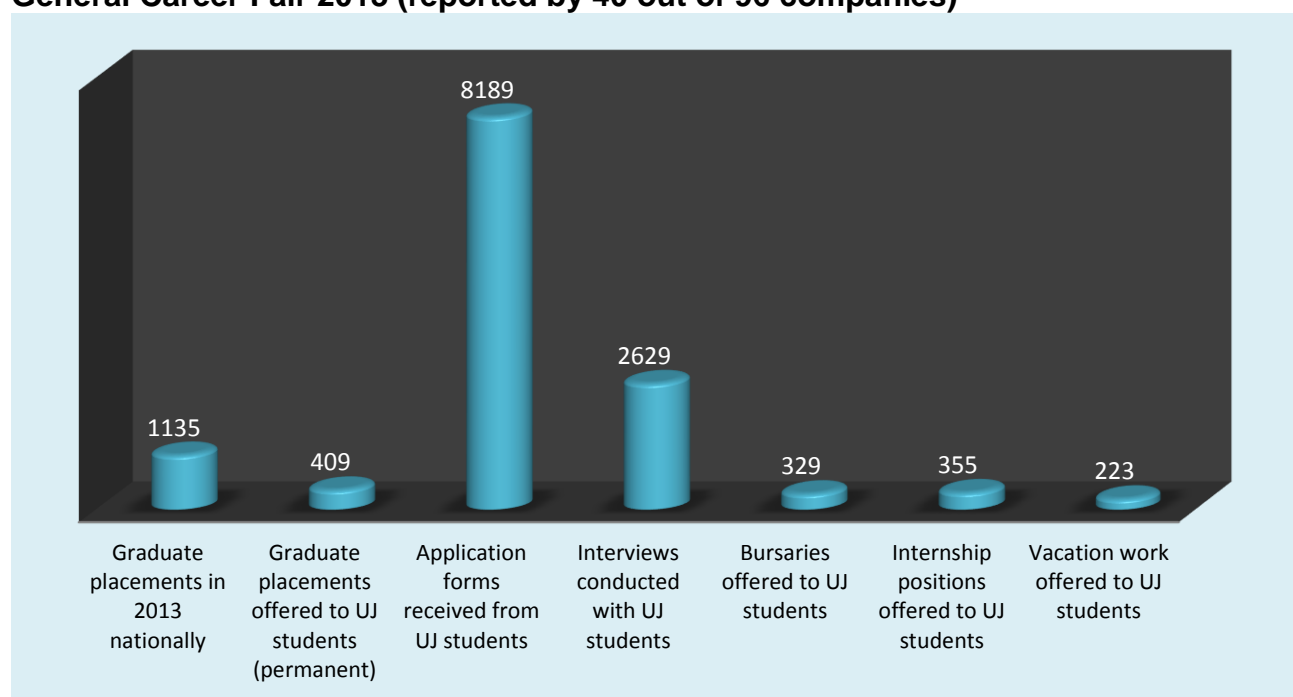
Company recruitment drive for 2014 (across faculties)
Of the 134 participating companies, 118 companies reported on their recruitment drives across the nine faculties at UJ. The graph indicates the number of companies recruiting from each faculty (companies may recruit from a number of faculties).
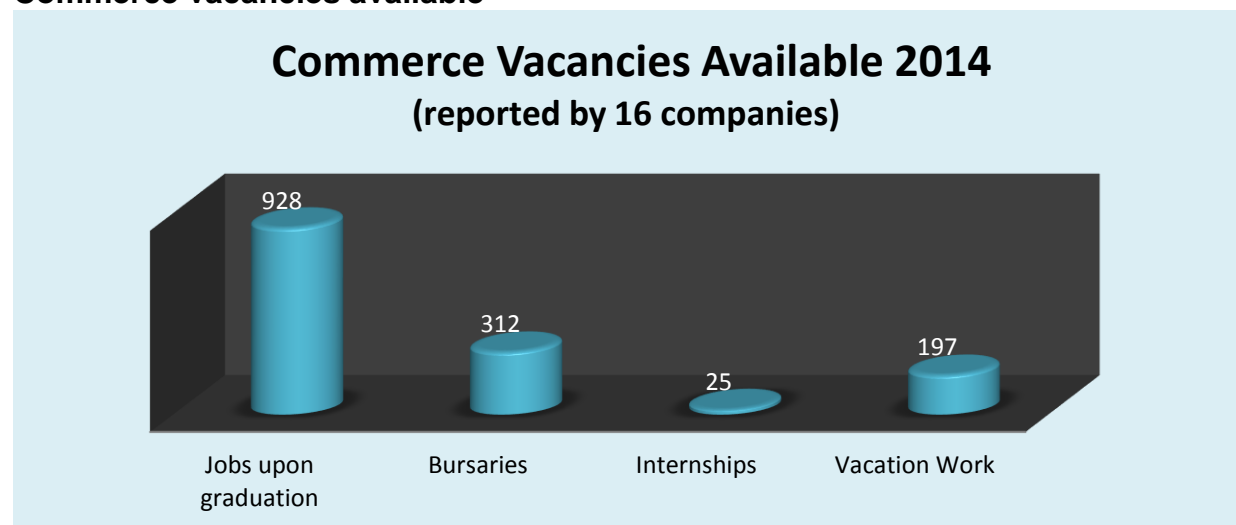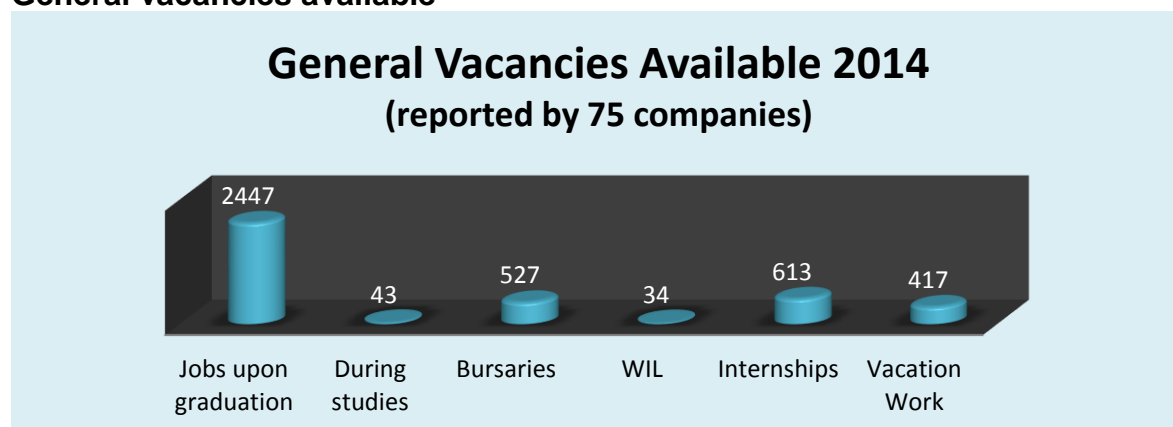
Company recruitment across faculties

Chart: Company recruitment across faculties

- Art, Design & Architecture: 4
- Economic & Financial Sciences: 76
- Education: 5
- Engineering: 49
- Health Sciences: 8
- Humanities: 23
- Law: 29
- Management: 48
- Science: 39

Company recruitment drive for 2014: Graduate vacancies available 2014

This section reflects the total number of available graduate vacancies for 2014 as reported by participating companies.

Commerce vacancies available

Commerce Vacancies Available 2014
(reported by 16 companies)

- Jobs upon graduation: 928
- Bursaries: 312
- Internships: 25
- Vacation Work: 197

General vacancies available

General Vacancies Available 2014
(reported by 75 companies)

Jobs upon graduation	During studies	Bursaries	WIL	Internships	Vacation Work
2447	43	527	34	613	417

Recruitment Programme 2014 financial statistics

The table below provides a summary of the income generated for the Recruitment Programme 2014.

Financial statistics of Recruitment Programme 2014

RECRUITMENT PROGRAMME 2014

	TURNOVER	EXPENSES	INCOME GENERATED
Total	1 449 057.00	550 095.84	898 961.16
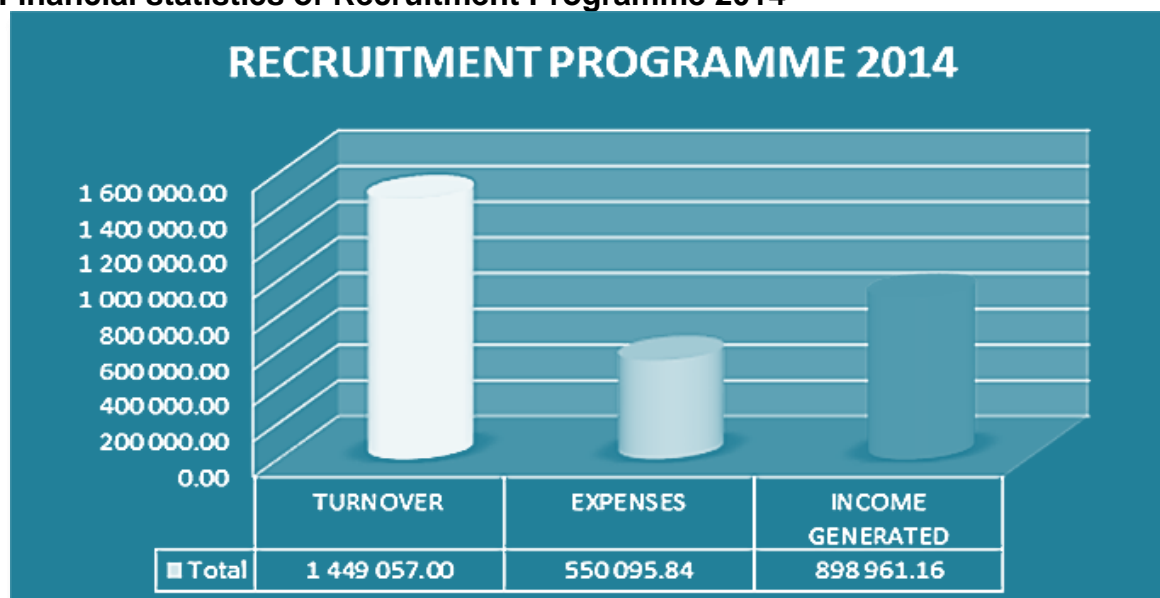
Job Portal Statistics

User numbers for the YourCareer Portal:

- Registered Authenticated Students as on 16 October 2014: **3405**
- Registered Companies as on 16 October 2014: **135**
- Number of Job Postings from June until 16 October 2014: **69**
- Number of Applications submitted as on 16 October 2014: **1222**

Job types, postings and applications

Job Type	Applications	Postings
Jobs after graduating (Final-year and/or graduate positions (GRP) / Degrees & Diplomas	952	52
Part time / Casual (Includes Promotional Opportunities)	103	5

Job Type	Applications	Postings
Students with Disabilities	1	1
Work Experience (Internships & Vacation Work)	166	11
Total	**1,222**	**69**

7. FINANCIAL REVIEW

AN ABRIDGED INCOME AND EXPENDITURE STATEMENT FOR CENTRE FOR PSYCHOLOGICAL SERVICES AND CAREER DEVELOPMENT (PsyCaD)			
Cost Centre 181100			
Entity number	**Income**	**Budget**	**Amount Earned**
16100	Inter-Departmental Sales	R 39,500.00	R 1,147.00
16200	Public Sales and Services	R 986,500.00	R 1,182,889.36
16400	Consultation/Evaluation Income	R 474,000.00	R 607,446.97
16700	Conference fees	-	R 2,631.58
	SUB TOTAL	**R 1,500,000.00**	**R 1,794,114.91**
Entity number	**Expenditure**	**Budget**	**Amount Spent**
31000	**Personnel Costs**		
31200	Salaries Cost to Company	R 18,869,451.84	R 19,070,632.23
31300	Temporary Salaries	R 2,740,576.00	R 2,603,283.42
31370	Invigilator Salary Expenses	-	R 486.00
31400	Overtime Salaries	R 10,000.00	R 3,809.59
31500	Ad-hoc Salary Payments	-	R 206.00
	SUB TOTAL	**R 21,620,027.84**	**R 21,678,417.24**
32000	**Operating Costs**		
	SUB TOTAL	**R 2,100,074.61**	**R 2,425,109.26**
44000	**Capital**		
	SUB TOTAL	**R 1,294,174.00**	**R 1,893,091.21**
	TOTAL	**R 23,514,276.45**	**R 24,202,502.80**
	Funds Overspent		**R 688,226.35**

Notes: PsyCaD Budget Cost Centre 181100

- The actual income for the year ended 31 December 2014 is R1,794,114.91 compared to the budgeted amount of R1,500,000.00.

- This resulted in a surplus of R294,114.91, which can be attributed to increased revenue generated from the Graduate Recruitment Programme.
- The personnel costs actual expenditure for the year ended 31 December 2014 amounted to R21,678,417.24 compared to the budgeted amount of R21,620,027.84
- This resulted in a deficit of R58,389.40, which can be attributed to the appointments made against vacant positions.
- This R58,389.40 is less than half a percent of the budgeted personnel costs.
- The Operating Costs actual expenditure amounted to R2,425,109.26 compared to the budget amount of R2,100,074.61.
- This resulted in an overexpenditure of R325,034.65. This overexpenditure can largely be attributed to printing outsourced costs, computer hardware and national travel.
- The actual capital expenditure including liabilities and debtors amounted to R1, 893,091.21 compared to the R1,294,174.00 of the approved budget.
- The funds overspend of R688,226.35 can largely be attributed to the aforementioned reasons under operating costs. For more details please see attached report on Sheet tab 181100.

AN ABRIDGED INCOME AND EXPENDITURE STATEMENT FOR CENTRE FOR PSYCHOLOGICAL SERVICES AND CAREER DEVELOPMENT (PSYCAD)			
COST CENTRE 180170			
Entity number	Income	Budget	Amount Earned
71100	Accumulated Funds	-	R 5,138,965.10
14300	Donations General	-	R 4,500
14500	Grants and Donations	-	R 3,990.00
16200	Public Sales and Services	-	R 326,735.64
	SUB TOTAL	-	R 5,474,190.74
Entity number	Expenditure	Budget	Amount Spent
31000	Personnel Costs		
31300	Temporary Salaries	-	R 100,000.00
32000	Operating Costs		
	SUB TOTAL	-	R 372,870.04
44000	Capital		
	SUB TOTAL	-	R 67,664.39
	TOTAL	-	R 4,933,656.31
	Funds available	-	R 4,933,656.31

Notes: PsyCaD Reserve Fund Cost Centre 180170
- The accumulated income as at 31 December 2014 was R5,474,190.74.
- This amount includes the grants and donations, public sales and services and the funds accumulated throughout the years.

- The total operating costs under this cost centre is R372,870.04, which contains the personnel costs and operating expenses – i.e. functions and entertainment.
- The capital costs amounted to R67,664.39.
- The funds available balance of R4,933,656.31 can largely be attributed to the accumulated funds and interest earned throughout the years. For more details please see attached report on Sheet tab 180170.

AN ABRIDGED INCOME AND EXPENDITURE STATEMENT FOR CENTRE FOR PSYCHOLOGICAL SERVICES AND CAREER DEVELOPMENT (PSYCAD)			
COST CENTRE 181150			
Entity number	**Income**	**Budget**	**Amount Earned**
71100	Accumulated Funds	-	R 157,742.32
14300	Grants and Donations	-	R 15,000.00
	SUB TOTAL	-	R 172,742.32
Entity number	**Expenditure**	**Budget**	**Amount Spent**
31000	**Personnel Costs**		
31300	Temporary Salaries	-	R 30,688.00
31350	Tutorial Salary Expenses	-	R 30,668.00
31370	Invigilator Outsourced Costs	-	R 10,327.50
	SUB TOTAL		R 71,703.50
32000	**Operating Costs**	-	R 47,162.41
	SUB TOTAL		R 47,162.41
44000	**Capital**	-	
	TOTAL	-	R 53,876.41
	Funds available	-	R 53,876.41

Notes: PsyCaD PwD Reserve fund Cost Centre 181150
- The actual income and accumulated funds for the year ended 31 December 2014 amounted to R172,742.32.
- This amount includes the grants and donations and accumulated funds.
- The total personnel costs for the year ended 31 December 2014 is R71, 703.50.
- The total operating costs for the year ended 31 December 2014 is R47,162.4, which was largely for the write-offs of the PwD equipment that was stolen with the taxi.
- The funds available balance of R53,876.41 can largely be attributed to the accumulated funds and interest earned throughout the years. For more details please see attached report on Sheet tab 181150.

AN ABRIDGED INCOME AND EXPENDITURE STATEMENT FOR CENTRE

FOR PSYCHOLOGICAL SERVICES AND CAREER DEVELOPMENT (PSYCAD)			
COST CENTRE181395			
Entity number	**Income**	**Budget**	**Amount Earned**
71100	Accumulated Funds	-	R 214,018.21
14500	Grants and Donations	-	R 56,604.00
	SUB TOTAL	**-**	**R 270,622.21**
Entity number	**Expenditure**	**Budget**	**Amount Spent**
32000	**Operating Costs**	**-**	**R 27,693.25**
	TOTAL	**-**	**R 242,643.76**
	Funds available	**-**	**R 242,643.76**

Notes: PsyCaD HG Pretorius Reserve Fund Cost Centre 181395

- The accumulated funds and actual income for the year ended 31 December 2014 amounted to R270,622.21
- This amount includes the accumulated funds together with grants and donations received during the year.
- The total expenditure under this cost centre is R27,693.25, which was for travelling costs both locally and abroad.
- The funds available balance of R242,643.76 can largely be attributed to the accumulated funds and interest generated throughout the years.

Sustainability notes: Disability Services Unit

To sustain the specialised support required by students with disabilities, the unit's resource management is divided into professional services as well as assistive device support. The staff that work with students with disabilities are regularly trained in correct procedures and best practices with regard to inclusive education. There is also an active student group which regularly gives the team feedback on issues that directly affect them.

With regard to the assistive devices, asset registers regarding placement, replacement and maintenance are kept. This thorough asset management allows the unit to provide assistive devices that are effective and functional and that meet the unique needs of the students in a manner that promotes academic throughput. Standard Operating Procedures regarding the effective management devices and software have also been developed and are in place to promote this.

8. RESEARCH

Summary of research outputs 2014

Articles published by PsyCaD staff members during 2014

Pretorius, H.G., Molefe, M., & Sklar, R.H. (2014). Intimate partner abuse of educated, employed black South African women: Sociocultural factors. Journal of Psychology in Africa, 24(5).

Taylor, S., Snyman, M., & Jogie, F.S. (in press). Challenges and opportunities: mergers within mergers in the context of student counselling. *Journal of the Southern African Journal of Counselling and Development in Higher Education.*

Conference presentations by PsyCaD staff members during 2013
Alexander, K. (2014). Joining hands with Faculties and Departments on "Successful" support interventions. 35th Annual Conference of the Southern African Association of Counselling and Development in Higher Education (SAACDHE), September 2014.
Asmal, Z (2014). Student Counselling supporting the induction and integration of first generation students at a South African University. European First Year Experience Conference, June 2014, Nottingham Trent University, Nottingham, United Kingdom.
Buys, R. (2014). Using high impact practices to develop and improve graduate attributes. 35th Annual conference of the Association of Counselling and Development in Higher Education (SAACDHE), September 2014.
Pretorius, H.G. (2014). Women who kill in the context of domestic violence and gender equality: A critical perspective on battered women syndrome. Caribbean Conference on Domestic Violence and Gender Equality: Breaking the Silence (March 26 – 28). Montego Bay Convention Center, Jamaica.
Pretorius, H.G. (2014). Roundtable discussion: The Professional Board for Psychology. PsySSA Congress, Durban.
Ramaahlo, M (2014). Students with disabilities: mentoring an employable generation. 35th Annual Conference of the Association of Counselling and Development in Higher Education (SAACDHE), September 2014.
Ramaahlo, M (2014). Learning disabilities – Supporting the largest category of disability within the HEI sector, with limited resources. Higher and Further Education Disability Association Symposium 2014.
Stokes, S (2014). Utilising high impact practices for student success at University. Southern African Federation for Student Affairs and Services in Higher Education (SASFAS). Conference 2014.
Wolfensberger-Le Fevre, C. (2014). Intake interview with a student with a disability: Knowing the right questions to ask at the right time. Higher and Further Education Disability Association Symposium 2014.
Wolfensberger-Le Fevre, C. (2014). But if you can't see it, it surely can't be a disability… Holistically supporting the seen and unseen: A conceptual framework for supporting students with disabilities to enter the workplace successfully. 35th Annual Conference of the Southern African Association of Counselling and Development in Higher Education (SAACDHE), September 2014.

Supervisor/ Promoter for Master's and Doctoral studies:
Reid, R. (2014). The lived experience of males being accused of sexual harassment in the workplace. Master's dissertation, University of Johannesburg, Johannesburg, South Africa (Study Leader – Prof H.G. Pretorius).
Marks, T. (2014). Sexual harassment in the workplace: The lived experience of women. Master's dissertation, University of Johannesburg, Johannesburg, South Africa (Study Leader – Prof H.G. Pretorius).
Degenaar, I. (2014). The lived experience of young adult male sex workers: a developmental trajectory. (Under evaluation). Master's dissertation, University of Johannesburg, Johannesburg, South Africa (Study Leader – Prof H. G. Pretorius).
Adlard, L. Psychological post trauma outcomes after hijacking: A phenomenological exploration within the South African context (Promotor – Prof H. G. Pretorius).

De Wee, L. The meaning and experience of corrective rape by black South African lesbians ((Promotor – Prof H.G. Pretorius).
Kruger, S. Psychological perspective on competency testing for the child witness (Promoter – Prof H. G. Pretorius).

The Disability Services team leader served on the Higher Education Disability Services Association (HEDSA) executive community as vice-chairperson. This association serves as the national body of all disability units/services within higher and further education, and advocates for disability within higher education on a national level. Therefore the unit has access to the latest trends in support and access within South Africa. The national HEDSA symposium was opened by the deputy minister of Higher Education and Training, who acknowledged the development that still needs to occur with regard to resourcing all tertiary institutions with functioning disability units. Three members of the UJ Disability Services Unit facilitated presentations around support for brailling and editing, appropriate assistive devices and support of learning disabilities within higher education. This national platform allowed for engagement around critical issues of higher education disability support, and further allowed UJ to benchmark its services in comparison to other institutions.

The Director, Professor Pretorius, has served on the Professional Board for Psychology for the past 13 years, and 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).

9. CONCLUSION AND WAY FORWARD

The 2014 annual report makes it clear 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.

For the coming year the Academic Counselling Services Unit (ACS) endeavours to further strengthen and enhance PsyCaD's service delivery in the following ways:
- Redesigning the FYS feedback form by excluding all demographic information and including questions requiring students to reflect on the purpose and their self-expectations for their academic journey.
- The development of a series of self-help/support pamphlets as a resource for students with academic concerns.
- Strengthen Faculty Liaison relationships and deepen involvement by enhancing faculty-specific support.
- Implement strategies to enhance the Kgati digital imprint.
- "The Graduate Project", a support group initiative, is currently being planned for implementation in 2015 with the social work students. This will further contribute to the PsyCaD participation in the SSE.
- Establishing an academic recovery programme for readmitted F7 students.

- Aligning PsyCaD's FY student support initiatives with the ADS FY Student retention and success initiative.

The Career Services Unit has also implemented a number of service enhancement initiatives over the past two years, and has refocused its Career Services offering, as 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 continue to give careful consideration to service delivery responses that will help prepare students and graduates to gain meaningful work experience while they are studying, and to develop employment-related skills required to be competitive in the national and global labour markets.

The revisioning 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 faculties, 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 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 workplace readiness programmes and advisory programmes with the Senior Student Experience (SSE).
- 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.

These priority areas represent a new and exciting direction for the PsyCaD Career Services Unit, and careful attention will be given in the further consideration of these strategic and priority enhancements during the year 2015.

2014 provided the Disability Services Unit of PsyCaD with the opportunity to consolidate its services provided to students and relevant stakeholders within UJ. This formalisation of relationships within UJ allowed for integrated and focused support to persons with disabilities. This year also saw opportunities for considerable development of issues of disability within higher education, in particular furthering its services to support deaf students.

The Unit actively contributes to the pool of knowledge regarding good practice within the national higher education disability field. This continued contribution and collaboration with other disability units in South Africa ensures that the most academically sound support is given to students with disabilities. The Disability Services Unit actively contributes to disability-related activities within the broader university context though the Higher Education Disability Services Association (HEDSA). Furthermore, it remains committed to barrier-free access and will continue to advise and advocate for people with disabilities through appropriate policy and procedure, information and attitudinal shifts.

The Office extends its sincere appreciation and gratitude to the UJ Executive Management, in particular, the Committee for People with Disabilities, for its continued support. It further wishes to extend its heartfelt appreciation to UJ Council Member, Dr William Rowland, for his valued support, guidance and continued interest in the Disability Services Unit's activities.

The Psycho-Education and Psychometry Services Unit executed its tasks conscientiously and took great pride in the way it executed its duties. Some stumbling blocks relating to the RAA Programme were experienced in 2014 and this led to the programme not being successfully executed. The Life Enrichment Workshop Programme requires attention, and new ways of marketing the workshops should be considered. Nonetheless, the move of students from APB to DFC and SWC campuses also played a major role in the roll-out of the programme. APK and SWC with their traditional degree programmes pose challenges in obtaining faculty buy-in in the delivery of soft-skills workshops targeting both FYE and SSE. A pilot Residence Liaison Programme was introduced by PsyCaD in 2014 with little success. Meetings will be held in 2015 with the Director of Residences to determine if this service PsyCaD provides is needed in the residences. Psychometry served the UJ population well during 2014 and generated income for PsyCaD with its external projects. Twenty psychometry students were selected and trained by PsyCaD in 2014. A total of 90 Peer Buddies were trained in 2014. Forty-three Peer Buddies start their service learning in PsyCaD in 2015. The 2014 Peer Buddies were actively involved in PsyCaD projects, received soft-skills training that will benefit them in the workplace and executed a community outreach project. PsyCaD delivered a successful CPD Praxis Seminar for Registered Counsellors and Psychometrists where PsyCaD psychological practitioners shared their knowledge and expertise while also generating income with the project.

Moving forward into 2015, the aim of the Therapeutic Services Unit is to consolidate what was initiated in 2014. A key focus area for 2015 will be the intensive marketing of the new 24-Hour Crisis Line number. This is closely linked to the Suicide Awareness and Prevention Campaign, which is due to take place twice in the year, with the view to promoting an understanding and cognisance of this sensitive topic among students. Part of the campaign will include a year-long roll-out of three suicide awareness and prevention videos at strategic points in the year. Lastly, working within the university context, Therapeutic Services recognises the importance of group work and its capacity to access students' needs for support. In 2014 Therapeutic Services underwent intensive three-day training on group therapy in the university context. In 2015 the aim is to make use of this knowledge to advocate for, coordinate and facilitate a group psychotherapy programme at UJ. In essence, the Therapeutic Services team will continue to support and empower both students and staff in making wiser choices and adopting positive coping strategies.

The Training and Development Services unit regards 2014 as a healthy and productive year, and views its goals for 2015 as follows:
- Ensure that the PsyCaD internship programme maintains its high stature with the Board of Psychology
- Ensure smooth integration of two new registered psychologists to the team
- Enhance the marketing of PsyCaD psychological service to ensure income generation

- Focus on the execution of intern psychologists' entrepreneurial projects
- Reach more students through workshop interventions
- Involvement in the debriefing of Radiography and Emergency Medical Care students, who are faced with secondary trauma
- Ensure that more intern psychologists sit for their Board Exams by encouraging them to complete their research
- Specialised and focused training to PsyCaD staff to enhance service delivery
- Restructure the intern psychologists' orientation programme to ensure quicker assumption of PsyCaD duties.

This has been another exciting and exceptional year for PsyCaD. 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 remain 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 First Year Experience and retention initiatives, and the Senior Experience programme through curative, preventative and developmental interventions.

Last, but not least, we bid our Director: PsyCaD, Prof Gertie Pretorius, who took early retirement from the university at the end of November 2014, farewell and we wish her the best with her further endeavours!

CENTRE FOR ACADEMIC TECHNOLOGIES (CAT)

1. STRATEGIC PLAN

CAT's vision

The core purpose of the Centre for Academic Technologies is to provide innovative and evolving technologies to academia (purpose) and to foster a 21st-century skilled academia (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 2014 CAT members undertook a review of our objectives and developed a number of strategic objectives to guide our work for 2014. These strategic objectives include:

- 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.
- Fostering the sharing of ideas and supporting researchers through appropriate interactions.
- 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.

2. EMPLOYEE PROFILE ANALYSIS

While there were no changes in the staff complement in CAT during 2013, a number of staff resigned during 2014 and these posts are in the process of being filled. The staff and management structure is given in the organogram and the analysis of CAT's equity profile is outlined.

2.1 Organogram

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                          ┌─────────────────────────┐
                          │      Director: CAT       │
                          │ Professor Alan Amory (N2253) │
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Process Management and Administration	Teaching and Learning Consultancy	Technical Support and Development	Community Support and Development
Ms R Bosman (N2256) Dr W Elston (N2224) Ms V Groenewald (N2264) Ms F Janse van Vuuren (N2251) Ms ML Leeuw (N2263) Vacant (N2252)	Mr M Rikhotso (N2262) Dr A Louw (N2703) Ms P Motshoane (N2260) Ms A Mphahlele (N2257) Ms ED Pretorius (N2259) Ms B Vilakazi (N2270)	Ms AM Coetzee (N2265) Mr WE Geldenhuys (N2268) Mr R Loots (N2255) Ms J Mabulele (N0529) Mr R Mkhabela (N2267) Mr R Mokwele (N0514) Ms E Mthembu (N2260) Vacant (N2269)	Mr B Malapela (N2271) Mr L Mamathuntsha (N2270) Mr RH Molepo (N2252) Ms K Steenkamp (N2254)

2.2 Equity Profile

Equity analysis of CAT staff members

Employees:	African	Coloured	Indian	White	Foreign Nat.	Disabilities	Male	Female	Total
P5: Director				1			1		**1**
P6: Systems Administrator, Project Manager, Senior Instructional Designer, Manager: Learning Technologies Manager III: Web and Mobile Application Development				3			1	2	**3**
P7: Instructional Designer	4			2			2	4	**6**
P8: Senior Instructional Developer, Quality Care Practitioner, Specialist Assistant	2			3			1	4	**5**
P9 - P10: Client Supporter, System Supporter, Audio and Video Developer, Multimedia Designer, Secretary, Videoconference Technician, Senior Client Supporter	6			2			6	2	**8**
P11 - P15: Beverage Assistant	1					1		1	**1**
Subtotal	**10**			**11**		**1**	**10**	**11**	**23**
Total									**23**

3. CLIENT PROFILE AND CORE BUSINESS ANALYSIS

3.1 Community Support and Development

A just-in-time and integrated approach to support staff and students in the use of technology in teaching and learning is provided. 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 helpdesk, supported by a modern "ticketing" software system to monitor, manage and track queries. Staff and student queries via telephone calls, SMS, email and walk-ins are managed via our integrated helpdesk. Support is also provided via a mobile app, a website, and multiple routes to the helpdesk where, when necessary, problems might be solved through one-on-one interactions with consultants. During 2014 the helpdesk staff and teaching and learning consultants solved 3 304 queries. The majority (81%) of the queries were students' requests for support.

With respect to Information and Communication Technology (ICT) literacy a number of interventions ranging from computer proficiency testing and training to Blackboard use are available. 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.
- Online training in the use of Microsoft Office software.
- The design, development, acquisition and provision of training and online resources available to support the use of Windows, Chrome, Blackboard FAQs and "How to" resources, and downloadable audio and video clips.
- Ad hoc training, as requested by faculty members, was also provided.
- A workshop, an online self-help manual and a PowerPoint presentation were developed to help students learn to use a tablet for learning.
- Information slides, to direct students to solve problems through the use of ADS services, are displayed on large TV screens situated in ADS venues on each campus.
- The design, development and deployment, with ADC, of community modules to develop international non-English students' English reading, writing, listening and speaking skills, within faculty-specific context and across the six levels of competence.

Skills training sessions, term 1, 2014
In assisting first-year students to make the best of their studies, CAT presented computer and tablet literacy workshops in the form of scheduled sessions during the first term. Senior students and staff members in need of such training were also welcome to attend.

Computer and tablet skills training sessions presented by CAT

Campus	APK	APB	DFC	SWC	Total
Number of computer literacy sessions	46	3	2	4	55
Number of tablet literacy sessions	50	3	2	2	57
Total number of sessions presented					**112**
Number of students trained in basic computer usage	196	13	38	32	279
Number of students trained in basic tablet usage	113	6	11	7	137
Total number of students trained					**416**

ADS reception screens

In collaboration with the other ADS centres, CAT developed and designed display slides to run on five television screens (sponsored by CAT) at different joint ADS reception areas on all four campuses (two on APK, and one on each of the other three campuses), in order to market ADS services to students.

CAT Community projects report 2014

Organisation	Project	Outcomes
Central Johannesburg College (CJC) Riverlea Campus	Computer literacy workshops: Use CAT Framework as a heuristic to teach students basic computer skills in five sessions.	78 students attended - issued with certificates of attendance
Central Johannesburg College (CJC) Crown Mines Campus	Computer literacy workshops: Use CAT Framework as a heuristic to teach students basic computer skills in five sessions.	10 students attended - issued with certificates of attendance
Community Work Programme (CWP)	Computer literacy workshops: Use CAT Framework as a heuristic to teach community workers basic computer skills in five sessions.	5 workers attended all sessions - issued with certificates of attendance
Zakariyya Park Combined School	ICTs for teachers: Use CAT Framework as a heuristic to teach educators computer skills and how to integrate computers in teaching and learning.	12 educators attended first session on Computer literacy, there are two more sessions to go: Administrative application of computers and Application of computers in classroom teaching -

Organisation	Project	Outcomes
		issued with certificates of attendance
Education Outreach Projects	Computer literacy workshops: Use CAT Framework as a heuristic to teach grade 12 learners basic computer skills in five sessions.	In progress - 12 learners attending classes
Centre for Social Entrepreneurship and Social Economy	Online module development: Use CAT Framework to develop online modules for training ABSED NGOs.	In progress - Staff trained Modules created on uLink

3.2 Teaching and Learning Consultancy

The Teaching and Learning Consultancy (TLC) helps 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. During 2014 a number of new initiatives were undertaken, including:

- Design, development and deployment of a professional development module to assist academic staff with the integration of tablet use in their classroom teaching.
- Introduction of a seminar series for and by academic members.
- Design, development and deployment of a professional development module for academic staff on authentic assessment.

CAT Seminars 2014
The purpose of this project was to identify lecturers who are using authentic learning and teaching principles effectively and to invite them to share their success stories with the rest of the UJ community by means of a series of seminars throughout 2014, in order to share best practices, establish a culture, create professional awareness and to foster reflective practitioners. The project started small with a first lunch-hour seminar on *Exploring assessment apps for tablets* by Edith Phaswana at the D Ring 3 boardroom on 20 May 2014 and was attended by six staff members. It was decided to move the timeslot of these seminars to late afternoon/early evening in the Madibeng Council Chambers with a small catered function afterwards, in order to give a more prestigious flavour to these seminars and to attract larger audiences. The second seminar titled: *Addressing issues of learning design in the 21st century: Authentic learning in practice* presented by Prof Geoff Lautenbach was held on 22 August at the Madibeng Council Chambers from 17:00-18:30. It was a successful afternoon with ± 30 attendees and a great collaboration and information sharing opportunity. The last CAT seminar of 2014, titled: *To flip or not to flip* was hosted on the afternoon of 5 November for ± 35 attendees. Dr Robert Huberts and Ms Jacqui Chetty discussed and shared different views and experiences regarding flipping the classroom or not, which led to vibrant debate during the question and answer session, and which continued during the small function hosted afterwards.

Professional Development Workshops

Session type	Number of staff booked
Technology to support teaching	21
Authentic learning	15
CAT Framework	38
Teaching with social media	31
Use of tablets in the classroom	172
Total	**277**

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. This group is responsible for three important institutional resources, including Blackboard, uLink and uGo. In particular, the work undertaken by the technical team included:

- uLink functionality was increased to provide students with a mean to register for email and set up their login credentials.
- uLink became the primary student and staff portal. During the first week uLink delivered over 7 million page requests per day that decreased to 5 million page requests per day during other teaching weeks.
- uConnect provided mobile access to all the registration processes.
- During 2014 2 361 modules were registered in Blackboard, a 15% increase from the previous year.
- Development of version 3 of UJ's app, uGo, was initiated with the new design and integration of the student application, admission, First Year Seminar, surveys and registration and was deployed for the 2015 registration sessions.
- A uLink app for the Registrar's office was designed and deployed to provide students with a complaint or grievance procedure that includes relevant steps and contact information.
- A uLink app for institutional circulars was designed, developed and deployed.
- Development, deployment and analysis of an instrument to assess the use of technology in the classroom.

3.4 Supporting educational research

A number of initiatives to support educational research undertaken in 2014 include:

- CAT hosted the Authentic Learning Conference (17 February 2014) and workshops on authentic learning and design research (19 and 21 February 2014). The keynote speaker and workshop facilitator was Prof Tom Reeves from Georgia State University, a world authority in these fields. One hundred and eleven staff members attended the conference and there were 40 participants in each workshop.
- CAT with Mzanzi hosted the Social Media in Higher Education Conference (8-9 May 2014) that was attended by 85 delegates. Prof Johannes Cronje (CPUT), Dorothy Ooko (Google, East and Francophone Africa), Kristie Maree (Word4Word Marketing (Pty) Ltd) and Prof Laura Czerniewicz (UCT) were invited keynote speakers and the programme included 11 academic presentations.

- CAT established an agreement with Prof Tom Reeves to review teaching and learning research projects that make use of technology.

3.5 Staff Achievements and Activities

Workshops

Attendee	Workshop	Date
Retha Bosman	Tablet Training Workshop for staff – presented by Arno Louw & Wilma Elston	30 January 2014
Arno Louw, Retha Bosman, Wilma Elston	PEARSONS: e-book development	27 February 2014
Anna Coetzee, Wilma Elston	Bend Time and Space – teaching with a tablet. STH	17 March 2014
Anna Coetzee, Arno Louw, Emily Mthembu, Franci Janse van Vuuren	Social Media Conference	8-9 May 2014
Franci Janse van Vuuren, Wilma Elston	CAT's workshop on teaching and learning with technology: Exploring assessment apps for tablets – Edith Phaswana	20 May 2014
Arno Louw, Wilma Elston	You, social media and the law – Faculty of Law	28 July 2014
Anna Coetzee, Franci Janse van Vuuren	CAT's afternoon seminar on teaching and learning with technology: Learning design in 21st century – Prof Geoff Lautenbach	20 August 2014
Anna Coetzee, Alan Amory, Riaan Loots, Wilma Elston	CampusM Demo – app presentation by international visitors	16 September 2014
Erica Pretorius	Education in Finland: Professor Fouad Abd-El-Khalick	17 September 2014
Anna Coetzee, Franci Janse van Vuuren	CAT's evening seminar on teaching and learning with technology: To flip or not to flip – Dr Robert Huberts and Jacqui Chetty	5 November 2014

Conference Presentations

Name of presenter	Title of presentation	Name of conference, date and place
Alan Amory	Design and implementation of strategies and artifacts to support ubiquitous computing in and outside the classroom: A reflective case study	World Conference on Educational Multimedia, Hypermedia and Telecommunication, 23-27 June, Tampere, Finland

Name of presenter	Title of presentation	Name of conference, date and place
Geoff Lautenbach Alan Amory	Learning with technology: An assessment of learning design and knowledge construction online	World Conference on Educational Multimedia, Hypermedia and Telecommunication, 23-27June, Tampere, Finland
Arno Louw	Virtual presentation: Law and Social Media rubrics for assessment: development	EDULEARN14, 22 August, Barcelona, Spain
Alan Amory	A collaborative-authentic learning-tool mediation framework transforming teaching and learning	The 4th Congress of the International Society for Cultural and Activity Research, 29 September – 3 October, Sydney, Australia
Erica Pretorius	Professional development of science teachers: The A-Team hybrid ecology of learning practice	ISTE Conference, 20-23 October 2014, Kruger National Park
Arno Louw	Wrapping the Apps: where are you going?	Teaching & Learning Using Apps in Higher Education, 20-21 November 2014, FNB Conference Centre, Sandton

Regional Meetings

Participants	Up2U date, place and theme
Franci Janse van Vuuren, Raymond Mokwele, Bella Vilakazi, Najma Agherdien, Emily Mthembu, Erica Pretorius	16 May 2014 at UP, Pretoria. *E-Assessments*
Puleng Motshoane, Erica Pretorius, Robert Molepo, Moses Rikhotso	18 November 2014 at UFS, Bloemfontein. *Promoting a staff development culture that meets current and future challenges*

Professional Development

Attendee	Workshop	Date
Franci Janse van Vuuren	Leading Excellence – The Pacific Institute	6-7 February 2014
Alan Amory, Anna Coetzee, Arno Louw, Erica Pretorius, Franci Janse van Vuuren, Puleng Motshoane, Wilma Elston	Authentic learning − Design-based research presented by Tom Reeves – arranged by CAT for UJ staff	19-21 February 2014
Erica Pretorius	Content Analysis Workshop presented by Brigitte Smit	6 March 2014
Wilma Elston	Apple iPad Educational Session with international presenter – CORE, Sandton	17 March 2014

Attendee	Workshop	Date
Puleng Motshoane	SANTRUST	24-28 March 2014
Retha Bosman	Ms Word Advanced	4 June 2014
Retha Bosman	Ms PowerPoint Advanced	25 June 2014
Retha Bosman	Project Management	15-16 July 2014
Retha Bosman	Course in Copy Editing and Proofreading for Academic Purposes − Bloemfontein	24-26 July 2014
Arno Louw, Franci Janse van Vuuren, Wilma Elston	iTunesU Workshop presented by Core	15 August 2014
Arno Louw, Wilma Elston	Writing Retreat – ASEV Research and Development Consultants arranged by ADS	19-22 August 2014
Franci Janse van Vuuren	Colloquium on Teaching and Learning (hosted by the UJ Transformation Office): Reflecting on transformation in HE – Prof Crain Soudien	16 September 2014
Retha Bosman	Advanced Report Writing	16 October 2014
Anna Coetzee, Erica Pretorius, Robert Molepo, Werner Geldenhuys	iTunesU Workshop presented by Core	28 Oct 2014
Retha Bosman	Financial Life Skills	4 November 2014
Arno Louw, Wilma Elston	iBooks Authoring Advanced Workshop	11 November 2014

Publications and programmes

Name of person	Publication detail/programme	Date and place
Alan Amory	Activity theory, authentic learning and emerging technologies. Towards a transformative higher education pedagogy.	Edited by Vivienne Bozalek, Dick Ng'ambi, Denise Wood, Jan Herrington, Joanne Hardman, Alan Amory, Routledge, 2015
Karin Steenkamp, Wilma Elston	Represented UJ staff at the U21 Summer School – Shaping the Future	July 2014, University of New South Wales, Sydney, Australia

Accredited Programmes

Name of person	Programme	Institution
Anna Coetzee	MEd (Computer-based Education) (Cum Laude)	UJ
Riaan Loots	BA Hons Information Management (Cum Laude)	UJ

4. GOVERNANCE REVIEW

CAT reports to the Executive Director: ADS, Prof Rory Ryan, 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 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
STLC	Alan Amory
TTTL Committee	Alan Amory

5. FINANCIAL REVIEW

CAT was awarded a budget of R19,872,214.70 in the 2014 budgeting round. The HR budget (25 permanent positions) totals just below R11M; operating expenses are budgeted at R376,974.89; capital expenditure at R87,714.54; and software licences at R8,263,472.00.

AN ABRIDGED INCOME AND EXPENDITURE STATEMENT OF CAT FOR 2014			
Cost Centre Codes – 126100, 126160, 126580, 126560, 126540, 126520			
Entity number	**Expenditure**	**Budget**	**Amount Spent**
31000	**Personnel Remuneration**		
31200	Salaries	R 10,811,278.55	R 10,427,277.17
31300	Temporary Salaries	R 231,773.63	R 166.826.52
31350	Tutorial Salary Expenses	0	R 7,500.00
	Subtotal	**R 11,043,052.18**	**R 10,601,603.69**
32800-41900	Operating Costs	R 376,974.98	R 329,396.75
44300-44700	Capital Expenditure	R 87,714.54	R 144,782.15
	Subtotal	**R 464,689.52**	**R 474,178.90**
37400	Software Licenses	R 8,364,472.00	R 8,595,469.10
	Subtotal	**R 8.364,472.00**	**R 8,595,469.10**
	Total	**R 19,872,213.70**	**R 19,671,251.69**

6. QUALITY SYSTEMS AND PROCESSES

The executive summaries of projects either started in 2013, running over to 2014, as well as projects started during 2014 are given below.

Project: CAT's Authentic Learning Conference and Workshops with Tom Reeves
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.

- The Authentic Learning Conference was hosted successfully by CAT on 17 February 2014 at APB. The keynote speaker, Prof Tom Reeves from the University of Georgia, focused on three important aspects of authentic learning, namely the students, task design and research. Prof Denise Wood, invited speaker from the University of South Australia, presented 3D virtual worlds as authentic learning environments, and in closure, six lecturers from different UJ faculties presented show-and-tell sessions, demonstrating cases of authentic learning in their academic environments.
- The conference was followed up with two workshops presented by Prof Tom Reeves and co-facilitated by Prof Alan Amory:
  - Authentic Learning: Wednesday, 19 February 2014
  - Educational Design Research: Friday, 21 February 2014

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	Completed
Future	To be decided whether CAT will host this type of conference annually
Project Manager	Franci Janse van Vuuren
Team members	Alan Amory, Vicki Groenewald, Wilma Elston, Raymond Mokwele, Julia Mogotsi-Mabulele, Arno Louw, Puleng Motshoane and Karin Steenkamp

Project: Social Media in Higher Education Conference with Mzanzi Conferences and 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 with them. The Memorandum of Agreement (MoA) between UJ and Mzanzi Conferences and Training was signed on 29 October 2013, and the conference was hosted on 8 and 9 May 2014 at the Focus Rooms in Sunninghill, Fourways and attended by about 85 delegates. Prof Johannes Cronje (CPUT), Dorothy Ooko (Google, East and Francophone Africa), Kristie Maree (Word4Word Marketing (Pty) Ltd) and Prof Laura Czerniewicz (UCT) were invited keynote speakers and the programme included 11 academic presentations. The conference was a great success. Post-conference follow-ups with keynote speakers and presenters were dealt with, and presentations were emailed to all delegates.

Status	Completed
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: Procedure to follow for a complaint or grievance − students

The process of lodging a complaint by students was streamlined and can now be easily obtained electronically by UJ students via uLink.

Status	Completed (February 2014)
Project Manager	Alan Amory
Team members	External staff: Prof Kinta Burger (Registrar) and Eugene Bascerano (Corporate Governance)

Project: Tablet training guide and training PowerPoint presentation

A self-help tablet manual was developed for students to use online. It contains all relevant information for students regarding an Apple iPad, Samsung Galaxy tablet or a Proline tablet. A PowerPoint presentation was developed for CAT staff members to use for tablet training.

Status	Completed (end January 2014)
Project Manager and team member	Wilma Elston

Project: Tablet integration – workshop for academic staff

A module was developed to assist academic staff to integrate tablets into their teaching in the classroom. An interactive module was developed for use in the Professional Development Workshops presented by CAT. Staff members were given pointers on which apps to upload.

Status	Completed (March 2014)
Project Manager	Wilma Elston
Team member	Arno Louw

Project: Automisation of module activation and different ITS codes linked to one subject

Automatically linking more than one ITS code to a subject (module) on Blackboard.
 - The registrar's office will be involved in getting the rules on how codes are created for a subject.
- CAT will then try to automate the process of linking codes.
- Students will get access to their module when the module is activated for all students.

Tasks:
- Karin generated a workflow document for Module Creation and Migration.
- Code/s will automatically be linked to module/s.
- Riaan drawn into project. Process decided upon and Riaan will create the form and set up the database. A trial run will be done before release.

Status	Ongoing
Project Manager	Wilma Elston
Team leader	Karin Steenkamp
Team members	Ferdinand van Zyl, Riaan Loots

Project: Helpdesk – centre point for all queries

A formal, systematic process was created for all queries to go through the helpdesk, involving the opening of tickets by means of which queries can be escalated to the responsible person. All queries can now be tracked and reported on. The process involved the following steps:

- Riot recreated all the categories on the system (OsTicket).
- TLCs were asked to close their old tickets and the use of new support group tickets was implemented.
- Robert ran a final testing of the system and a number of minor problems were sorted.
- The newly implemented system works well and now merely requires maintenance on a regular basis.

Status	Completed (September 2014)
Project Manager	Hermien Geldenhuys → Franci Janse van Vuuren
Team leader	Robert Molepo
Team members	Berry Malapela, Lufuno Mamathuntsha, Riot Mkhabela

Project: Development of UJ's uGo version 3

Develop the next versions of our mobile app.

- uGo to run full screen on phones and tablets with additional features.

The following principles are agreed upon with regard to designing the new uGo app:

- Interfaces will be used as they are designed for tablets and phones (e.g. when a category is selected on a phone, a new screen opens (i.e. a full screen with the relevant info) with back-navigation in the title bar at the top; when a category is selected on a tablet, a pop-up appears with relevant info and is closed by tapping the x).
- Swipe up, down, left, right will display information one screen/page at a time (i.e. Will scroll to next screen on swipe, stop and wait for next swipe).
- Design will be similar (styling and navigation) to what it currently is in uLink.

Status	Ongoing
Project Manager	Hermien Geldenhuys → Wilma Elston
Team leader	Alan Amory
Team members	Ferdinand van Zyl, Riaan Loots, Anna Coetzee, Emily Mthembu, Julia Magotsi-Mabulele, Lufuno Mamathuntsha, Raymond Mokwele, Riot Mkhabela External people – Zaheer Hamdulay, Hester Roets, Ebrahim Karim, Tanya Naude, Louis Fourie, Tinus van Zyl, Dale Newman, Monique Evert

Project: iOS Incubator

Develop a mechanism to support the development of iOS apps at UJ.

- Apple iOS laboratory and program management.
- CAT to facilitate programme.
- 2014 – Hardware and infrastructure to be put in place.
- 2015 – Full production planned
- B5 building − space has been evaluated and shall be modified to accommodate the incubation laboratory.
- Greg James supplied plans.
- Plans approved.

Status	Ongoing
Project Manager	Wilma Elston
Team leader	Alan Amory

Team members	Werner Geldenhuys

Project: Database for Research Papers for Law
A database was needed where research documents of Practical Business Law could be uploaded. A link to the existing databases of the Law Library was created.

Status	Completed (May 2014)
Project Manager	Wilma Elston
Team member	Arno Louw

Project: Server migration into the de-militarised zone (DMZ)
Re-evaluate our server requirements and add additional layer of security to our web servers. Migrate any public facing into the de-militarised zone [DMZ].

Status	Ongoing
Project Manager	Alan Amory
Team members	Ferdinand van Zyl, Riot Mkhabela

Project: Academic Discourse Communities (representing each of the faculties)
ADC requested CAT to guide them regarding the design of community modules to develop international non-English students' English reading, writing, listening and speaking skills, within a faculty-specific context, across the six levels of competence. All the design and development of the material for these faculty-specific community modules was to be done by ADC, but assistance from CAT was requested regarding the following:

- Nine audio/voice recordings (one per faculty) of a voice artist (from ADC itself) reading selected texts and preparing a rolling script synchronised with the reading (for the reading skills exercises) and
- enabling the functioning of YouTube videos and lecture recordings (provided by ADC) from within Blackboard via the specific community modules.

Based on advice received from Alan, ADC sourced and used existing YouTube and other online material, and did their own recordings for most of the module. However, Werner recorded a few vocabulary clips with an ADC staff member, Lwandile Noludwe, as well as one dialogue with Bella and Raymond as voice artists. Edited copies of the audio recording clips were forwarded to the ADC team members, who then included it in the module. Riaan assisted Cecelia and Jo-Anne with programming for correct functioning of drop-and-drag activities. Arno wrote a mini-manual (5-10 steps) on how to download YouTube clips via the Helix media server in order for the clips to play from within Bb. This is available on uHelp under the Blackboard Designer link (under the section: Uploading files, videos, images, etc). An edited and approved process and costing document, outlining procedures to be followed by other departments making use of media production services provided by CAT, was designed by Werner, which will be available to clients on request.

| Status	Completed (August 2014)
Project Manager	Franci Janse van Vuuren
Team members	Arno Louw, Werner Geldenhuys, Riaan Loots, Bella Vilakazi, Raymond Mokwele ADC staff: Cecelia Rosa and Jo-Anne Mooney

7. RISK MANAGEMENT

## 7.1 Risks internal to CAT

Blackboard
The benefits of moving Blackboard into the hosted environment in 2013 were illustrated by minimal downtime, with proficient and professional support available 24/7 in resolving any urgent technical problems in 2014. Regular weekly meetings are held between Blackboard Amsterdam and UJ to ensure current projects are communicated; and system updates and patches are performed in an organised and controlled manner.

Use of support services by students

Academic Support
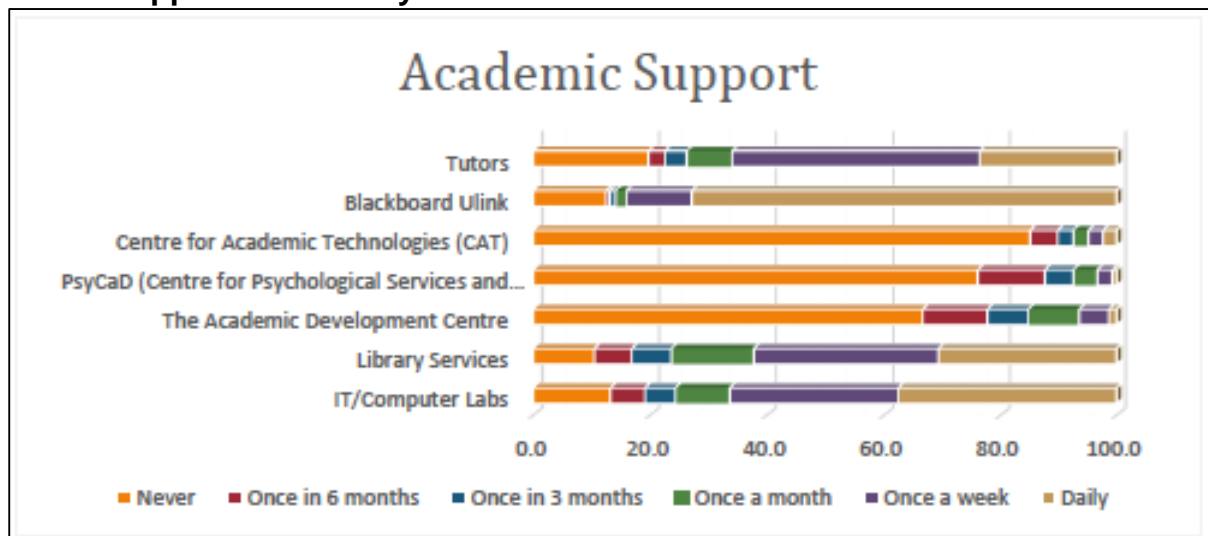
Data from the undergraduate student experience report indicated that about 73% of the respondents made use of uLink daily and 84% use the services at least once a month.

Student experience using Blackboard/uLink
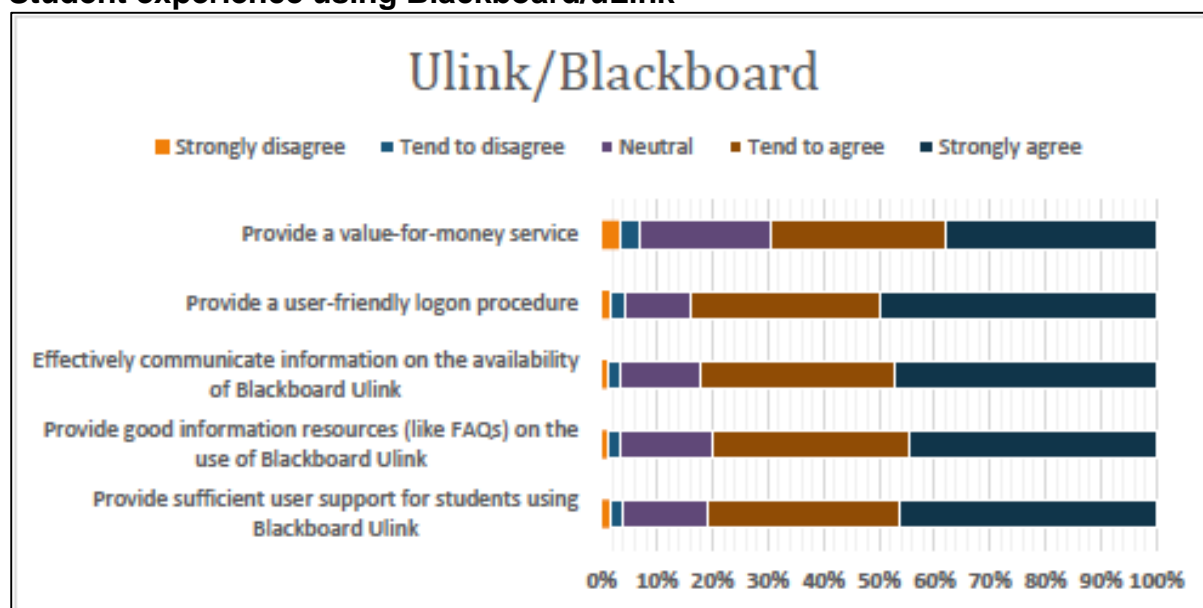
Students were most satisfied with uLink logon procedure and user support provided.

New Position and Resignations (Blackboard)
The resignation of two senior technical staff members has had a significant impact on the CAT team in its service delivery to staff and students. This risk was however mitigated by the creation and appointment of one new technical position of Senior Manager: Web and Mobile Application development. Together with the assistance of the Blackboard hosting company CAT was able to still provide crucial technical assistance to the smooth servicing of Blackboard services for staff and students, clearly illustrating the mitigating factors involved with moving Blackboard into a hosted solution.

uLink, uGo and uConnect
The uptake of uLink, uGo and uConnect has been significant, with new functionality being requested regularly in an effort to improve services provided to UJ with particular focus on CAT's strategic objectives to improve teaching and learning through the use of mobile technologies.

In order to fully comply to international best practice, adhere to ICS requirements, and to reduce institutional risk the hardware hosting of uLink, uGo and uConnect will need to be moved to the University's DMZ (demilitarised zone) − where it will be fully protected against internal and external threats and also assist in safeguarding internal interfaces where a break of integrity can have serious reputational risks. The move is therefore planned as a high strategic objective for CAT in the 2015 calendar year. The benefits of this move would include new hardware, which is financed by ICS, and ensuring that the servers are subject to ICS backup policies.

COBIT and ITIL Frameworks
To ensure that unidentified future risks are eliminated components of the COBIT and ITIL frameworks were identified to ensure that CAT follows international best practices with respect to future development and maintenance of all systems within

the CAT domain. The implementation thereof will be of high importance for CAT in 2015.

7.2   Risks external to CAT (but within UJ)

In an effort to limit risks constant liaison with ICS ensures that CAT is fully aware of changes and projects that could potentially impact CAT's service delivery.

8.   STRATEGIC ACTIVITIES FOR 2015

Learning with technology
- Oversight and logistical support for the device-in-the-classroom project.
- Monthly Blackboard technical forum to be streamed to all staff members.
- Information sheets for staff and students on how to use Blackboard features such as SafeAssign and Turnitin.
- Technology monthly news publication to include Blackboard updates and new developments, interesting e-books, useful open educational resources, open software and apps for use in the classroom.
- Development of a training Hub to include students and academic training, community engagement and the iOS Incubator.
- Developing applicable processes and procedures for the engagement with faculty members in the design, development and deployment of online learning modules and associated media assets, and streamlining the running and implementation of these initiatives by following a project management process.
- Developing applicable processes and procedures to support the iTunes U initiative to support the development of iBook for inaugural presentations and faculty identified iBook publications.
- Deployment of and reporting on the use of PERLS, an online software package to improve reading skills.

Teaching with technology
- Development of applicable processes and procedures for the engagement with faculty members in the design, development and deployment of online learning modules and associated media assets (CAT Studio development and equipping), and streamlining the running and implementation of these initiatives by following a project management process (possible competition).
- Training in the use of devices in the classroom for all academic members and tutors teaching first-year students. Training sessions will be offered at least once per semester per faculty. Additional support offered by CAT staff.
- Evaluation of and reporting on the use of devices in the classroom by students and academic staff undertaken once per semester.
- Automated system to integrate e-books and Open Educational Resources into Blackboard modules.
- E-textbooks − Reporting on the 2015 project of e-textbooks for first-years in Education and Law in 2015, and further rollout for 2015.
- Open Source − Reporting on the prescription of Open Source material, and further rollout for 2016.

- Participation with Epigeum in the collaborative development of an online module for academic members on Blended Learning.
- Collaboration with various SA and international service providers to support the development of blended online modules.
-

At-risk students
- Identify existing systems that attempt to identify at-risk students.
- Secure funding and implement Blackboard analytics, and provide regular reports on student performance.
- Development of an online system to track student interactions with ADS services.
- Integration of systems to develop a holistic profile of each student.

UJenius

This executive summary outlines the UJenius Club activities for 2014. The UJenius Club is a partnership between the division of Academic Development and Support (ADS), and the nine faculties within UJ. The club was a Vice-Chancellor's initiative, which was first approved by the Senate in 2010, and aimed to encourage undergraduate students who were performing at the top of their respective degrees, as well as promoting further intellectual, social, professional and career development for this group of academically achieving students. The UJenius Club is an important element in assisting the University of Johannesburg (UJ) to increase its position within university ranking systems, as it encourages undergraduate students to pursue postgraduate study and research, or to become successful alumni if they enter the world of work upon completion of their undergraduate degrees.

The long-term vision for the UJenius Club is a partnership between UJ academically achieving students and ADS, which facilitates continued student motivation to excel academically, intellectually, socially and professionally, and encourages non-club members to achieve membership. It is hoped that the UJenius Club will one day be a student-led initiative whereby academically achieving students take ownership of part, or all, of the process of adding to their further intellectual, social and professional development by utilising the resource-links and UJenius privileges offered to them by ADS. It is also hoped that these students organise and encourage fellow students to engage in UJenius activities to achieve academic success.

There were three primary aims for the UJenius Club in 2014:
- Encourage academic performance through increased marketing of the UJenius Club, its benefits and privileges.
- Facilitate social interaction and meaningful networking opportunities for the UJenius Club members.
- Provide members with benefits and privileges given their academic achievement.

The club committee structure was somewhat altered in the beginning of 2014, with the appointment of Kerri Ann Alexander as the new club coordinator, along with Paulina Makibelo and Anna Coetzee as committee members, all headed by Professor Rory Ryan (Executive Director ADS). The following number of students were nominated for UJenius Club membership in 2014:
- Education: 16
- FADA: 19
- FEBE: 36
- FEBE and Science (Hold dual membership): 2
- Health S: 48
- Humanities: 74
- Law: 20
- Man: 25
- FEFS: 88
- Science: 32

Other committee activities included:
- A total of 24 meetings were conducted
- 6 events were hosted
  - Meet and Greet with Chancellor Prof Ndebele
  - Welcome event
  - Special FEFS welcome event
  - Library and Post-Graduate Centre funding event
  - Alumni networking event
  - End of year celebration
- The data for the year was finalised and the data-procedures streamlined for 2015
- New marketing activities were included with the development of brochures and branded gifts; as well as partnering with 5 new UJ stakeholders (Alumni Network, Campus Health, PsyCaD Career Services, Library and Information Centre, and the Arts Centre)
- A 'Club Management' document was developed to assist in roles and responsibility allocation

Through the 2014 evaluation of the club it was found that most of the students felt quite strongly that they were encouraged to excel academically through club membership, that membership of the club afforded members with valuable experiences and privileges and that the club offered members valuable benefits. The evaluation also found that the three biggest areas of concern for the club include that (a) members' classmates do not know about the club, (b) members do not feel connected to broader UJ structures and (c) that members do not feel completely intellectually stimulated by the club activities. Other qualitative information revealed that members enjoyed the events, the speakers and the benefits that were afforded to them through membership. Members felt, however, that the club would be improved with the inclusion of financial assistance to members, activities external to UJ, less formal events and more focus on career/professional development.

Based on the findings from the evaluation and the other activities throughout 2014, the following recommendations have been made for the UJenius club in 2015:
1. The UJenius committee should finalise the 'Club Management' document for implementation in 2015.
2. The partnership between UJenius and faculties needs to be strengthened and more communication between the two bodies is needed.
3. The partnerships between UJenius and various UJ stakeholders must be revised: partners who have not contributed should be reviewed and new partnerships established.
4. Budgetary issues for 2015 need to be explored in greater detail.
5. UJenius requires new marketing strategies.
6. Events need more variety: some informal, some purely intellectual and more careers-focused.

WORK INTEGRATED LEARNING AND SERVICE LEARNING

1. STRATEGIC DIRECTIONS AND PROGRESS

The UJ WIL Forum was extended to become the UJ Work Integrated Learning (WIL) and Service Learning (SL) Forum in June 2014. The role of the forum is to provide a report on WIL and SL at UJ; to maintain awareness of national (and international) developments that may impact on WIL and SL and to capitalise on opportunities to advance WIL and SL and UJ. The WIL and SL Forum held two meetings, with reports to the UJ Senate Teaching and Learning Committee (STLC) on WIL-related matters submitted in April and on WIL and SL-related matters in October.

The strategy of a streamlined WIL and SL management system with a standard approach (as far as possible) within Faculties remains a point of focus.

WIL and SL activities within UJ were supported. There was ongoing interaction with companies to identify WIL opportunities for the 5952 students registered on WIL programmes. The 2773 SL placements are managed by the faculties.

Regular Faculty Experiential Learning committee meetings were held in the Faculty of Management (joined by the Faculty of Humanities). These 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. The Faculty of Engineering and the Built Environment held one WIL meeting.

Both WIL and SL will in future be represented on the UJ dashboard. The 2020 SL target for programmes with an SL component has been reached.

UJ WIL keeps up to date regarding national developments in the realm of workplace learning, serving as a resource for UJ. The publication of the White Paper on Post-School Education and Training in November 2013 and the implementation of the Employment Tax Incentive Act, 2013, that came into effect on 1 January 2014 clearly showed the national focus on the various forms of WIL and on youth employability. Skills development remained high on the national agenda. UJ programmes with a

work integrated learning component (WIL) component allow industry and the Sector Education and Training Authorities (SETAs) an opportunity to interact closely with our students prior to their entry into the world of work.

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 have been extended to include an overarching responsibility for SL and 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 and SL are able to proceed smoothly and reporting on WIL and SL within UJ.

2. GOVERNANCE REVIEW (GOVERNANCE STRUCTURES, POLICIES)

The UJ WIL management model implemented in 2011 has been extended to include SL, with ordinary meetings held once per semester. The reporting structure consists of Departmental WIL and SL Representatives, who submit reports for consolidation and feedback at the UJ WIL and SL Forum, which reports to the STLC. WIL and SL Representatives are supported by the UJ WIL Coordinator, who provides updates on aspects relevant to WIL and SL at UJ to Forum members and consolidates any reports for the STLC/UJ Management on WIL and SL-related matters. The WIL and SL Policy was approved by Senate on 5 June 2014. WIL and SL will also feature on the UJ dashboard as of 2014.

3. FINANCIAL REVIEW

The budget for WIL- and SL-related matters resides with the Senior Manager: 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 is a paid-up member of the Southern African Society of Co-operative Education.

4. QUALITY (QUALITY SYSTEMS, QUALITY ASSURANCE AND PLANNING)

WIL and SL remain aligned to UJ policies, with the 2008 UJ Work Integrated Learning and Service Learning Policy reviewed in 2013 approved in 2014.

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 2014 a concerted effort was again made to hosts these workshops during lecture periods, which proves to be most effective.

5. WIL ACTIVITIES IN 2014

- UJ participation in the Technology Localisation Implementation Unit (CSIR) project as arranged by the Southern African Society for Cooperative Education (SASCE). This project saw 100 WIL opportunities for Engineering students nationally at a monthly stipend of R5 445 for the duration of their Practical 1 and Practical 2 component.
- The Engineers' Handbook continued to be well-received by final-year Engineering students.
- The WIL model successfully introduced for the ND Human Resource Management (HRM) students in 2013 was rolled out again in 2014.
- Planning for the 2015 implementation of the 800 students in the ND Commercial Accounting programme (FEFS) based on the HRM model was finalised.
- The Japan International Coordination Agency (JICA) Employability Improvement project one-week training programme was presented to 20 interested Faculty staff and WIL representatives during the week of 26-30 May 2014. Two training kits each valued at R100 000.00 were donated to UJ by JICA. The Train-the-Trainer sessions would occur in January 2015.
- UJ's Industrial Psychology and People Management (IPPM) Department hosted the Institute of Personnel Management (IPM)-South African Qualifications Authority (SAQA) Roadshow at UJ on 20 May 2014, during which a presentation on WIL at UJ was made.
- The Faculty of Management's Department of Applied Marketing continues to receive national and international acclaim for the Direct Selling Association (DSA) Project. Over 13 000 students have participated and benefited since UJ implemented the WIL project in 2002, with R8.2 million paid out to students since inception programme and more than R555 000.00 in bursaries for students paid.
- UJ continues to be a member of the Southern African Association of Cooperative Education (SASCE), with the UJ WIL Coordinator being an active EXCO and Board member. Two current focus areas are being addressed by the association: the National WIL Framework and capacitating WIL Practitioners, Managers and Leaders. A national SASCE workshop to address both matters was held in Cape Town from 20-21 November 2014.
- Invited to represent UJ at the Gauteng Provincial Skills Development Forum.
- 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 a paper at the Australian Cooperative Education Network Conference in Brisbane, Australia, from 1 to 3 October 2014.

# 6. POSSIBLE RISK FACTORS AND INTERVENTIONS TO BE TAKEN

The national skills agenda is focused on the Technical and Vocational Education and Training (TVET) sector and discourse involving WIL more often than not mentions Universities of Technology, thus requiring more effort of UJ (as a comprehensive university) to be noticed as a provider for 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 2015

The following key objectives have been identified for 2015:
- 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.
- 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.
- Contribution to national skills development initiatives (including those of the Southern African Society for Co-operative Education and the Gauteng Regional Forum and Provincial Skills Development Forum

Ongoing routine activities include advocacy of and reporting on WIL and SL, contacts with companies and meaningful contribution to the general field of experiential learning.
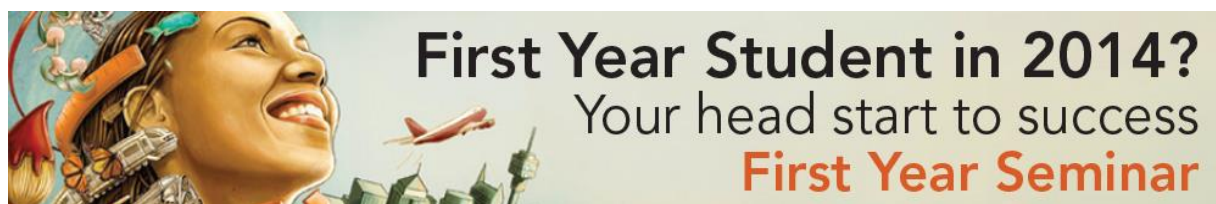
FIRST YEAR SEMINAR

1. BACKGROUND

The First Year Seminar (FYS) at UJ took place from 20 January to 30 January 2014. 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, and there were representatives from Late Enquiries, Registration, Student Finances, Residences, NBT, the Official Opening and Welcome team, iOHA, Campus Health, Protection Services, the International Office, Student Life and Governance and the Quality Promotions Unit. In addition to the FYS Committee meetings, the FYS Coordinator attended Registration Committee meetings to ensure appropriate alignment between processes, as well as the MEC Enrolment Committee meetings (in 2014). 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 2014? Your head start to success. First Year Seminar*' was placed in a prominent position on the UJ home page until 30 January 2014. The FYS website - 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 2015* to be found later in this report. A Strategic FYS Committee was established post the FYS Feedback Meeting in order to strategise on the possibility of a revised approach to the orientation of first years at UJ in 2015.

2. FYS PROGRAMMES

Planning for the FYS commenced in May 2013, with the first full meeting held in August 2013, 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 20 January–30 January 2014, no faculties used the first three Monday test slots for extended orientation activities. Faculties made arrangements for students who had missed the FYS programme. The Faculty of Management hosted an innovative Dean's Welcome for its first-year students at the Sanlam Auditorium on Monday, 10 February, thus welcoming all its registered students.

The 2013 innovation of sending the actual A5 glossy FYS programme (in the relevant faculty colour) out with the First Year Registration packs was repeated in 2014, with the Faculty of Science sending out a general programme, with the detailed programme issued during the FYS. 17 500 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:
- Only some National Senior Certificate (NSC) checks took place, mainly used as a mechanism to confirm that students would be accepting their study places.
- Some first year academic counselling occurred: the Faculty of Humanities repeated the 'mini' Open Day for parents and students that was instituted in 2013.
- 'How to Register On-line' presentations (Central Administration): Most of these sessions were presented by Ms E Vermeulen. The uptake in the Health Sciences facilitated 'How to Register On-line' DVD screening to students instead of making use of the live presenter were poorly supported. It is likely that the information sent to students on how to register and also the support offered by Registration Assistants in the registrations venues is sufficient, making the 'How to Register On-line' presentations obsolete.
- Dean's Welcome sessions, during which occasion the UJ First Year Welcome packs were issued. The Faculty of Management hosted its Dean's Welcome after all its students had registered and once lectures had begun.
- Academic orientation to the Faculty and Department, with breakaway sessions for departmental orientation
- Guide to Success for First Years (PsyCaD)
- iOHA presentations where requested, taking the form of Industry theatre, which was well received
- 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)

3. FYS ATTENDANCE AND FACULTY-SPECIFIC FEEDBACK

- **Faculty of Education**: A successful FYS 2014 was held from 21 to 24 January, which began with a combined (APK and SWC students) formal Academic Procession. Attendance varied with an average attendance of 75%. Finances (cost of transport) were cited by students for not attending every day.
- **Faculty of Art, Design and Architecture (FADA)**: 95% attendance, with 50 and 80 (only) parents attending the optional parent sessions. A successful programme with a mix between academic and fun focus was presented. Innovations (to be continued in 2015) were the addition of the drawing, visual, making the transition and 'Open Mic' elements.
- **Faculty of Engineering and the Built Environment (FEBE)**: Two FYS programmes were successfully run – on APK for the degree students and on

DFC for the technology group. The DFC Dean's Welcome in the beautifully draped Atrium A was well-received by all. The external supplier for the sound contributed to the success. The Science-FEBE-Health Science programme collaboration worked effectively in 2014.

- **Faculty of Economic and Financial Management (FEFS)**: The faculty hosted separate Dean's Welcome sessions of its students on SWC and on APK, with the APK student group split into two due to the numbers. This worked well as always. The inclusion of the note-taking sessions will be re-thought for 2015. There was poor attendance at SWC (only about 50%), which was disappointing.

- **Faculty of Health Sciences**: The programme ran better this year, with increased attendance. The decision to host fewer more focused sessions worked. A single Faculty Dean's Welcome session was held on for the first time as the faculty was consolidated on DFC. The sound system not adequate for the large venue (Atrium A). Venues on DFC presented a challenge due to the new venues not being completed yet, resulting in much duplication. The confirmation of arrangements and contact list proved to be useful, with decreased miscommunications in 2014. The fun sessions at the end of the FYS once again proved to be a hit with the students.

- **Faculty of Humanities:** The faculty again hosted a mini Open Day prior to the formal FYS programme. This was well attended, with arrangements to be made in future to accommodate the large numbers. The one-day programme was split into two sessions – The Dean's Welcome and academic orientation followed by the Support Department presentations.

- **Faculty of Law:** A comprehensive and interesting four-day FYS programme was successfully delivered to an average of 265 students. A highlight was the visit to the Constitutional Court.

- **Faculty of Management:** The faculty took a different approach in 2014, hosting its central Dean's Welcome after registration and once the term had begun. A one-day Academic and Support Department programme was hosted on the students' home campuses, on APB, APK and on SWC. Additional FYS elements would be introduced into the FYE aspects during the term.

- **Faculty of Science:** The faculty presented a comprehensive FYS programme over the nine FYS days, reporting an 805 attendance. A central Dean's Welcome session was hosted on APK, with the DFC students joining in. Science coordinated the additional Laboratory Skills, Problem-solving and Language Skills sessions, which were presented to Health Science and FEBE students.

On a general note: most faculties made use of senior students/tutors, with many faculties arranging campus tours. Some faculties included specific sessions for parents. The Faculty of Science reported that the main concerns of participating parents were related to finances and accommodation. The fun elements introduced by faculties as part of the FYS programme were well received and worth the effort.

4. FEEDBACK FROM SUPPORT DEPARTMENTS / CENTRES

- **Centre for Academic Development and Support (ADC)**: Scheduling of staff to service the range of requests is complex. A streamlined approach to the FYS offerings to be planned for 2015.
- **Centre for Academic Technologies (CAT)**: The previous year's unsatisfactory attendance at the Computer Proficiency Test and Computer Training sessions resulted in a new approach for 2014: the Computer Proficiency Testing (with the Student Survey) could be completed on-line prior to the FYS and registration. About 3 000 students did this prior to registration. Students who had not done so were prompted to do so during registration, resulting in a total of 7 800 first years completing the test and Student Survey. Computer training sessions for students who were not yet computer proficient were offered on all campuses during the Monday test periods for the first three weeks of term, with students additionally being able to book for training on APK during the first term.
- **Library**: The Library has been fully integrated into the FYS and the FYE programme. The suggestion of actual library tours as part of the FYS programme to be considered.
- **Centre for Psychological Services and Career Development (PsyCaD)**: Good attendance; sessions went well. A new DVD presentation being prepared for 2015. Consideration to be given to an on-line evaluation of the presentation.
- **Institutional Office of HIV/Aids (iOHA)**: iOHA was allocated separate sessions in 2014 and would appreciate inclusion in all faculty programmes in 2015. The industry theatre presentations of their 'The Link' students were well-received.
- **Campus Health**: Presented as invited by several faculties but would appreciate being invited by all in 2015.
- **First Year Experience (FYE)**: The FYE Coordinator sat in on all FYS meetings and prepared an FYE booklet, Your First Year Experience toolbox' that was distributed to all Faculties.
- **'How-to-Register online':** This presentation is either made by Ms Vermeulen (Central Admin) or by the Faculty HFA as considered necessary.
- **International Office:** Mention is made of the International Student welcome in the FYS programme. This seems to work well.
- **People with Disabilities:** Mention is made of the PwD campus welcomes in the FYS programmes. Students are invited to campus orientations by the Disability Unit in PsyCaD. This is a process that works effectively.
- **Student Enrolment Centre/Late Enquiries/Registration:** Mutual support between the FYS and NBT coordination remains important and work well. For 2015 more informative messages to be sms-ed to students accepted late regarding the FYS programmes and NBT requirements to ensure that they fully understand the processes.
- **National Benchmark Test (NBT):** While the NBT process is not strictly speaking part of the FYS, information re NBTs is sent out with the Registration Packs. More detailed information re NBT requirements to be sent out to students accepted late to avoid the many calls from these students requesting more NBT information.

- **Student Finance/NSFAS:** Insight into the processes and issues students face are important for planning: full days rather than shorter days have become the norm for FYS as transport costs are considered.
- **Marshalling**: 39 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.
- **Student Representative Council (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**: The additional venues on DFC and on APK will be welcomed for the 2015 FYS. The debate re big venues to avoid duplication vs. the intimacy of smaller groups (but repetitive presentations) to be debated further.
- **Residences**: The residence programmes are aligned with those of the FYS to ensure that students attend the important FYS programme.

5. GENERAL FEEDBACK

Venue Bookings and Audio-visual (AV):
The centralised venue bookings work well, with much support from the Venue Booking team. UJ does not have enough suitable big venues, thus duplication of presentations is necessary, with an impact on staff and scheduling. The additional venues on APK and DFC will be appreciated for the 2015 FYS.

Only a few hitches were reported regarding media and AV. Presentations including DVDs have additional requirements and note to be taken that the big venues – e.g. Atrium A on DFC – require additional speakers with sound checks so that all in attendance can see and hear the presentations.

6. RECOMMENDATIONS FOR AN IMPROVED FIRST YEAR SEMINAR IN 2015

Discussion during the FYS Committee feedback meeting on 6 March 2014 highlighted several matters, which were taken into account in planning for FYS 2015. A FYS Strategic Planning meeting was called to review the way the FYS is structured, taking into account best practice and innovations and focusing on the academic nature of the FYS – and its contribution to throughput. An Inter-university Orientation Workshop was hosted with neighbouring institutions on 10 June 2014 to share ideas. An outcome from this workshop was a proposal a national campaign "Can you see it?" that is to be proposed to the national higher education and training department as an initiative regarding the importance of orientation. The strong link between FYS and the First Year Experience (FYE) was noted. The UJ FYE Coordinator would be taking over as FYS Coordinator as of 2015. FYS meetings were scheduled for earlier in 2014, given that all FYS arrangements needed to be in place by latest beginning October to allow for the printing of programmes to be sent out with the Registration Packs. Due to the national postal strike, the decision was

taken to send out all registration and FYS information electronically, with all FYS programmes available from the FYS website and the .Mobi site. CAT will once again assess computer proficiency and the Student Survey online and prior to actual registration. This is of great assistance when it comes to scheduling the FYS activities. The role of parents in the FYS process was highlighted, with several faculties inviting parents to the sessions. This practice highlighted parental concerns, specifically on issues relating to finances and accommodation. Consideration should be given to providing some additional information to parents – information kiosks?

Additional suggestions emerging from the feedback meeting are indicated below.

6.1 FYS team commitment: The commitment of all staff tasked with organising FYS is acknowledged: Internal Faculty FYS coordination meetings to continue, especially for faculties with programmes across campuses.

6.2 The issue of compulsory attendance at FYS: Attendance remains an aspect that could be improved. Much effort goes into providing an informative FYS programme with information that is important to entering students.

6.3 Programme: The FYS programme to be considered by the FYS Strategic Committee in the light of the large variance in programme offerings – spanning from two to nine days (in the case of Science).

6.4 Dean's Welcome session: The new format – at the beginning of the FYS programme with a full academic procession – provides an impressive launch of the FYS. This is contrasted with the innovation of the Faculty of Management who held the Dean's Welcome after registration and during the first term.

6.5 Venue allocation: the need for suitable large venues remain a matter that presents logistical difficulties and requires much duplication.

6.6 Student funding and Accommodation information: Requests have been received for Student Finance and Student Accommodation and Housing staff to be at hand during the FYS period to assist with such queries.

6.7 CAT: The new process for computer proficiency testing and subsequent training of non-proficient students will be tweaked for 2015.

6.8 Communication and logistics: While communication between presenters and faculties has improved (contact lists; reminders early in the year) some miscommunication is still evident.

6.9 Marshals and signage: Signage can always be improved; marshals are mainly required to guide students to the venues and for general queries. They remain an important aspect of the FYS.

6.10 Senior students/Tutors as assistants per Faculty/Department: this works well, and remains strongly recommended. Budget needs to be allocated for this as it is costly. These assistants to be appointed in 2014 for 2015: this aspect caused a hitch in 2014.

6.11 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. This matter has not been resolved since 2013.

6.12 Presenters: greater punctuality required in some instances. The suggestion is for presenters to be at the venue 15 minutes ahead of time.

6.13 First Year Experience (FYE) booklet: this is a useful booklet and consideration to be given for its distribution at the Dean's Welcome session.

6.14 *Protection Services*: Protection Services staff to be visible at all the big centralised presentations (e.g. Dean's Welcome sessions).

6.15 *Event Risk Management*: The documentation to be completed for the FYS programmes per campus.

6.16 *Academic Procession – gowns and procession music*: This proved to be an impressive beginning of the FYS programme and the suggestion is that this become a standard feature. A formal request for the support of the relevant Advancement staff involved to be made.

6.17 *Sanlam Auditorium foyer area*: The use of the foyer area is not ideal. The suggestion is that groups that exceed the 1050 maximum capacity of the Sanlam Auditorium rather be split. Failing this, better arrangements for AV support, with sound and video to be made, with the area cordoned off for the Dean's Welcome sessions.

NATIONAL BENCHMARK TESTS
2014 AND THE 2014/15 CYCLE

1. BACKGROUND AND OVERVIEW OF WAY FORWARD FOR 2014/15

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 2014. All students are required to write the compulsory Academic and Quantitative Literacy (AQL). Only certain programmes require the additional Mathematics (MAT) test. These programme details are indicated on the UJ NBT website – www.uj.ac.za/nbt.

UJ serves as a test centre for these national tests. The tests are administered via the University of Cape Town, which appoints the invigilators for the various test sessions. NBTs were managed by Ms S Taylor.

15397 UJ applicants wrote the NBT in the 2013/2014 cycle. NBTs are compulsory for all first-year students to write, although this has not previously been enforced. Given that only 4553 of the 2014 first years (fewer than half) wrote the NBT for the 2014 intake, a strategy was put in place to compel students to write the NBT for the 2015 intake: sms messages reminding them that NBTs are compulsory and that not writing may impact on their registration; emphasis on the NBTs to be part of the Dean's Welcome addresses and also additional NBT tests arranged again in January and February 2015.

An in-depth analysis of the NBT results from 2012-2014 was conducted per faculty for the first time and presented at Senate. This analysis would become an annual feature. The clear downward trend in the numbers of students who wrote the NBT and the increasing uptake by faculties to utilise the NBT results in their academic support initiatives contributed to the concerted effort undertaken to promote the compulsory nature of the NBTs. The UJ NBT Research Group investigated the usefulness and predictive value of the NBT results in their respective faculties and compared them to the NSC results in a variety of different ways appropriate to the different contexts in 2013. However, the complexity of student performance and student persistence decisions made it unlikely that any single predictor (such as NBT scores) would give a satisfactory explanation for the phenomena. As was expected, the research group were not able to find a decisive link between NBT results and

academic performance at UJ. In all instances, however, it was found that using NBT scores in addition to APS scores added considerable value to a faculty's ability to take information-based decisions about its first-year students – both in terms of early identification of 'at-risk' students, as well as their ability to place students more appropriately (e.g. in extended versus mainstream programmes or in intervention programmes). (Taken from the NBT Report to HESA, 2014.)

UJ hosted a University of Cape Town (UCT) NBT Project Team workshop on 12 September 2014, at which a project proposal for UJ participation in a Standard Bank-funded project was presented. The aims of the project are to make NBTs affordable; Research and Development designed to improve the effectiveness of entry-level teaching and learning and to demystify the NBTs to the wider public.

From the comments by UJ colleagues at the presentation by the UCT NBT Team on the NBT Proposal it is evident that UJ participation in this project would be supported by the colleagues in the faculties concerned – FEFS, Humanities, Management and Science: the deeper understanding afforded by the NBT result analysis would be to the advantage of all first-year lecturers and hopefully so improve first-year pass rates.

The research findings of both Dr Melanie Jacobs (Faculty of Science) and Dr Wilma Elston (CAT) re the NBTs fully support the case made: that there is a gap between the National Senior Certificate (NSC) results (that measure the attainment of National Curriculum) and the NBTs (that measure the extent that students aiming to enter higher education meet the core academic and quantitative literacy (AQL) and mathematics (MAT) competencies required by school-leavers on entry to higher education study. A strong correlation between the NBT results and the first-year test results was found. The project proposes a non-intrusive solution to closing this gap. Participation will involve attendance of a two-day workshop (which UJ will host on campus), the sharing of our student NSC and NBT results, which will be utilised by lecturers to inform their teaching and learning practice. The involvement of Professional Academic Staff Development was recommended.

2. NBT REGISTRATION

NBT registration is done via the national website – www.nbt.ac.za. Issues experienced are resolved speedily. 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 call in for information. A telephonic response hunt group is in place within PsyCaD to assist in these instances. The UJ Call Centre also assists with NBT queries.

The UJ NBT information site – www.uj.ac.za/nbt – is kept up to date. The NBT website opened for registration for the 2015 intake in May 2014.

3. TEST VENUES AT UJ - NATIONAL

UJ makes available test venues on its APK and SWC campuses for the national tests.

4. TEST VENUES AT UJ - SPECIAL SESSIONS FOR UJ STUDENTS ONLY

In addition, UJ arranged special test sessions for early in 2014 for UJ prospective first years. Venues were available for testees on the APK, DFC and SWC campuses.

No computer venues were made available for special NBT registrations during First Year Seminar weeks (20 January – 30 January) in 2014. Even though it was not advertised anywhere, many prospective UJ students made use of the PsyCaD Career Resource Centres on each of the campuses to register for the NBT: the PsyCaD Work Integrated Learning students (who are also the telephonic NBT support system) assisted students with the NBT registration process.

Some calls were received to register for the NBT after the cut-off dates for NBT registration, with anxious callers then needing to be re-assured that this would not affect their acceptance and registration into their programme for 2014. The compulsory nature of NBTs is to be enforced more strictly for the 2015 student intake.

5. 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.

6. NBT INFORMATION DISSEMINATION

Prospective students are 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 to register for the tests. Currently there is no mechanism to enforce compliance in this regard: all UJ correspondence indicates that the tests are compulsory. For the 2015 intake, a sms system has been established to remind students to register for (and to write) the NBT. The Faculty of Science compelled all its students to write the NBT prior to their 2014 registration: two special Science NBT testing sessions were arranged for this

on 13 and 14 January 2014, with arrangements made with the NBT Office to have the results available within six days.

The UJ Call Centre referred any NBT-related queries calls they were unable to answer to PsyCaD, with a telephone hunt group in place to ensure that NBT queries would be added. All relevant information was made available to the Extended Call Centre Operators for the January 2014 queries, which worked well. Training and responses to a set of Frequently Asked Questions was also provided.

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, and very often the direct question 'what happens if I do not write' need to be responded to.

7. UTILISATION OF NBT RESULTS IN THE FACULTIES IN 2014 (AS REPORTED BY THE FACULTIES):

Faculty of Education: The faculty does not currently use the NBT results.

Faculty of Art, Design and Architecture (FADA): NBT tests are not used for placement into programmes or in conjunction with NSC results, as FADA has very specific selection processes. However, HODs do consider the NBT results to recommend academic support for individual students.

Faculty of Engineering and the Built Environment (FEBE): The NBT results are not being used in FEBE at this stage. There are plans to incorporate them at a later stage.

Faculty of Economic and Financial Sciences (FEFS): Not currently utilised.

Faculty of Health Sciences: NBT results are not currently used for any placements. The faculty uses various methods ranging from NSC results to interviews and fitness tests (dependent on the specific programme). Currently, no plans are in place to use them in 2015, but this may change in the future.

Faculty of Humanities: The faculty does not currently use the NBT results for selection purposes.

Faculty of Law: The results are not at present used in the faculty.

Faculty of Management: The intention in the faculty is to submit to the Dean how these can be used to establish which students should attend the additional English. Together with the APS, results will be used to establish the at-risk students immediately after registration. Results are currently used to evaluate the risk profile of first-year students.

Faculty of Science: The faculty uses the NBT Math and AQL results for diagnostic purposes and determined benchmarks with research for the past three years. The results indicate at a very early stage and almost on registration (early) which students would possibly be at risk. The faculty then advises these students that (i) they are at-risk – so that they know; (ii) they have to attend tutor sessions – compulsory and (iii) they attend Language for Science lectures. It is interesting that the faculty could, by investigating the NBT marks, predict almost 70% of the F7 cases in 2013. Students without any NBT results are automatically placed on the at-risk register and can 'perform' themselves from this register.

8. NBTS – 2014/2015 CYCLE

NBTs for the 2014/15 cycle begin on 24 May 2014 through to 21 February 2015. UJ will again 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 will be available from the date of the UJ Open Day/Mini Open Days. The UJ Call Centre will assist with NBT-related queries initially, with an NBT call line (and hunt group) becoming available when call levels in this regard rise (this is to be confirmed). Faculties have confirmed the AQL and MAT requirements for their programmes for 2015 as indicated in the UJ Prospectus 2015.