ANNUAL REPORT 2015

ACADEMIC DEVELOPMENT AND SUPPORT

RETHINK. REINVENT.

UNIVERSITY OF JOHANNESBURG

CONTENTS

RETHINK. REINVENT.

ACADEMIC DEVELOPMENT AND SUPPORT
ANNUAL REPORT 2015

OVERVIEW OF THE ACADEMIC DEVELOPMENT AND SUPPORT DOMAIN

The Division of Academic Development and Support (ADS) comprises multiple operations and interventions with the overall purpose of providing the best possible academic experience as an undergraduate in South Africa. Our interventions, support programmes, initiatives and faculty partnerships are all intended to maximise the possibilities of retention and success. Our ultimate focus is thus on contributing substantially to the reduction of dropouts, and the improvement in the module pass rate and the degree throughput rate. The intellectual and professional development of our students 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 the pervasive and sophisticated use of academic technologies, and opportunities for academic staff development in pursuit of profoundly effective 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 85.4%. The undergraduate degree credit success rate, over five years, has been as follows:

2011	2012	2013	2014	2015
79.4%	82.1%	83.3%	84.6%	85.4%

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 the integration of technology into teaching and learning, to maximise the accessibility of learning materials, student support, and information exchange. Our students are actively engaged: 68% of students consult with their tutors at least once a week (or more), and 79% of our students access uLink every day. Finally, more than 90% feel that UJ nurtures a supportive academic environment.

Over an eight-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 a consistent 4% over the past

two years. Racial inequity in undergraduate performance has been significantly reduced, and this trend is likely to continue.

	2008	2009	2010	2011	2012	2013	2014	2015
UG Degree Total	77.3%	74.8%	78.8%	78.4%	82.4%	83.0%	84.3%	85.4%
African	74.1%	71.7%	77.1%	76.7%	81.4%	82.0%	83.7%	85.0%
Coloured	73.1%	71.2%	76.7%	77.9%	80.9%	82.4%	83.4%	83.9%
Indian	77.0%	75.8%	79.2%	78.8%	84.2%	84.0%	86.9%	87.6%
White	83.5%	83.0%	84.0%	85.1%	87.2%	88.2%	87.9%	89.5%

The dropout rate is the answer to the question: Did the student return in the following year? The percentage of first-year students who did not return in 2015 was 18.6%, while the provisional percentage of first-year students who did not return in 2016 is 16.7%. This reduction of 1.9% in the first-year dropout rate is positive, but this does not yet indicate a downward trend. The effectiveness of our interventions to attenuate dropout can only properly be tested by a clear downward trend over three or more years. To obtain a detailed understanding of the factors involved in students of good academic standing not returning to UJ in 2016, ADS is conducting interviews with as many of this cohort as we are able to contact, in early 2016. While this engagement will provide reliable and detailed data, it is most likely that, directly or indirectly, a lack of funds is the principal contributor. Moreover, a lack of funds is often responsible for 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 2015 Student Satisfaction Survey claimed they had enough to eat every day. We need also to bear in mind that 40% of our undergraduate students have employment, which impacts on the time available for study.

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	2013 cohort
24.5%	30.9%	32.2%	37.2%	39.5%

The increase is 2.3% from the 2012 cohort (graduated in 2014) to the 2013 cohort (graduated in 2015), and the five-year improvement is 15%. This is a very good result, and indicates a consistent upward trend. Nevertheless, we cannot sit on our laurels, as this translates to only four out of ten students completing the three-year degree in regulation time. The Intensive Revision Programme, implemented in 2016, plus a renewed focus on reducing hurdles to progression (such as prerequisites) is bound to give a further lift to our completion rates.

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)

ADC consists of three departments, namely ADC Access, Academic Development Innovation (ADI) and Professional Academic Staff Development (PASD). Both the coordinators of the UJ First Year Experience as well as the Senior Student Experience are also located in ADC. The newly established South African National Resource Centre for the First Year Experience and Students in Transition (SANRC), which is an independent entity, is also housed in and managed by ADC.

During 2015 ADC enjoyed a productive year, characterised by continued progress in building productive partnerships with faculties as well as strengthening and sustaining equitable services on the various campuses. The strategic foci of ADC involved the widening and the deepening of the Centre's impact on student success, as well as establishing the South African National Resource Centre for the First Year Experience and Students in Transition (SANRC). The successful establishment of the SANRC and the Senior Student Experience (SSE) at UJ were highlights that exemplified ADC's more integrated approach and its national impact. ADC also managed its resources well and made significant progress towards an improved equity profile.

ADC endeavours to contribute to all the UJ strategic objectives by supporting undergraduate students and teaching in a variety of ways. It specifically contributed towards UJ's Strategic Objective 2 (Excellence in teaching and learning) as this relates directly to the core business of ADC. Significant contributions were also made to Strategic Objective 3 (International profile) through the UJELP course as well as the African Institute for Economic Development and Planning (IDEP) and the SANRC.

ADC's extended diploma programmes (ADC Access) continued their excellent work in 2015. The work of ADC Access is focused mainly on the Doornfontein Campus, but also extends to the Soweto and the Auckland Park Bunting Road Campuses. During the year, ADC Access taught approximately 630 first-year students − registered in FEBE, Management and Humanities. The module success rates of 13 of the 15 extended diplomas were above 80%, with seven of them performing at above 90%. A specific highlight of the year was that the success rates of foundation modules in the extended diploma offerings were found to be at their highest level (86.1%) since 2009, in spite of the extended diploma students not meeting the regular entry requirements.

During 2015 the Academic Development and Innovation department (ADI) continued the process of aligning its strategic plans to the ADC strategic plans as well as implementing innovative practice. ADI staff taught 406 students in five credit-bearing modules, including a number of Language courses and Mastering Academic and Professional Skills (MAPS). Large numbers of UJ students continued to use the writing centres and structured literacy development modules.

Collaborative work, both within and outside the confines of the University, was increased during 2015. This included Writing in the Discipline (WID) work in collaboration with US colleagues from George Washington University (GWU). ADI also

continued offering two short learning programmes in support of UJ's Global Excellence and Stature strategy, namely:

- The Business Communication and Writings for Intergovernmental Professionals (BCWIP) course in conjunction with the United Nation Economic Commission for Africa (UNECA)
- The University of Johannesburg English Language Programme (UJELP) in conjunction with the UJ International Office

Professional Academic Staff Development (PASD) continued in 2015 to play a central role in developing academics as teachers in the UJ context, by providing a number of developmental opportunities for tutors, senior tutors, new as well as more experienced academic staff. In addition to developing academics as teachers, PASD also played a role in helping staff document their experiences as teachers for recognition and reward purposes and in helping them develop as scholars of teaching and learning. Further development of the professionalisation of teaching and learning was taken during 2015 by completing all the groundwork to establish a Postgraduate Diploma in Higher Education at UJ. The first cohort of students will enrol for the PGDipHE during 2016. Another new development during 2015 involved PASD introducing faculty-specific seminars. These seminars were conceptualised and in some instances jointly facilitated by PASD and Faculty teaching and learning experts.

During the course of 2015 a total of 1 136 tutors and 59 senior tutors were developed and in addition, 1 316 tutors attended check-in sessions during the year. The trend of increases in the number of student evaluations of teaching continued in 2015 and a total of 920 teaching and module evaluations were conducted. As a result of this increase and in order to provide timeous feedback PASD, in collaboration with CAT, developed an online evaluation system which was piloted in 2015. It is anticipated that the online system will be rolled out in the second half of 2016.

In 2015 the UJ First Year Experience (FYE), which is a leader in the field of first-year transitions, spread its wings into the national arena. The FYE office was involved in establishing and assisting higher education institutions (HEIs) in the formation and understanding of their own first-year experience initiatives. Institutions that invited UJ staff to assist them included Vaal University of Technology (VUT), Mangosuthu University of Technology (MUT) and University of Venda.

The UJ FYE continued using its tested data-informed approach and during 2015 the Student Profile Questionnaire (SPQ) results indicated that a record 63.8% of the first-year students were first generation university entrants and 45.8 were the very first in their families to come to university.

In promoting first-year success, the FYE has introduced an Excellence Programme. This programme encourages the different faculties to develop intentional strategies in collaboration with ADS and other support services. Furthermore, in order to reach more students, online modules have been developed to assist first-year students in their adaptation to UJ. These online modules were made available on a dedicated website, www.findyourwayatuj.mobi.

During 2015 the UJ Senior Student Experience (SSE) was promoted and grown as an institutional initiative. This included national and institutional presentations, the establishment of a centralised SSE committee and visits to a variety of faculty forums.

During the first term of 2015, the SSE office hosted a seminar facilitated by international experts, Dr Jennifer Keup and Dr Dallin George Young from the National Resource Centre for the First-Year Experience and Students in Transition University − housed at the University of South Carolina. The seminar was attended by the UJ's SSE committee members and interested staff members from ADS and provided international perspectives and inputs on the UJ SSE initiative.

One of the major highlights of 2015 for ADC was the establishment of SANRC, which is now fully staffed and fully functional and housed on APB. Highlights for SANRC during 2015 included the establishment of their offices on APB, the agreement to create Mindset Learn inserts, the preparation of the special edition of the *Journal of Student Affairs* in Africa, and the highly successful First Year Experience Conference held during May 2015 and attended by more than 180 colleagues from across the country.

CENTRE FOR ACADEMIC TECHNOLOGIES (CAT)

The Centre for Academic Technologies supports the provision and development of innovative and evolving technologies for teaching and learning in order to foster a 21st century skilled academia through the smart use of academic technologies.

A number of strategic objectives guided the CAT team members during 2015:

- Develop processes to support the UJ community in the creative use of teaching and learning technologies.
- Foster the sharing of ideas and supporting researchers through appropriate interactions.
- Develop expertise in the use of design-based educational research.
- 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.

CAT's work included Community Support and Development Services that provided support and development opportunities to the UJ's community, including students and staff members; Teaching and Learning Consultancy Services that cultivated academic members to explore and develop new teaching-with-technology pedagogy; and Technical Support and Development Services that promoted the use of mobile cross-platform applets.

Community Support and Development Services

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

Workshops, an online self-help manual and a PowerPoint presentation were developed to help students learn to use a tablet for learning.

A process was developed to manage all staff and student queries via our helpdesk. During 2015 the helpdesk staff and Teaching and Learning Consultants solved more than 3 000 queries. The majority of the queries were students' requests for support with access to Blackboard modules. A ticketing system was used to keep record of the queries, and CAT staff's effectiveness in dealing with them.

Information slides to direct students to solve problems through the use of ADS services were displayed on large TV screens situated in ADS venues on each campus.

Teaching and Learning Professional Development

Staff training sessions did not focus on mere technical training, but focused more on professional development that builds technology competency into development opportunities. This team designed, developed and deployed a professional development module to assist academic staff with the integration of tablet use in their classroom teaching, as well as a module on custom-made assessments.

E-learning progress at UJ made it necessary to develop a paper-to-online workshop, which was in the developmental stage by the end of 2015.

A total of 675 academic staff members attended staff development workshops in 2015: one-on-one or in groups.

Just over 90 academic staff attended the quarterly CAT Technology-in-Teaching seminars.

Technical Support and Development

Over the past few years the use of mobile technologies by staff and students and the development of online modules were highlighted as major trends in higher education. During 2015 the following was achieved in this regard: 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 (similar to 2014, uLink delivered over 5 million page requests per day); and uConnect provided mobile access to all the registration processes.

Other achievements include the following:

During 2015, 2 765 modules were registered in Blackboard, 404 more than 2014 (a 17% increase).

Small improvements were made to Version 3 of UJ's app, uGo in 2015. uGo integrates student applications, admissions, First Year Seminar, surveys and registration and was used for the 2015 registration sessions. A streamlined version of uGo (Version 4) will be developed in 2016, incorporating a number of new features.

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.

CAT developed processes with Student Finance and NSFAS staff to distribute 2 572 of a possible 2 600 Apple iPad mini 1s to first-year NSFAS students during the first term of 2015.

CAT staff members also developed and deployed an instrument to assess the use of technology in the classroom.

CAT Lab: Supporting Innovation for Teaching and Learning

The aim of the CAT Lab is to develop one-on-one collaborative teaching media artefacts that will be used university-wide as RULOs. The UJ Teaching and Learning Laboratory will be housed in the B5 Building and will be fully functional by mid-2016.

In conclusion, during 2015 CAT services were widely used by staff and students to support the use of technology for teaching and learning. New services, such as training and skills development and technology components to support the use of mobile devices, were introduced and supported. Research to evaluate the use of technology in teaching and learning was ongoing during 2015 and will continue in 2016.

PSYCAD

During 2015 PsyCaD took a deliberate decision to adopt a more strategic management style. This implied the identification of strategic objectives that were aligned with the strategic objectives of both ADS and UJ. Part of the strategic planning process was to ensure necessary resources were directed to the most value adding and critical functions.

The emphasis of PsyCaD's service is to provide comprehensive counselling support, which is responsive to the needs of both faculties and their students, and which reinforces the underlining overall aim of enhancing academic success, student retention and throughput. During 2015 the main focused service delivery areas were further consolidated and strengthened. PsyCaD offers comprehensive services on all the campuses, and although the organisational structure is based on six teams, the main functions can be summarised as follows:

Academic Counselling

This function refers to assisting students to overcome barriers to academic success. This is done by means of presentations to large groups (e.g. First Year Seminars, Senior Student Experience), smaller groups (e.g. tailor-made workshops for departments, faculties, etc.) and individual counselling. It seems as if the students prefer individual interventions to group interventions. In 2014 there were 365 students who attended these group sessions as opposed to only 142 students in 2015. This is in stark contrast to the 6 773 students who were seen in 2015 for individual sessions, which is also an increase from 5 609 students who were assisted in 2014.

Psycho-education

In addition to the academically focused workshops (referred to above), PsyCaD has developed approximately 30 workshops that focus more on typical psychological problems (e.g. stress management, anxiety, etc.). These workshops were presented on request from faculties, departments, residences, etc.

Student Counselling/Therapy

As mentioned before, students seem to prefer individual sessions to individual sessions. During 2015 there were 2 564 who were assisted and, on average, reported for two sessions of counselling/therapy (total number of sessions = 6 418).

Psychological Assessments

A number of psychological assessments were done for both internal (students and staff) and external clients (companies, schools, individuals). These assessments are either traditional (handwritten) or computerised assessments, and can be done either in groups or individually, depending on the type of assessment. There is a decline in the demand for individual, traditional assessments as reflected in the numbers for

2014 (132) and 2015 (119). In contrast to this, there is an increasing demand for computerised assessments (1 809 for 2014; 1 990 for 2015).

Disability Services

Increasing attention has been given to addressing issues of access, retention, progression and participation of students with disabilities. It is the constant mission of the unit to advocate for and 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 Disability Services within PsyCaD concerns itself with the academic, technological, psycho-social and psychological support of students with disabilities. This requires the unit to be equipped with not only specialised assistive technologies and devices, but also personnel that are highly skilled and trained in the support that students with disabilities require. In 2015, there were 345 students with disabilities registered with the institution. During this period 290 students with disabilities were directly supported by Disability Services in various ways. This amounted to 587 appointment-based, consultative sessions consisting of academic, psycho-social, assistive device as well as access-driven support. In addition, 691 walk-in queries were also facilitated.

Career Services

The core functions of Career Services are to provide:

- Career assessments and career counselling to clients (learners, school communities, prospective and enrolled students, companies and graduates). During 2015, 291 career assessments were done.

- Advisory and consulting services, including the Workplace Readiness Programme offered within the Senior Student Experience (SSE) initiative, to assist students in preparing for the workplace and gaining necessary job searching skills. During 2015 a wide range of workshops were offered and approximately 1 838 students attended these. Walk-in advisory services across all campuses, where students have the opportunity to interact with professional staff on a needs basis, as well as appointment-based consulting sessions with Career Consultants, affording students the opportunity to hone their job search skills, have their CVs reviewed and gain assistance in preparation for employment interviews.

- Career Resource Centres (CRCs) on each of the four campuses. During 2015 there were 1 379 visits to the CRCs.

- The Employer Engagement and Recruitment Programme to facilitate the recruitment of UJ students and graduates. Career Services organised four Career Fairs in 2015 across three campuses.

- The YourCareer Job Portal, offering a range of online graduate opportunities to potential employers.

Community Engagement

In addition to providing services to UJ staff and students, PsyCaD is also committed to providing services to the broader community. During 2015 PsyCaD established a

relationship with the GDE, which entails assisting of learners with both psychological assessments and therapy.

PsyCaD continues to offer a wide range of psychological and career services to the students. The 2015 statistics, in general, reflect that clients progressively tend to prefer individual-based interventions to group-based interventions. This places constraints on resources, and alternative ways − such as more online interventions − need to be explored in 2016.

SPECIAL PROJECTS

DHET Teaching Development Grant and the Foundation Grant (2014/2015 cycle)

The University of Johannesburg initiated additional projects with the Department of Higher Education and Training (DHET) to support the academic development of its undergraduate students and academic staff. Academic Development and Support (ADS) administered the grants: the Teaching Development Grant (TDG) of R46 338 000.00 and the Foundation Grant (FG) of R27 899 000.00 for the 2014/2015 cycle, and received clean audits for both grants. No refunds were due to DHET for unspent funds. UJ's commitment to the development of its students and staff is evident in that the University made available additional funds for some of the projects. Specific examples are the iPads UJ purchased for its NSFAS first-year students to ensure that they were able to learn with technology and also the additional budget allocated to Tutors, Senior Tutors and the Assistant Lecturers.

The Teaching Development Grant was awarded to UJ for three years (2014/2015–2016/2017), each cycle running from 1 April to 31 March of the next year, to a total amount of R139 209 million.

The Foundation Grant is awarded to UJ on an annual basis, each cycle running from 1 April to 31 March of the next year. The Foundation Grant for the 2015/2016 cycle was R34 017 million.

ADS is confident that these additional funds contribute to the improved pass rates of its students, the enhancement of teaching and learning practice of its academic staff and contribute to the scholarship of teaching and learning.

National Benchmark Test (NBT)

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. All students are required to write the compulsory Academic and Quantitative Literacy (AQL) test. Only certain programmes require the additional Mathematics (MAT) test. Details of these programmes 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. In the 2014/15 cycle 10 513 UJ applicants wrote the NBT, with 7 608 of these students admitted for study in 2015.

UJ has extended its participation in the HESA NBT project for another three cycles, as well as participation in the UCT Standard Bank NBT Project, a project that will provide an in-depth analysis of the NBT scores per faculty and even departments' students.

The NBT Performance Report for UJ Students (UJ2015) was presented to faculties participating in this first round at a two-day workshop hosted at UJ on 24−25 March 2015.

Benchmark bands per faculty and the representation of AL, QL and MAT subdomains are contained in the Centre for Educational Testing for Access and Placement (CETAP) UJ2015 report. The subdomains report is an extension of the general NBT scores, indicating specific scores in specific skill areas, for example, for AL aspects such as cohesion; communicative function; discourse relations. This additional analysis would assist lecturers to understand their module groups better and to address any specific requirements identified as part of their lectures, thus aiding academic success. 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).

UJenius Club

The UJenius Club, a partnership between the division of Academic Development and Support and the nine faculties within UJ, seeks to encourage undergraduate students, identified as top students in their respective degrees/diplomas, as well as promote further intellectual, social, professional and career development for academically achieving students. The club has been operating as the 'UJenius Club' since 2012. Undergraduate students, who have achieved a year average of 75% in the preceding year with no module below 70%, are nominated for membership of the UJenius Club.

Various events were held for the UJenius members in 2015, including the annual welcome cocktail event with radio host Redi Tlhabi as guest speaker; the Alumni Network event with guest speaker professional explorer, Alex Harris; the Library postgraduate seminar; and the UJenius year-end celebration. In addition, faculties organised their own activities for UJenius members. The following findings have been made, based on the 2015 evaluation of the club:

- UJenius club membership increased to 391 in 2015.

- FEFS has been the Faculty with the most UJenius members since 2013.

- UJenius members are mostly studying to obtain degrees: 260 members enrolled for degrees versus 161 for diplomas.

- 20% of students who were UJenius members in 2014 were also UJenius members in 2015.

Winter School

The University hosted its first 'Enriching Minds: UJ Winter School' on the UJ APK Campus on 6−10 July 2015. Despite fewer than anticipated participants, positive and encouraging feedback was received, with participants certainly emerging from their presentations enthused and enriched.

Presenters were invited from all Faculties, ADS and Advancement, with some external presenters invited as a pilot. The final UJ Winter School Programme consisted of 54 presentations, ranging from one-hour sessions to a full-week workshop (a pilot

programme with the Afrikaans Department) and the incorporation of the Winter School of the Computer Science Academy.

The same booking system was used as for UJ Open Day bookings, with the developer adding a payment component. A mobi site (winterschool.uj.mobi) was established to facilitate access by smartphones.

The Winter School attracted 389 participants, with 294 registered participants attending the general sessions that took place. The three best attended topics were: Managing your money: How to become a millionaire (22 attendees), Gene in a Bottle (21 attendees) and Gratitude makes you great! (18 attendees). The Computer Science Academy attracted 85 Grade 12 learners to their school syllabus related long-standing Winter School offering.

Participants were invited to complete a feedback form after the presentations. Feedback was received from 140 participants. Comments and suggestions for topics will be taken into consideration for the Winter School 2016.

Work Integrated Learning and Service Learning

The UJ Work Integrated Learning (WIL) and Service Learning (SL) Forum meets once per semester. Every faculty is represented on this forum. UJ had 8 342 students in the WIL and SL learning environments in 2015. The various forms of workplace-based learning, of which WIL is an example, are an important aspect of employability and are in support of the country's National Development Plan, the White Paper on Post-School Education and Training, and in 2015 the national draft document on the Policy Framework on Workplace-Based Learning in the Post-School Education and Training sector.

UJ had 2 380 students in 26 modules participating in SL. Placement and preparation for SL is managed by the faculties and all students had been placed. UJ is a participant in the international Enactus programme.

UJ had 5 962 students doing WIL in 38 programmes in 2015. Placement and monitoring of WIL lies with the faculties. Any company contacts identified are shared with the departmental WIL representatives. An important aspect of the preparation for WIL is the partnership with UJ's Career Services team for the job search, CV writing and interview skills workshops. This is also seen as a key aspect of the UJ Senior Student Experience.

OPERATING CONTEXT, GOVERNANCE AND RISK MANAGEMENT

Organogram of Academic Development and Support (ADS)

ADS, under the leadership of the Executive Director, Professor Rory Ryan, consists of three centres: the Academic Development Centre (ADC), the Centre for Academic Technologies (CAT) and the Centre for Psychological Services and Career Development (PsyCaD). The Executive Director is supported by a Senior Researcher and the Senior Manager: Special Projects, and reports to the Deputy Vice-Chancellor: Academic.

Executive Director: Academic Development and Support Prof Rory Ryan	Academic Development and Support Management Committee

| Academic Development Centre Dr André van Zyl • Academic Development Innovation • Professional Academic Staff Development • Access Programme • Foundation Grant • First Year Experience • Senior Student Experience • First Year Experience National Resource Centre	Centre for Academic Technologies Prof Thea de Wet • Teaching with Technology • Learning with Technology • Online Programmes • Software and Learning Management Systems Support • Data Analytics	Centre for Psychological Services & Career Development Prof Alban Burke • Academic Counselling Services • Career Services • Disability Services • Psycho-education and Psychometry Services • Therapeutic Services • Training and Development Services	Special Projects and Research Ms Susanne Taylor • Teaching Development Grant • National Benchmark Test • Service Learning and WIL • Winter and Summer Schools Dr Graham Dampier • Priority Module Interventions • Research

Operating Context

The different centres in ADS all focus on the intellectual and professional development of our students and aim to provide the best possible academic experience for them by maximising the possibilities of success. The **Academic Development Centre** (ADC) focuses its attention on supporting undergraduate student success, creating a welcoming environment for all UJ students, and on professionalising teaching and learning at UJ. ADC consists of three units: ADC Access is provides alternative access and support in the diploma programmes. Academic Development Innovation (ADI) is responsible for learning and literacy development. This includes the four Writing Centres as well as the newly developed University of Johannesburg English Language

Programme (UJELP). Professional Academic Staff Development (PASD) focuses on developing and supporting the professionalisation of teaching and learning at UJ by actively assisting and supporting academics as teachers. ADC also houses the UJ First Year Experience (FYE) and the UJ Senior Student Experience (SSE) offices and as such provides direction and support for these two institutional initiatives. Lastly, the National Resource Centre for the First Year Experience and Students in Transition (SANRC) is also housed in ADC for administrative purposes.

ADC Organogram
December 2015
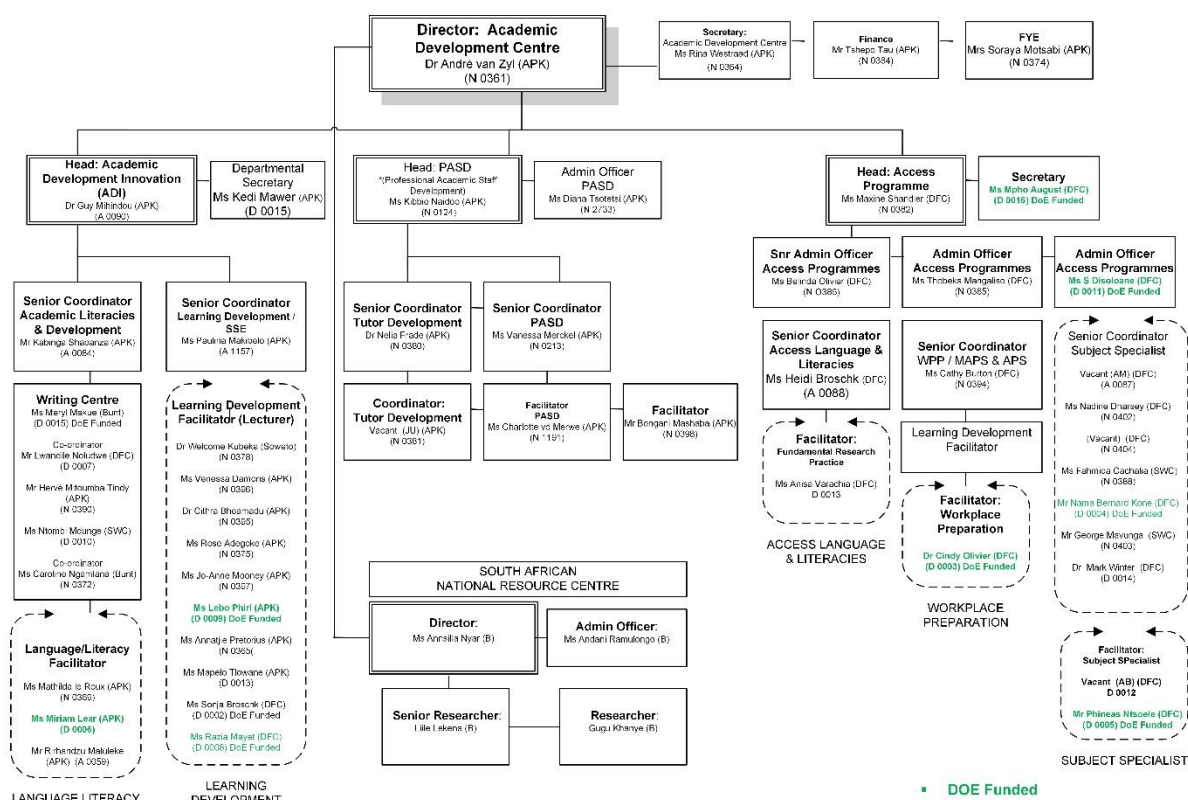
The **Centre for Academic Technologies** (CAT) supports the provision and development of innovative and evolving technologies for teaching and learning in order to foster a 21st century skilled academia through the smart use of academic technologies. CAT's activities include Community Support and Development 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 and develop new teaching-with-technology pedagogy and Technical Support and Development Services that promote the use of mobile cross-platform applets.

CAT Organogram

Acting Director: CAT
Dr W Elston (N2224)

Process Management and Administration	Teaching and Learning Consultancy	Technical Support and Development	Community Support and Development
Ms R Bosman (N2256)	Mr M Rikhotso (N2262)	Ms AM Coetzee (N2265)	Mr B Malapela (N2271)
Ms V Groenewald (N2264)	Dr A Louw (N2703)	Mr WE Geldenhuys (N2268)	Mr L Mamathuntsha (N2270)
Ms F Janse van Vuuren (N2251)	Ms P Motshoane (N2260)	Mr R Loots (N2255)	Mr RH Molepo (N2267)
Ms ML Leeuw (N2263)	Mr S Pachagadu (N2257)	Ms J Mabulele (N0529)	Ms K Steenkamp (N2254)
Vacant (N2252)	Ms ED Pretorius (N2259)	Vacant (N2725)	
	Mr J Goto (N2261)	Mr R Mokwele (N0514)	
		Ms E Mthembu (N2266)	
		Vacant (N2269)	

PsyCaD provides services on all the UJ campuses, across five sites. On the APB, DFC and SWC Campuses services are primarily for students with limited services for external clients. On the APK Campus one site offers services to primarily students, while the other site offers services to primarily external clients.

Given the fact that a wide range of services (therapy, counselling, psychological assessments, disability services, career services, workshops, etc.) are offered across all the sites, PsyCaD is organised according to teams that are arranged around specialist functions.

PsyCaD Organogram
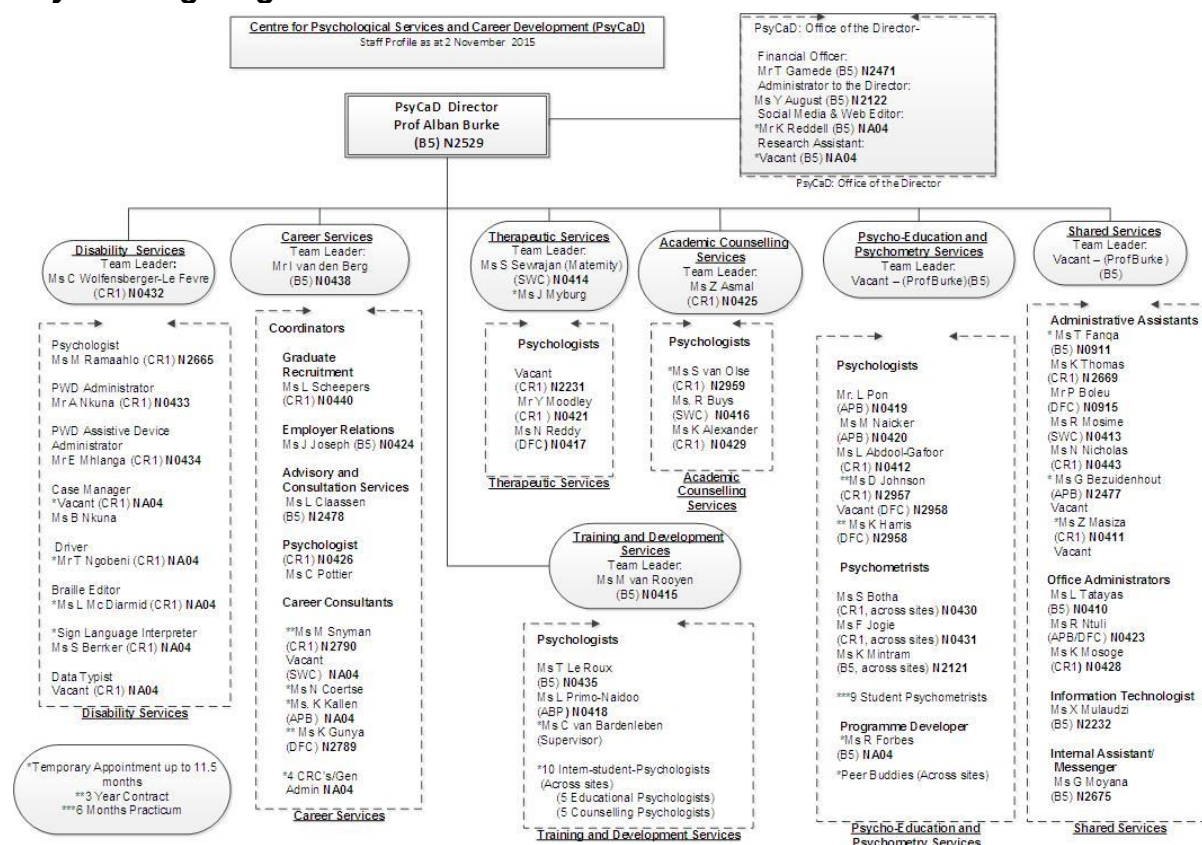
Governance Structures and Quality Management

The Division of Academic Development and Support is centrally served by the ADS Management Committee, comprising the Executive Director and the three Directors, and assisted by the Finance and HR Business Partners. In addition to scheduled quarterly meetings, the Management Committee met more frequently as the need arose. The principal functions of the Management Committee have been to implement the UJ strategy and to coordinate projects across the three centres in ADS.

The **Academic Development Centre** management team consists of the Director of ADC and the various HODs and meets twice a month to discuss all related matters. There is also an active committee and meeting structure within ADC to manage all the centre's activities. The UJ FYE and SSE initiatives are managed via subcommittees of the Senate Teaching and Learning Committee. The FYE and SSE committees meet once a quarter and consist of high-level representatives from all stakeholders (faculty and non-faculty). The UJ FYE has four strategic meetings (as mentioned above) and in addition four operational meetings per year to ensure the implementation of a variety of student success initiatives. The UJ First Year Seminar is jointly managed by the FYE coordinator and the ADS special projects manager and the FYS committee meets on a monthly basis from April each year to plan for the following year. SANRC is managed by its Director who in turn meets with the Director of ADC every second week. SANRC is audited annually and reports to DoHET on all its activities.

ADC is involved in teaching activities through its involvement in the extended programmes at UJ. In all cases where credit-bearing modules are taught, rigorous quality assurance measures are put in place. All UJ policies (on moderation and other quality assurance aspects) are followed and marks are managed via the MAMS system, and approved and released as done in the faculties.

The **CAT** management team consists of the Director and senior staff that meet regularly to discuss operational and strategic issues. Meetings attended by all staff members are held bi-monthly. A consultative committee with members across faculties meets quarterly, prior to the Senate Teaching and Learning Committee meeting. This committee provides advice to the Director of CAT and the ED: ADS on the UJ learning management system, appropriate equipment for classrooms, and all matters regarding teaching and learning with technology − new initiatives and projects, the rollout of online initiatives, and the training of staff and students.

The **PsyCaD** management committee consists of the Director of PsyCaD and the team leaders for Shared Services, Psycho-Education, Therapeutic Services, Training and Development Services, Disability Services, and Career Services. The team leaders take responsibility for the daily management of their team's operations, across all the sites. The problem with this structure is that the team leaders are situated mainly on APK, which means that there is not always sufficient supervision, management or leadership on all the campuses.

The management committee meets on a monthly basis. During these meetings the budget for the month is discussed, and team leaders report back to the director and liaise with each other. The meetings are important as most of the professionals in PsyCaD work cross-functionally which often creates conflict between staff and team leaders.

In addition to the management committee meetings, the following meetings occur on a regular basis:

- Team meetings, where team leaders meet with their teams once a month.
- Professional meetings where the director meets with the professional staff (Psychologists and Psychometrists) once per term.
- Site meetings, where all the staff (administrative and professional) on a particular site meet on a regular basis to discuss operational issues.

In order to standardise the functions across sites and teams, PsyCaD has generated a number of Standard Operating Procedures and Forms. All new temporary and permanent staff (administrative and professional) are trained to follow these procedures, and these forms and procedures are updated every 18 months. These procedures are essential in order to ensure that all functions, operations and client management complies with HPCSA regulations.

Academic Development and Support Risk Register

ADC is on the frontline of addressing the issue identified in the risk register as "Under-preparedness of first-time entrants". This includes having built up a comprehensive database including a variety of perspectives on new entrants through a number of research projects as well as targeted and coordinated interventions. All of the work done in ADC is aimed at improving student success and this is based on the student profile that has been built up over the past decade. By knowing and understanding the incoming students better, we are able to customise and focus the efforts of ADC where they are most needed and where they can have the greatest effect. This includes the nationally leading UJ FYE and SSE initiatives as well as the Excellence Programme. The ADC Access department also provides alternative access to underprepared students in very effective ways that are nationally recognised. The FYE and SSE committees play crucial roles in discussing these matters at a level in the organisation that facilitates impactful action. UJ is the leading institution nationally in terms of working effectively with underprepared students.

Based on current legislation, the support of people with disabilities should remain a prioritised university commitment. To achieve this, there are some identified areas of development and growth, which PsyCaD wishes to focus on going forward. With regards to risk mitigation, the following points apply:
- Universal design in curriculum – the premise of this inclusive education model supports the notion that adaptations in the built environment, curriculum and/or classroom should not only be reserved for students with disabilities, but that these adaptations would benefit all students. This model will be investigated more in the teaching and learning arena going forward.

- Enhanced accessibility – the support of persons with disabilities extends beyond ensuring access to infrastructure. It comprises a strategic commitment that encompasses teaching and learning and so ensuring that all students, regardless of disability can access the same services as their peers.

- It is PsyCaD's goal to be able to provide equitable support to all categories of disability. To date, support for deaf students has been limited. The University flagged this as a factor for reputational risk based on discriminatory practices. Therefore support to deaf students/staff members remains a priority and there is a plan to phase in the required support.

- 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 about the definition of disability and thereby increasing the number of employees with disabilities. To this end, dedicated, streamlined and specialised support of these employees would also be implemented.

- Engaging with various divisions/departments and collaborating 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.

- With the advent of information and communications technology, new opportunities for assisting students with disabilities can be achieved through the optimal use of assistive technology (AT). However, this also calls for stakeholders to start to critically interrogate learning and teaching methodologies. This could include flexible classroom materials, varying the delivery of information and/or adapting assessment methodologies.

Downtime of Blackboard (the learning management system) is a risk. 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. The move, in 2013, of Blackboard into a "hosted environment" has led to minimal downtime.

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 was therefore planned as a high-level strategic objective for CAT in 2015. The benefits of this move would include new hardware (financed by ICS), and ensuring that the servers are subject to ICS backup policies.

CAT follows international best practice regarding future development and maintenance of all systems within the CAT domain to ensure that unidentified future risks are eliminated.

STRATEGIC FOCUS AND TARGETS

Academic Development Centre

The ADC strategic document 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: ADC's vision is to be an internationally recognised centre, rooted in Africa, leading academic access, development and success. Its mission is to focus its communities on developing innovative, dynamic and scholarly teaching and learning in a diverse higher education context.

The strategic goals of ADC are to:
- promote practices that facilitate and enhance epistemological access;
- promote excellence in teaching and learning at UJ;
- maximise innovation that contributes to improved practice in academic access, development and success;
- cultivate and maintain a culture that recognises and addresses the multi-faceted needs of our communities;
- initiate new and foster current working relationships aimed at achieving our broad goals;
- contribute to academic development theory and practice through scholarly research.

ADC Contributions towards the UJ Strategic Goals

ADC works towards contributing to all the UJ strategic goals by aligning the ADC strategic document to that of UJ. ADC specifically contributes to the meeting of UJ's Strategic Objective 2 (Excellence in Teaching and Learning), as this relates directly to our core business. Contributions to specific subgoals are explained in the following section. During 2015 ADC supported the drive towards "recruiting outstanding students" by actively participating in and presenting at all the open days, and specifically interacting with the Orange Carpet students when invited to do so. In conjunction with the UJ International Office, we also played a very active supporting role in the "recruitment and success of international students" through the University of Johannesburg English Language Programme (UJELP). Through UJELP ADC provided an in-house testing facility allowing faculties to make informed decisions about accepting students from non-English speaking countries. UJELP also provided a six-level developmental course aligned with the Common European Framework and which is aimed at assisting international students, who have already been accepted at UJ, to improve their language proficiency while studying for their main qualification. It is also envisioned that UJELP will be rolled out as a Short Learning Programme (SLP) during 2016, which will allow non-registered international students to enrol for a nine-month language development course that will assist them in preparing for tertiary studies. In the past these students were referred to other service providers, which meant that they were often lost to UJ. By putting the UJELP SLP in place a direct pipeline of international students into UJ is created.

ADC has also been instrumental in "supporting the improvement of undergraduate success rates" at UJ through its various initiatives and programmes. During 2016 particular attention will be paid to the dropout rate by way of targeted interventions

such as the Intensive Revision programme. The UJ First Year Experience programme particularly contributes to the integration, positive experiences and success of first-year students. The UJ Senior Student Experience Initiative coordinates UJ efforts aimed at preparing students for postgraduate studies and the world of work. In addition, PASD works closely with the UJ Chair of Teaching and Learning to foreground teaching and learning through the Scholarship of Teaching and Learning (SoTL). Existing efforts include the workshop series which culminated in the SoTL conference held in December 2015. Another important contribution entailed completing all the groundwork during 2015 for launching the Postgraduate Diploma in Higher Education (PGDipHE) that will enrol its first students in 2016.

PASD also completely outperformed the institutional targets for "module and teaching evaluations", reaching a total of 922 (the 2015 goal was 650) during 2015. These evaluation processes will be further strengthened through the automated electronic system, which is being developed in-house and which will be launched during 2016.

In terms of Strategic Objective 3 (Heightening UJ's International profile), the main contribution made by ADC was the establishment of the South African National Resource Centre for the First Year Experience and Students in Transition (SANRC) on the Auckland Park Bunting Road Campus. The SANRC is only the second such national centre in the world and it has gathered international attention with enquiries about the centre from the United Kingdom, Saudi Arabia and Canada during 2015. The SANRC also signed a three-year partnership agreement with the National Resource Centre for the FYE in the United States. The Director of the SANRC, Ms Annsilla Nyar, as well as the Director of ADC, Dr André van Zyl, were invited to present at the *National Conference on the First Year Experience* in America during 2015.

Strategic Objective 4 relates to "creating a student-friendly learning and living space". Through the nationally leading UJ FYE initiative an extremely student-friendly environment has been created for the very diverse first-year student population at UJ. The results from the Undergraduate Student Experience Survey (UGES) conducted by the Division for Institutional Planning, Evaluation and Monitoring (DIPEM) during 2015 showed that first-year students were in fact having a more positive experience than any of the other year groups (although they all reported having an extremely positive experience). ADC will aim through all of its efforts and specifically through the FYE and SSE initiatives to continue this growth. ADC is also contributing to the goal of increasing the number of students involved in voluntary service by working with the Faculty of Management to conceptualise and train their volunteer mentors for 2016.

The following section will show the contributions of the various ADC departments towards the University's strategic goals.

ADC Access

The Academic Development Centre: Access manages the initial year(s) 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 that promote student confidence and integration: public lectures, a student conference, a students' sports day, a prize-giving function, and a highly functional student mentor, academic advisor and class representative system. The success of this methodology is dependent on strong collaborative relationships with academic staff from the faculties in which the various programmes are located. During 2015 ADC Access played an active role in the re-curriculation of the FEBE extended National Diplomas into extended Bachelors of Engineering Technology and the Bachelor of Construction, and ensuring that these are aligned with the mainstream programmes.

Historical data have shown that Extended Diploma students often outperform their mainstream counterparts. In the report by DIPEM on undergraduate success rates from 2009 until 2015 the success rate for 2015 for undergraduate students was 84.5%. On the other hand, the success rate in the extended diploma offerings increased to 86.1% in 2015.
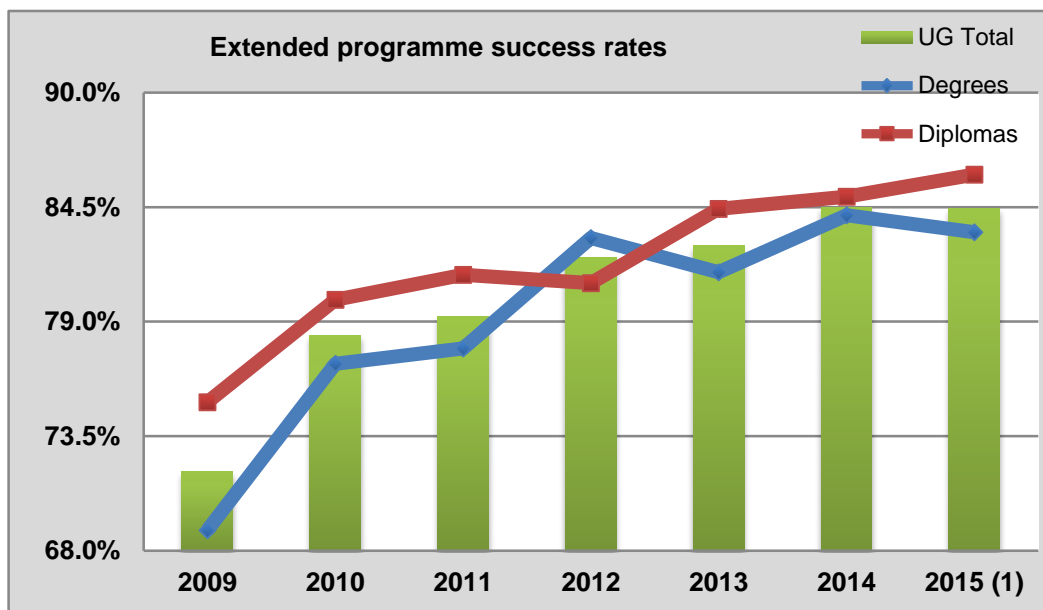
In addition, the report highlights the fact that the success rates of the foundation modules in the diploma offerings are at their highest level (86.1%) measured across the last seven years up to 2015.

Success rates of Foundation modules
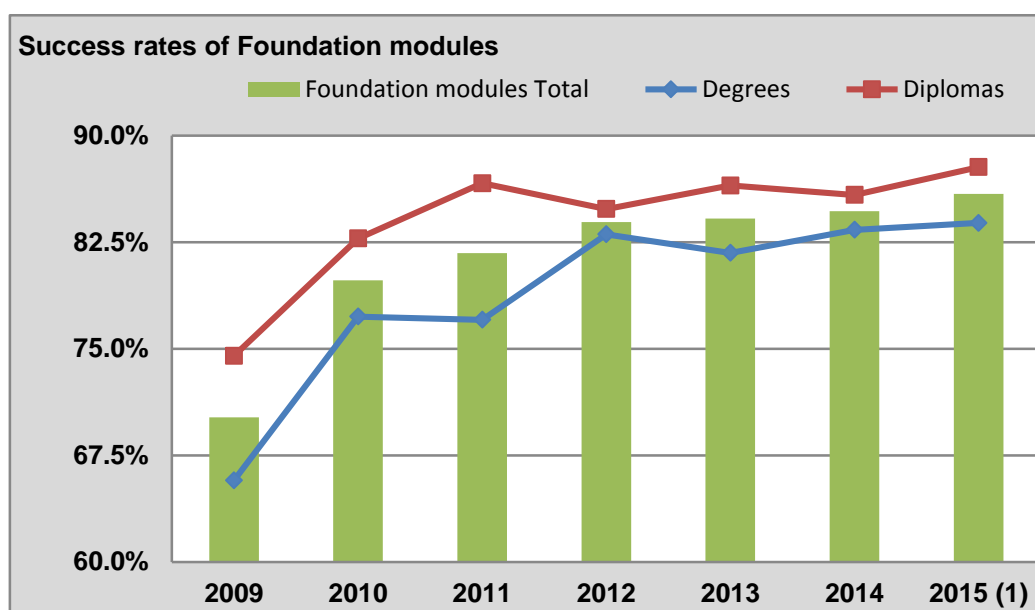
The following tables indicate the 2014 and 2015 student success rates in the Extended Diplomas and are followed by a brief trend analysis:

Faculty of Engineering and the Built Environment

Programme Name	Registrations 2014	Module Success Rate 2014	Registrations 2015	Module Success Rate 2015
N Dip: Building (Ext)	36	92%	48	82%
N Dip: Engineering Metallurgy (Ext)	44	94%	29	93%
N Dip: Engineering Mechanical (Ext)	46	99%	43	83%
N Dip: Engineering Industrial (Ext)	70	96%	79	94%
N Dip: Civil Engineering (Ext)	34	93%	35	85%
N Dip: Electrical Engineering (Ext)	51	91%	63	95%
N Dip: Operations Management (Ext)	39	97%	56	93%
N Dip: Management Services (Ext)	50	85%	56	85%

Faculty of Humanities

Programme Name	Registrations 2014	Module Success Rate 2014	Registrations 2015	Module Success Rate 2015
N Dip: Public Relations (Ext)	37	86%	47	94%

Faculty of Management

Programme Name	Registrations 2014	Module Success Rate 2014	Registrations 2015	Module Success Rate 2015
N Dip: Human Resource Management (Ext)	59	87%	66	86%
N Dip: Management (Ext)	43	78%	32	87%
N Dip: Small Business Management (Ext)	47	73%	40	75%
N Dip: Logistics (Ext)	39	86%	57	95%
N Dip: Transportation (Ext)	32	87%	41	92%

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 four 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 2014 to 2015. The average success rate in the eight extended programme groups was 89%. In the Faculty of Humanities the success rates in the Public Relations extended diplomas have increased by 8% to 94%. In the Faculty of Management the 2015 success rates of four of the extended diplomas increased substantially from 2014. It is also important to note that all but one of the 15 diploma groups have success rates above the Department of Education prescribed success rate of 80%.

Academic Development and Innovation

Academic Development and Innovation (ADI) offers a variety of high quality learning and literacy development opportunities to all UJ undergraduate students. ADI has specifically chosen to channel its efforts though the two main vehicles of the First Year Experience (FYE) and the Senior Student Experience (SSE) to ensure more coherent and coordinated efforts.

Academic Development and Innovation offers both learning development modules as well as literacy development modules which mostly form part of the extended degree programmes at UJ. The Mastering of Academic and Professional Skills (MAPS) course is customised and presented in the Faculty of Economic and Financial Sciences and the Faculty of Humanities and involved 578 students in the various programmes during 2015. ADI also provided "Language for …" courses in the Faculties of Science, Economic and Financial Sciences, and Law and these courses involved 1 467 students from both extended programmes and mainstream modules. In most instances the modules are year-long courses structured around a series of themes which the Faculties have identified as relevant to their students in extended curricula and in mainstream.

In all of the MAPS modules, the student performance during 2015 continued to be very good. In the Faculty of Economic and Financial Sciences (APS3000 and APS0X00), 93% and 96% success rates were achieved respectively. In the Faculty of Humanities (UNIPEXT) the success rate increased by 5% from 2014 with a rate of 87% being achieved during 2015. In the "Language for …" courses the students also performed very well, but these courses were found to be slightly more difficult. In the English for Law (EFL) course the success rate was 81% while in the Language and Skills for Science (LSS) course students achieved a 79% success rate. In the Language for the Economic Sciences students performed even better with a success rate of 92.8% in LES0X00 and 97% in LES3000.

ADI also delivered a variety of student learning development and literacies development services. In line with the concerted efforts to provide equitable services on all four campuses, focussed work from ADI staff ensured that Soweto and DFC Campuses experienced significant growth in terms of the number of integrated workshops facilitated. On DFC the number of students involved in integrated workshops more than tripled from 1 966 in 2014 to 4 658 in 2015 and on the Soweto Campus attendees of similar workshops more than doubled from 900 in 2014 to 1 966 in 2015.

In the past the focus was on providing open workshops which were generic in nature and open to any student who wished to attend. These workshops are increasingly being replaced with faculty-specific integrated workshops which are developed with inputs from ADI staff and Faculty representatives. Because students interact with actual academic material, these workshops are integrated into the student academic experience. This refocus of the ADI work has led to institutional participation in integrated workshops going up from 5 578 students in 2014 to 8 188 in 2015. In addition 132 newly developed integrated academic literacies workshops were also conducted involving 2 450 students, mainly on DFC. These workshops covered topics such as academic writing and referencing, assignment writing (Writing in the Disciplines), critical thinking, feedback and discussion, introduction to academic literacies, multi-layered question strategy, report writing skills, technical assignment preparation, and the writing process. Another 928 students, who could not be assisted using the available online resources or attending workshops, were seen in individual consultations across the four campuses.

ADC also actively contributes to the UJ First Year Seminar (FYS) which is a compulsory orientation programme for all new first-year students. Academic

Development and Innovation contributed to the FYS by facilitating sessions on transition to university, time management, academic networking, and an introduction to the services offered by ADC. A total of 45 sessions were conducted across the four campuses involving 4 557 newly entering first-year students.

The following contributions were made by the different divisions within ADI:

- **The Writing Centres**
  The unit has four writing centres, one on each campus to assist undergraduate and postgraduate students. The writing and literacies offerings aim to assist both undergraduate and postgraduate students with their academic literacies/writing needs. These ADI services are underpinned by several academic literacy theories (Russel, Lea, Parker, Street & Donahue, 2009; Lea & Street, 2006), as well as writing as a social practice and as a process (Kane, 2012).

  ADI writing centres offers one-on-one and group writing consultations, online consultations, and academic literacies workshops. During 2015 a total of 3 916 consultations were offered to 6 101 students.

Campus	Number of consultations					
	2014			2015		
	UG	PG	TOTAL	UG	PG	TOTAL
APK	2 107	472	2 579	1 150	383	1 533
APB	708	166	874	610	193	803
DFC	659	190	849	652	188	840
SWC	598	16	614	627	113	740
TOTAL	**4 072**	**844**	**4 916**	**3 039**	**877**	**3 916**

Campus	Number of students seen					
	2014			2015		
	UG	PG	TOTAL	UG	PG	TOTAL
APK	2 562	472	3 034	1 732	319	2 051
APB	1 310	199	1 509	1 142	210	1 352
DFC	981	204	1 185	1 256	206	1 522
SWC	884	27	911	1 123	113	1 236
TOTAL	**5 515**	**943**	**6 639**	**5 253**	**848**	**6 101**

  The decline in the numbers of consultations and students seen was mainly due to the fact that four less writing consultants were available in 2015 than in 2014. This had the greatest impact on the numbers at the APK writing centre, and there were actually increases in the numbers at both the DFC and the SWC writing centres. The risks created by this reduced number of consultants were largely mitigated by ensuring that more group consultations took place and by the end of the year the UJ writing centres had seen 6 101 students during the year. Another persistent problem was that students made bookings and then did not arrive or arrived the day before their submission date. During 2016 both of these issues will be addressed by more effective communication with the students and by more effective administrative processes in the writing centres.

- **UJ English Language Programme (UJELP)**
  The University of Johannesburg has a clear strategy to improve its international profile and participation, driven mainly by the Office for Internationalisation and the Faculties. As a result, UJ has an increasing number of students from across the globe. Many of these students are not English first language speakers and did not complete their previous level of study in English.

  This often results in language creating a barrier that prevents them from successfully registering for the qualifications of their choice. In the past, students who did not meet the language requirements for direct entry into a higher education qualification had to be directed to other institutions to improve their English skills. This meant these students left UJ to study somewhere else and the quality of the developmental interventions they were exposed to, was outside UJ's control.

  As a result the University of Johannesburg English Language Programme (UJELP) was created. The purpose of this programme is to facilitate the acquisition and reinforcement of international students' reading, writing, speaking, and listening skills for both communicative and academic purposes. UJELP comprises a 12-week introductory programme to English as the language of learning, as well as a six-level course which stretches over nine months.

  During 2015 UJELP was piloted with the relatively small numbers of international students taking part in the first placement tests as well as first classes offered at UJ. In 2016 UJELP will also be registered as a UJ Short Learning Programme (SLP) to enable non-registered foreigners to access the programme. A research project to investigate the efficacy of UJELP will also be initiated to ensure that a research base for UJELP is created.

- **UNECA/IDEP Communication Short Course for Professionals**
  The Business Communication and Writings for Intergovernmental Professionals (BCWIP) course 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 establishing UJ as a partner for UNECA. As part of a collaboration with the Office for Internationalisation, which started in 2013, ADI facilitated a written and verbal business communication module for delegates from UNECA, consisting mostly of senior executives stationed in African states such as Senegal, Cameroon, Tunisia, Tanzania and Ethiopia. The course commenced on 12 January 2015 and lasted for six days. The training was very well received and UNECA proposed to continue with a similar training in 2016.

- **Writing in the Disciplines: Collaboration between ADC and George Washington University (USA)**
  UJ and the George Washington University held a joint seminar and three-day workshop on Writing in the Disciplines (WiD) on 1−5 June 2015. This was made possible by Academic Development Innovation collaborating with the Professional and Academic Staff Development unit (PASD).

The full-day seminar and three-day workshops, which were held on the APB and APK Campuses, were intended to promote scholarly conversations on the academic writing development theories and practices aiming to integrate writing development into disciplines across the University. In attendance were academics from various faculties and departments and other universities within Gauteng. Participants discussed the goals of student writing in response to the demands of scientific writing within the context of higher education.

The speakers at the two events were Prof Rachel Riedner and Prof Liz Brenner, both from George Washington University, and Zach Simpson from UJ. It was agreed that various models of Writing in the Disciplines prevail in various departments at UJ.

- **Other activities**
  ADI is involved in a variety of ways in the different aspects of the UJ community and during 2015 this also included offering a language and communication short course to delegates from the UJ Protection Services. The aim of the training was to provide a professional development support opportunity and focused on written communication, report writing and presentation. ADI also assisted the UJ partner institution at the University of Mpumalanga, Siyabuswa Campus, with assistance with setting up the academic development centre, including a writing centre.

Professional Academic Staff Development (PASD)

Excellence in teaching and learning is one of UJ's strategic thrusts and a prerequisite for student success. PASD offers opportunities for academic staff and tutors to enhance the quality of teaching and learning. It does this by providing staff, who are discipline experts and novice facilitators of learning, with access to theory related to teaching and learning, and also to the skills and attitudes necessary for quality teaching. Development opportunities are provided in the following areas:
- Professional development of new and inexperienced academic staff
- Development of assistant lecturers as teachers in higher education
- Ongoing professional development at faculty and departmental levels
- Individual mentoring
- Portfolio development for reflective practice, teaching awards and promotion
- Scholarship of teaching and learning
- Workshops for new heads of departments
- Tutor development
- Teaching, module and peer evaluation (TE, ME and PE)

The sections that follow outline the highlights in PASD for 2015.

- **Professional Development Workshops and Seminars for Academic Staff**

  PASD hosted and facilitated a number of workshops and seminars for academic staff members in 2015.

Workshop/seminar	Number of staff members
Planning Your Module	12

Academic Preparation for New Staff	39
Academic Preparation for New Staff	26
Academic Preparation for New Staff	25
Assessment and Feedback STH	8
Teaching and Learning Workshop (FADA Collaboration)	16
Deepening Student Engagement	11
Assessment and Feedback	7
Personal Philosophy and Teaching Portfolio	9
Teaching Portfolio for Promotion − APK	29
Teaching Portfolio for Promotion − DFC	17
Providing Constructive Feedback on Learning – Radiography	10
Performance Criteria (Teaching and Learning)	4
Assessment and Feedback − Engineering	17
Assessment and Feedback − Politics	7
Philosophy and Portfolio Development	7
Constructive feedback on learning MIRS	10
Writing In Disciplines Seminar (ADI Collaboration)	36
Academic Preparation for New Staff	29
Academic Preparation for New Staff	25
Academic Preparation for New Staff	21
Portfolio Development	54
VC Award	8
21st Century Teaching and Learning for Health Professional Seminar	21
Teaching Philosophy	5
Assessment Workshop for New Staff	4
1st Year Lecturer workshop − Management	10
Humanities Seminar: Integrating Tutorials in the Curriculum	27
Scholarship of Teaching and Learning	22
Introduction to SoTL Commercial Accounting	38
Improving Teaching through Research	28
Portfolio Development and SoTL Humanities	9
TOTAL	**591**

Academics who attended these workshops responded very positive and of the workshop evaluations received, 97% rated the workshops very useful or useful.

One of the most successful, long-standing and well attended programmes offered is the Academic Preparation Programme (APP) for new staff. The three-day workshop covers a range of topics relating to teaching, learning and research, such as: curriculum alignment, an introduction to UJ's teaching philosophy, assessment for learning, and developing research capacity. This programme provides a holistic orientation to the academic's roles and responsibilities in the specific UJ context. APP is offered twice a year (January and July 2015).

In 2015 PASD adopted the strategy of partnering with Faculty teaching and learning committees to develop workshops that directly address their teaching and learning challenges. Two such workshops were considered highlights. Most notably was the *Teaching in the 21st century* presented by Prof Lionel Green-Thompson, Deputy Dean of Teaching and Learning at WITS. This workshop provided really useful ways of thinking about teaching and learning in the health sciences. The other highlight was the *Integrating tutorials into the Humanities curriculum* seminar, facilitated by Drs Catherine Botha and Jenni Underhill. Both facilitators emphasised the importance of integrating tutorials into the curriculum, planning for tutorials and working in collaboration with tutors.

- **Tutor Development**
  Teaching and Learning at UJ is guided by the Teaching and Learning Policy which states that meaningful learning opportunities need to be created for students. Tutoring, which is a specialised activity within academic staff development, is one way in which this can be achieved. Tutor training has been designed to help tutors create learning environments which encourage student participation. In 2015, the numbers of academic staff, senior tutors and tutors mentored increased from previous years (see tables below). The model of using experienced tutors to conduct and co-train new tutors, was initiated. A comprehensive senior tutor training programme has been developed in line with UJ criteria. This programme encompasses training and check-in which is designed to help senior tutors manage, guide and mentor tutors.

Tutors and Senior Tutors trained per Faculty 2015

Faculty	Tutors	Senior Tutors
Law	47	3
Management	131	5
FEFS	199	13
Science	175	14
FADA	20	9
Humanities	212	1
Health Sciences	30	1
Education	112	12
FEBE	26	
Library	13	
TOTAL	**965**	**58**

Tutor Attendance for Check-in Sessions on APB, APK, DFC and SWC

Tutor Attendance in 2015	
APB	148
APK	879
DFC	72
SWC	217
TOTAL	**1 316**

A number of specialised departmental workshops were conducted with the aim of developing effective tutor practice within the disciplinary context. This in combination with staff development workshops and consultations ensured that teaching and learning in tutorials was seen as an integral part of learning within the discipline.

Staff Workshops and Individual Consultations 2015

Faculty	Number of Staff Members
Law	9
Management	15
FEFS	2
Science	12
Humanities	36
Health Sciences	3
FADA	2
FEBE	1
Education	2
Academic Prep	45
TOTAL	**127**

During 2015 Dr Nelia Frade has completed a pilot version of an international study on the experiences of peer leaders in collaboration with the South African National Resource Centre (SANRC) and the National Resource Centre for the First Year Experience and Students in Transition from the USA. The study was conducted in six English speaking countries (USA, UK, Canada, Australia, New Zealand and South Africa) during 2014 and 2015. Dr Frade was responsible for standardising the International Survey of Peer Leaders (ISPL) for South Africa and recruited six South African institutions of higher education to partake in this research project: UJ, UKZN, CUT, UFS, US and NMMU. The research report can be found on the SANRC website and provides clear evidence for the important role that peer leaders play in South African institutions of higher education.

- **Portfolio Development for Promotion**
  Staff are encouraged to begin developing their teaching portfolios for development purposes as soon as they begin teaching at university. However, many staff only become aware of the value of a portfolio when they need to apply for promotion.

PASD have responded to this need by facilitating a number of workshops and by mentoring staff on the development of portfolios for promotion. The effectiveness of these workshops is evident in the quality of portfolios that are evaluated by the Teaching Portfolio Assessment Committee.

A challenge is that some staff tend to approach PASD at the last minute, which impacts on the quality of what comments and guidance can be provided in a short period of time. This can result in less reflective and well thought through artefacts.

- **Postgraduate Diploma in Higher Education (PGDipHE)**
  In 2015 progress was made in the development of the PGDipHE. The qualification was approved by the Department of Higher Education and the Higher Education Quality Committee during 2015. PASD in collaboration with the Faculty of Education and Centre for Academic Technologies (CAT) will offer the PGDipHE to university lecturers and aspiring lecturers (who are currently involved in facilitating learning in higher education) from March 2016. The programme is co-ordinated by the Head of PASD and the Chair of Teaching and Learning. Teaching teams for each module comprise staff from PASD, CAT and the Faculty of Education.

- **Teaching and Module Evaluations**
  As with 2014, 2015 has seen a further increase in the number of teaching and module evaluations (TE and ME) conducted. The current practice of paper-based TEs and MEs is time consuming. As a result, in 2015 PASD in collaboration with CAT piloted the online teaching evaluation system. More than 150 academic staff, mostly from FEBE, participated in the pilot by completing their evaluation online. The pilot revealed a few problems that will be addressed in the first semester of 2016 − with a view to roll out the online evaluation system in the second semester of 2016.

Faculty	Evaluation Type	1st Sem	2nd Sem	Totals	Faculty Totals
Art, Design & Architecture	Teaching Evaluations	6	27	33	
	Module Evaluations	4	25	29	62
ADC	Teaching Evaluations	2	2	4	4
FEFS	Teaching Evaluations	46	47	93	
	Module Evaluations	8	7	15	108
FEBE	Teaching Evaluations	47	36	83	
	Module Evaluations	20	27	47	130
Education	Teaching Evaluations	4	12	16	
	Module Evaluations	2	4	6	22
Humanities	Teaching Evaluations	54	59	113	
	Module Evaluations	15	12	27	140

|					
Health Sciences	Teaching Evaluations	21	40	61	
	Module Evaluations	11	12	23	84
Law	Teaching Evaluations	10	24	34	
	Module Evaluations	6	21	27	61
Management	Teaching Evaluations	46	70	116	
	Module Evaluations	15	13	28	144
Sciences	Teaching Evaluations	58	48	106	
	Module Evaluations	33	30	63	169
2015 Teaching and Module Evaluations		**408**	**516**	**924**	**924**
Year-end Totals					
Module Evaluations				**265**	
Teaching Evaluations				**659**	**924**

- **Presentations and Recognition of PASD Staff**

  PASD staff gave presentations at a variety of forums outside UJ during 2015. Kibbie Naidoo's paper *Theorising professional development* was presented at the Professional Development Colloquium in Stellenbosch in May, and at the SoTL conference in October she presented *SoTL @ UJ: Academics' conception of socially just pedagogies.* Dr Nelia Frade presented at HELTASA during November – *Through the eyes of peer leaders*; and at the NMMU Supplemental Instruction Conference during October a paper called: *A glimpse at the status of academic peer leadership at six South African Institutions of Higher Education.* Vanessa Merckel was invited to speak at the MIRS Alumni function on 1 October 2015. She presented a paper, *Supporting Academic staff development and Transformation*, at TAU Fellowship during July. Vanessa also presented a paper at the SoTL conference: *To pimp a butterfly: reflections on teaching social justice through music*; and lastly she presented a paper at the Professional Development Colloquium: *Academic Development that fosters transformation: Exploring thoughts on troubling dialogues and Love as acts of transformation.* Charlotte van der Merwe presented her paper, *Learning Conversations*, at the annual SAERA Conference in November 2015 and Bongani Mashaba presented a paper at the SoTL conference: *Epistemological Access – 'knowing what' or 'knowing how' and the role of SoTL.*

The UJ First Year Experience (FYE)

The FYE office under Ms Soraya Motsabi continued its good work by maintaining all existing initiatives and working towards deepening the institutionalisation of the UJ FYE. The FYE initiative continued its data informed approach during 2015. The Student Profile Questionnaire (SPQ) was conducted upon arrival and aimed to give a picture of the newly entering student cohort. During 2015 the SPQ was completed by

2 926 first-year students. The data were compiled into UJ and Faculty reports and disseminated. Some interesting findings are shown in the following graphs.

First Generation Status
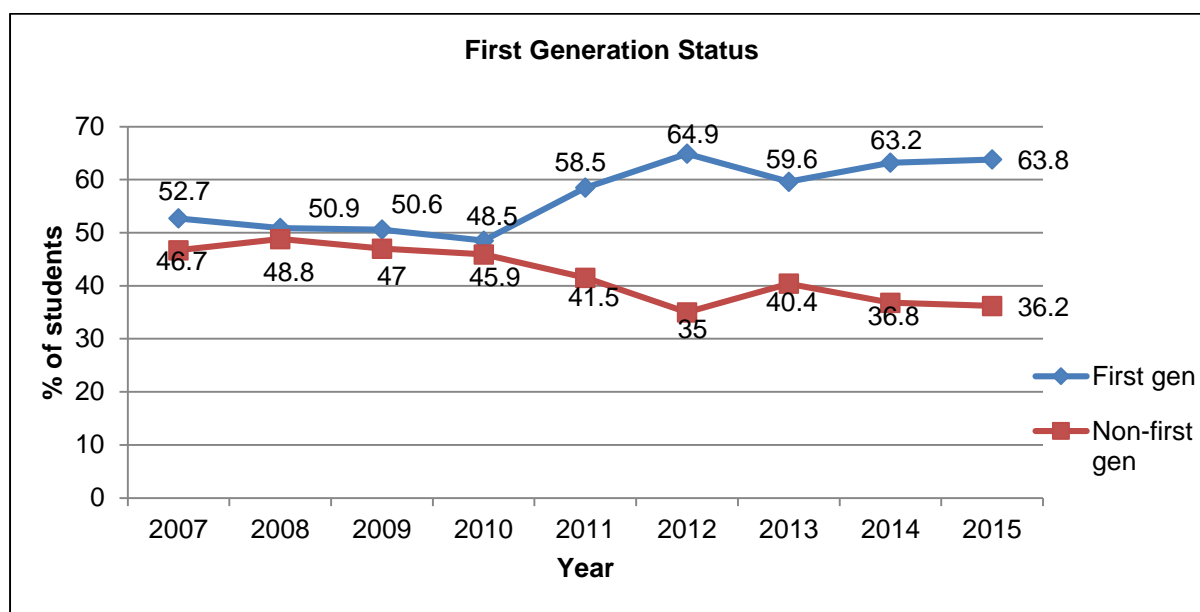
The graph above indicates that the proportion of first-generation students among UJ first-years has steadily increased. A further analysis indicated that 45.8% of the newly entering students are the very first in their families to come to university. This has implications for the expectations and preparedness of both the students and the University.

One of the more recent points of investigation has been the type of literacy background of the newly arriving UJ students. For about the last decade approximately 60% of UJ students have reported that English is not their first language. Since 2013 further enquiries have been made about their literacy background. The table below shows, for example, the number of books students reported having read during the past year.

Number of books read	2013	2014	2015
None	15.8	12	12.3
Fewer than 5	46.9	46.2	46.7
Fewer than 10	21.8	26.1	25.2
More than 10	15.5	15.6	15.8

- **Initial Student Experience Survey**

The second research project that was undertaken is the Initial Student Experience Survey (ISES) which is completed during the 6th week of class. During 2015 a total of 3 365 students completed the ISES. The graph below shows important information referring to the students' concerns as they begin their first year at our institution. These concerns pertain to finances, food, accommodation and transport.

Student Concerns
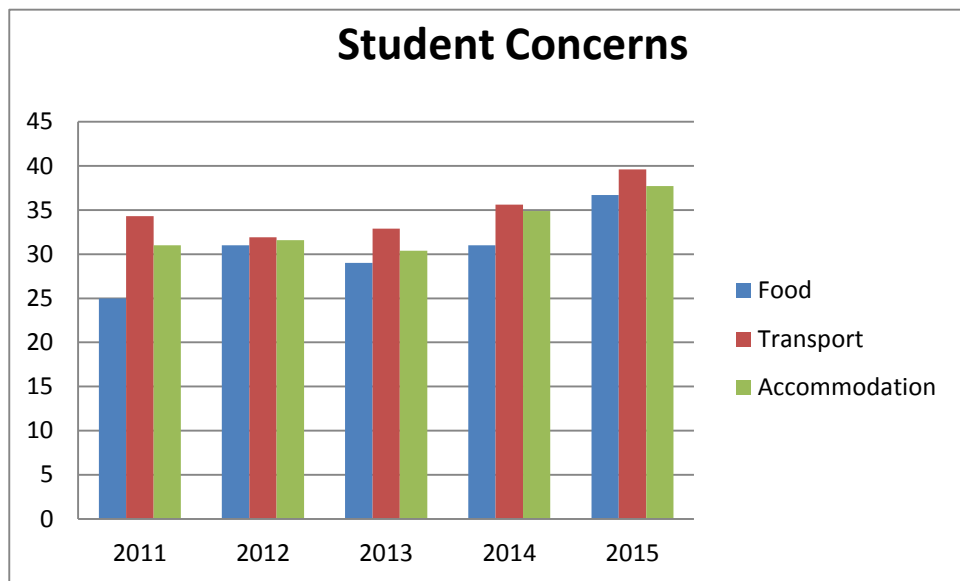
As can be seen above, there seems to be a trend that indicates an increase of the financial need and lack of food, transport and accommodation among UJ first-year students. This also indicates that the University is drawing students who have done well at school, but are needy.

- **The First Year Experience as a Year-long Programme**
  During 2015 the FYE initiatives created a seamless first-year experience for our students throughout the whole year, as illustrated by the activities below.

  ➢ **Recruitment stage**
  The first-year experience begins with the first contact prospective students have with UJ during the recruitment stage. In order to reach these students, an online orientation programme was developed which focuses on the needs of students who still want to apply and know more about the University. The programme consists of four online modules which inform students about Johannesburg as a city and UJ as an institution. These modules, together with eight first-year focused modules, are made available via the mobi site www.findyourway. uj.mobi.

  ➢ **First Year Seminar (FYS)**
  The UJ FYE coordinator was the co-organiser of the very successful 2015 First Year Seminar, presented on 19−30 January to all new students as part of their orientation. All faculties and departments participated in the programme.

  ➢ **The Excellence Programme**
  The Excellence Programme is a new initiative which strengthens the extended orientation programme. This initiative allows faculties to design strategies that would help their first-year students to gain the skills that are necessary in the first year, such as reading skills, time management skills and study skills. The Faculties of Law and Science introduced skills courses for their first-year students while workshops and interventions were conducted in all the other Faculties according to their needs.

- ➢ **Other initiatives**
  - o Guidelines for compulsory class attendance were formulated and circulated for discussion. In support of this initiative, a blog was written about the importance of regular class attendance.
  - o *Taking the step up* presentations were made to various first-year groups.
  - o FYE collaborated with UJ Student Affairs to ensure that material problems faced by UJ students are addressed more effectively. This included the provision of two cooked meals a day to approximately 3 000 students; the distribution of dehydrated meal packs to hungry students as well as a system of referring needy students to Social Workers employed by Student Affairs.
  - o A social media presence for the UJ FYE has been introduced to reach the students; this is done through a Facebook page, a UJFYE Twitter handle and a first-year experience@UJ blog.
  - o There were a number of workshops and presentations for the Resident Academic Advisors (RAA), the House Committees (HC), the mentors and tutors.

Senior Student Experience (SSE)

As the University of Johannesburg continues with its quest of finding innovative solutions to the issues confronting students, it initiated the UJ Senior Student Experience − a first such initiative at a South African university − aimed at understanding and supporting students in their undergraduate studies, excluding the first year. This initiative is aimed at improving their experiences and preparing them more effectively for postgraduate studies or the world of work.

Some of the main highlights of the year were the inputs from international experts in the UJ SSE process. On 18 May 2015 the SSE office hosted a seminar facilitated by Drs Jennifer Keup and Dallin Young from the National Resource Centre for the First Year Experience and Students in Transition (University of South Carolina). The seminar was attended by UJ's SSE committee members and interested staff members from ADS. The purpose of the seminar was to benchmark and learn best SSE practices from the US colleagues since very little has been done in the field.

- • **Establishment of the SSE Committee**
  During 2014, shortly after the Senior Student Experience (SSE) initiative proposal was approved by the Senate Teaching and Learning Committee, the UJ SSE committee was established, which was expected to meet four times a year. The committee is expected to continue to strengthen already existing initiatives, to find practical ways in which we can move the initiative forward as well as to grow and develop new interventions. During 2015 three committee meetings were conducted (in the first, third and fourth term) where issues relating to the planning and implementation of the UJ SSE and its various initiatives were discussed. The Faculty representatives on the UJ SSE committee are also the conduits for the SSE into the various Faculties and the SSE coordinator worked closely with them in this regard.

- • **Promotion of SSE within Faculties, Departments and Nationally**
  Since its inception the SSE office has utilised UJ forums to make the UJ community aware of this new initiative at the University. For this purpose, the SSE coordinator developed an SSE introductory PowerPoint presentation which

included the SSE principles and the initial focus areas as outlined in the positioning documents. The presentation was shared with different internal and external stakeholders, such as the different faculties, support divisions, departments that deal with student issues, the SETAs, Swimming S.A., MNET, the National First Aid as well as other institutions of higher learning in South Africa. The purpose of these interactions was to increase awareness about the SSE initiative within the UJ community and nationally, to showcase what UJ SSE is doing for the students as well as to form new links and opportunities that can benefit the UJ students at undergraduate level.

- **SSE Priorities for 2015−2016**
  As a way of building momentum during 2015 the UJ SSE identified four priorities from the initial focus areas: strengthening senior student academic success; preparing students for effective postgraduate studies; preparing students for the world of work and developing graduate attributes; and student wellness in the senior years.

  - **Initiatives to strengthen academic success**
    As a way of strengthening students' academic success faculties collaborated with different support divisions to ensure that students succeed. One strategy that the faculties have adopted is the use of senior students as senior tutors, tutors, and mentors to improve academic success.

    Another strategy which is being used is the monitoring and referrals of F7-students. Students whose appeals are successful, are referred to PsyCaD if their poor performance was as a result of personal problems. Alternatively, they are referred to the Academic Development Centre for reading and study skills workshops. Faculties have also developed strategies and have collaborated with the UJ Writing Centre to assist students with individualised support on the completion of any writing tasks required as part of their curriculum, including writing of research reports.

    Faculty representatives in collaboration with the UJ SSE coordinator also developed faculty-specific SSE plans for 2016. These plans will guide the implementation efforts during 2016.

  - **Initiatives for preparing students for effective postgraduate studies**
    Faculties traditionally used a variety of methods to prepare their students for postgraduate studies. During 2015 the SSE coordinator worked closely with the Postgraduate Centre to work out a variety of different ways through which senior undergraduate students could be better prepared for postgraduate studies. One important initiative is the use of undergraduate research and related presentations. UJ SSE encourages and supports instances of undergraduate research as preparation for postgraduate studies.

  - **Initiatives for preparing students for the world of work and developing graduate attributes**
    Career Services, located in PsyCaD, worked closely with the SSE office in this regard. Career Services uses a variety of means, including connecting students and employees during the annual career fair. Other initiatives in the unit include engaging faculties to deliver workshops to develop skills, such as CV writing, interview skills, job search strategies, presentation skills, entrepreneurship,

employee etiquette, development of confidence, successfully enter and progress in the workplace, development of career maturity, and adaptability. The aim of these workshops is to maximise the senior students' career-related experiences with the aim of creating a smooth transition between university and the world of work. UJ also offers programmes that complement students' learning through structured real-life experiential learning known as Work Integrated Learning (WIL).

> **Initiatives to address barriers to persistence as well as students' wellness in senior year**
> The undergraduate students' survey indicated that the lack of food, financial needs, transport and accommodation were still a challenge among UJ students. There are a lot of efforts within the institution by faculties, divisions and departments to address the issue of food provision and financial assistance. The 555 campaign and the intercampus services are some of the initiatives that assist students. The Centre for Psychological Services and the Campus Health Services continue to make a difference in addressing personal and emotional challenges faced by our students.

The South African National Resource Centre for the First Year Experience and Students in Transition (SANRC)

SANRC is an independent centre based at the University of Johannesburg. It was established with a teaching development grant (TDG) from the Department of Higher Education and Training (DHET). The Centre aims to deepen and strengthen scholarship as well as resource production and dissemination among South Africa's universities with regard to first-year transitions and success.

SANRC was set up to address the need of South Africa's higher education sector to respond to the problem of student transitions and success. The key mandate of SANRC is to serve students and all education professionals by supporting and advancing student learning and transitions into and through higher education. It uses an intentional and structured approach to student success through a range of scholarly activities, such as convening of conferences, workshops, and online learning opportunities; and producing and publishing a range of research- and practice-based resources in a variety of formats, including a peer-reviewed online journal. Research is an important part of the work of SANRC as they use research and data to help inform strategies for student success.

As a dedicated national resource centre, SANRC seeks to bring different universities together into a national space and help promote coherence and collaboration among a group of diverse institutions with regard to the matter of student transitions and success. SANRC pursues collaboration with South African universities, with particular focus on historically disadvantaged universities, as well as various sectors in the educational arena. SANRC is an affiliate to the National Resource Centre for the First Year Experience and Students in Transition (NRC), a centre based at the University of South Carolina in the United States, and continues to operate in partnership with the NRC. SANRC believes that partnership and collaboration will ultimately enhance the success of all efforts to support student transitions and success.

A three-year work plan for SANRC has been created and contains three catalytic priorities: setting a scholarly agenda for South Africa's FYE knowledge community; providing resources for South Africa's FYE knowledge community; and creating and developing South Africa's FYE knowledge community through collaboration and networking.

- **SANRC FYE Conference 2015**
  SANRC began operating formally in March 2015. The immediate priority of the newly established Centre was the preparation for the convening of the annual SANRC FYE Conference 2015. It forms a key part of the programme of professional development and continuing education events hosted each year by the Centre. The specific target audience of the SANRC FYE Conference is academics, practitioners, experts and educational professionals from all universities in South Africa, who are involved in student transitions, student success and academic development.

  The inaugural SANRC FYE Conference took place on 19−21 May 2015 at the Indaba Hotel in Johannesburg. As it was the very first conference of SANRC, it was broadly themed as *The First Year Experience in South Africa and Globally* and the following subthemes were identified: Before the First Year; Existing First Year Initiatives; Understanding first-year student transitions; Understanding first-year students and their experiences; First-year innovations; First-year students: connecting local and global perspectives; and General first-year and transition issues.

  The SANRC FYE Conference 2015 attracted a large audience of FYE academics, practitioners and educational professionals from different universities in South Africa. There were approximately 165 delegates at the Conference. SANRC received unprecedented media coverage during the SANRC FYE Conference 2015 in both electronic and print media.

- **SANRC Guest-edited FYE Edition of *Journal of Student Affairs in Africa (JSAA)***
  In June 2015 SANRC was invited to guest-edit a special FYE-themed edition of the online journal, *Journal of Student Affairs in Africa (JSAA)*. *JSAA* is an independent, peer-reviewed open access journal which publishes scholarly material and reflective articles about the theory and practice of student affairs in Africa. It is published on a bi-annual basis by African Minds Publishers in collaboration with the University of Western Cape Library e-Publications. The *JSAA* is not yet SAPSE accredited. It will be seeking SAPSE accreditation at the end of December 2015. Some of the *JSAA* articles for this edition include:

  ➢ Keup, J. *An examination of the experiences and outcomes of peer leadership as an emerging high-impact practice.*
  ➢ Garraway, J. & Jaffer, F. *Understanding gaps between student and staff perceptions of university study in South Africa.*
  ➢ Van Zyl, A. *The contours of inequality: a description of the links between socio-economic status (SES) and other variables at a South African university.*
  ➢ Jacobs, M. & Pretorius, E. *First Year Seminar intervention: enhancing first-year mathematics performance at the University of Johannesburg.*
  ➢ George-Young, D. *The case for an integrated approach to transition programmes.*

➢ McKay, T. *Do tutors matter? Assessing the impact of tutors on the academic performance of first-year students.*

The *JSAA* Interviews and Dialogue section features interviews with two distinguished FYE scholars. The first is Prof Brenda Leibowitz, Chair of the Teaching and Learning Department at the University of Johannesburg. The second is Prof John Gardner, founding director and Senior Fellow with the National Resource Centre (NRC) based at the University of South Carolina in the United States.

- **SANRC International Survey of Peer Leaders (ISPL) Survey Report for South Africa**
SANRC, in collaboration with the unit for Tutor Development: Academic Development Centre at the University of Johannesburg and the National Resource Centre (NRC), based at the University of South Carolina in the United States, has conducted a pilot survey of peer leadership at six of South Africa's universities. The participating universities were: University of KwaZulu Natal (UKZN), Stellenbosch University (SU), University of Johannesburg (UJ), University of Free State (UFS), Central University of Technology (CUT) and Nelson Mandela Metropolitan University (NMMU).

This survey was based on the International Survey of Peer Leaders (ISPL) undertaken by the NRC. The report of this pilot survey will be circulated on SANRC's website (http://www.sanrc.co.za) and formally disseminated at an SANRC workshop event in 2016.

- **SANRC FYE Workshop at the University of Zululand (UniZulu), 22−23 September 2015**
SANRC recently facilitated an FYE workshop at the University of Zululand in KwaZulu-Natal in order to introduce UniZulu staff to basic FYE principles and practice as well as to help the institution think about implementing an FYE programme. The workshop was facilitated by Dr André van Zyl, Director of the Academic Development Centre (ADC) at University of Johannesburg and Ms Annsilla Nyar, Director of SANRC.

The FYE workshop at UniZulu was well attended and received a positive response from all workshop attendees. SANRC will present UniZulu with a written report of the workshop proceedings, including recommendations for a way forward for the proposed FYE initiative at UniZulu. SANRC will also be engaging with UniZulu in order to provide the institution with the necessary support and capacity building required to develop and build the FYE at UniZulu.

- **SANRC Participation in Inter-University Orientation Workshop in the Greater Gauteng Region**
SANRC is working closely with Academic Development and Support: Special Projects at University of Johannesburg with regard to the Inter-University Orientation Workshop in the Greater Gauteng Region. The institutions identified as being part of the Greater Gauteng Region are: University of Johannesburg (UJ), University of the Witwatersrand (Wits), University of Pretoria (UP), Vaal University of Technology (VUT), and University of Venda (UniVen). This workshop is intended to increase best practice in the matter of orientation among universities

on a national basis. SANRC will be assisting the inter-university workshop in order to expand university participation and make this initiative a truly national initiative. The SANRC FYE Conference 2016 will be used as an important space to promote national best practice in the matter of orientation for first-year students.

- **SANRC FYE Brainstorm: An Inventory of FYE Initiatives in South Africa**
  On 11 November 2015 the SANRC hosted the inaugural SANRC FYE Brainstorm. The SANRC FYE Brainstorm is intended to form a regular gathering of key FYE stakeholders for different scholarly purposes. Given that there is a knowledge gap about FYE at South Africa's universities, the specific purpose of this SANRC FYE Brainstorm is to help SANRC engage in a process of collaborative thinking and strategising toward an inventory of FYE activities and programmes at South Africa's universities. This inventory is ultimately intended to form a SANRC publication upon which South Africa's FYE knowledge community can draw in order to strengthen its overall approach to FYE.

- **Establishment of the SANRC**
  Since its inception in March 2015 SANRC has been hard at work in establishing a space for the new Centre. It is now fully staffed and operating from its office space at the Auckland Park Bunting Road (APB) Campus of UJ.

  In establishing itself, SANRC has reached out to South Africa's universities in different ways as well as other global FYE centres such as the Canadian Centre for the First Year Experience and Students in Transition. SANRC continues to work in partnership with NRC. SANRC will be hosting the SANRC FYE Brainstorm meeting on 11 November 2015, which will be attended by NRC.

SANRC has a variety of exciting initiatives planned for 2016 which includes the second annual conference, the FYE Brains Trust initiative and a partnership with the DStv channel Mind-set Learn.

Centre for Academic Technologies (CAT)

The strategic goals of CAT are to:
- develop processes to support the UJ community in the creative use of teaching and learning technologies;
- foster the sharing of ideas and supporting researchers through appropriate interactions;
- develop expertise in the use of design-based educational research;
- 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.

CAT Contributions towards the UJ Strategic Goals

CAT contributes to the meeting of UJ's Strategic Objective 2 (Excellence in Teaching and Learning), by striving to provide an excellent service to staff and students. CAT presents computer and tablet literacy workshops in the form of scheduled sessions on all four campuses. Senior students and staff members in need of such training are

encouraged to attend. The CAT helpdesk provide a variety of services to staff and students. Instructional designers train and support individual lecturers as well as groups in the design of blended learning programmes. CAT's seminar series and workshops provide quality input for staff about current and future practices of teaching and learning with technologies.

CAT also contributes towards Strategic Objective 3 (International Profile for Global Excellence and Stature), by actively participating in a national and international network of peers; presenting papers at national and international conferences; and continually seeking new and innovative ways of supporting staff and students by seeking advice and by comparing practices with peer institutions.

Finally, CAT also contributes to achieving UJ's Strategic Objective 6 (Fitness for Global Excellence and Stature), through linkages and teamwork with other divisions and faculties in UJ and with other peer institutions nationally and internationally.

In the following section contributions of CAT towards the University's strategic goals are highlighted in detail.

Community Support and Development Services

A number of core initiatives were undertaken to support the introduction of tablet use for teaching and learning. These include workshops, and the development of an online self-help manual as well as a PowerPoint presentation to help students to use a tablet for learning. CAT created a process where all staff and student queries are managed by the helpdesk. During 2015 the helpdesk staff, and the Teaching and Learning Consultants solved over 3 000 queries. The majority of the queries were students' requests for support with access to Blackboard modules. An osTicket system is used to keep record of the number of queries. 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. Together with ADC, community modules to develop international non-English students' English reading, writing, listening and speaking skills were designed, developed and deployed − within faculty-specific contexts and across the six levels of competence.

- **CAT Student Training and Helpdesk Activities**

  - **Computer and tablet literacy workshops**
    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. Sessions were presented on APB, DFC and SWC during test period on the first two Monday mornings of the term, and the remainder of the first-term workshops were presented on the APK Campus to students from all four campuses (see table below).

    The aim of the computer literacy workshop was to provide students with a basic understanding of computers to enable them to use and work in Blackboard (UJ's learning management system). It focused on performing basic operations on a computer (mouse and keyboard skills, navigation on the desktop, opening programmes and files); MS Word, Excel and PowerPoint (start, open, save and

print) and accessing the Internet and navigating to Blackboard via uLink. In the tablet literacy workshops, students were shown how to get started on their tablets in order to access uLink and Blackboard, and how to use the basic functionalities which would have been performed on a computer.

In addition to the workshops, one-on-one sessions were offered to students with disabilities, referred to CAT via PsyCaD.

Computer and Tablet Literacy Workshops presented by CAT First Term: 3 February − 16 March 2015					
Campus	APK	APB	DFC	SWC	Total
Number of computer literacy sessions	33	-	-	-	33
Number of tablet literacy sessions	31	-	-	-	31
Number of combined computer and tablet literacy sessions		2	2	2	6
Number of one-on-on combined computer and tablet literacy sessions for students with disabilities	7	-	-	-	7
Total number of sessions presented					**77**
Number of students trained in basic computer usage	89	-	-	-	89
Number of students trained in basic tablet usage	115	-	-	-	115
Number of students trained in combined session for computer and tablet usage	-	25	23	15	63
Number of students with disabilities trained in one-on-on combined computer and tablet literacy sessions	7	-	-	-	7
Total number of students trained					**274**

➢ CAT helpdesk activities in 2015

The helpdesk support staff deal with queries on a daily basis in the form of email, telephone and walk-in queries at the helpdesk offices in the reception area of D Ring 3, APK. The uHelp email address is linked to the osTicket system. When an email is received, it is logged through the system as a ticket, dealt with and a reply is sent to the relevant student or staff member. The helpdesk support mainly deals with queries regarding missing modules on the learning management system (Blackboard), due to late registration; not registered at all; or modules in need of activation.

Regular queries relating to matters outside CAT, e.g. the UJ Enrolment Centre, exam and class timetables, plagiarism programs and other academic issues, are received by the CAT helpdesk staff, who then refer the person to the relevant UJ centres and departments. The CAT helpdesk staff members also contribute to ensure quality service, by identifying spam emails coming through the system and reporting it to ICS, who then blocks these emails.

In collaboration with the other ADS centres, CAT developed and designed 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. The messages are regularly updated.

- **ADS Websites**
  CAT has provided coordination and support for three ADS websites (Academic Development Centre, Centre for Academic Technologies, PsyCaD) which form part of the UJ website, since 2009. The purpose of coordinating the sites has been to provide a unified ADS image, coordination of content, and support and encouragement for ADS webmasters to keep websites up to date as far as possible, in line with UJ policy, corporate image and marketing directives, as well as those of ADS management and staff. CAT's specific role managing ADS websites has been as webmaster of the ADS main website, the CAT website and the other ADS websites: FYE, FYS, UJenius Club, Senior Student Experience, and VC Awards for Teaching and Learning.

  CAT staff also train and support ADS webmasters in the use of the SharePoint system; host regular meetings with ADS webmasters and the UJ web team to coordinate activities, content and appearance of sites; provide support in keeping sites current and in line with UJ and ADS policy, directives and marketing needs; and assist webmasters to keep abreast of important changes in the UJ web environment.

- **FYE and SSE**
  CAT participates in the ADS First Year Experience (FYE) and Senior Student Experience (SSE) initiatives and contributes where applicable. Franci Janse van Vuuren is a committee member of both these committees and attended the quarterly 2015 meetings of each of these committees, following up on and giving feedback on matters related to CAT. An online community for the FYE has been developed in UJ's learning management system (Blackboard) by CAT, giving all UJ staff members and lecturers involved in first-year matters, access to the support resources and information offered by the different ADS centres. This online community has now been opened up to all staff members using Blackboard, and both first-year and senior student development and support resources can now be shared with a larger community in the best interest of our students.

Teaching and Learning Professional Development

Staff training sessions do not focus on mere technical training, but focus more on professional development that builds technology competency into development opportunities. CAT designed, developed and deployed a professional development module to assist academic staff with the integration of tablet use in their classroom teaching, as well as a professional development module for academic staff on custom-made assessments.

The e-learning progress at UJ made it necessary to development a paper-to-online workshop which was in the developmental stage by the end of 2015. A total of 675 academic staff members attended staff development workshops in 2015 − one-on-one or in groups. More than 90 academic staff attended the quarterly CAT Technology-in-Teaching seminars.

- **CAT Seminars**
  In 2015 CAT continued providing a platform for the sharing of expert ideas about teaching and learning with the UJ community by means of a series of quarterly seminars. The purpose was to share best practices, establish a culture of

collaboration, create professional awareness and foster reflective practitioners. Naiefa Rashied and Ling Ting, lecturers in the Department of Economics and Econometrics at UJ presented a seminar on *Technology integration by two Tech Newbies* in April; Hellen Ochuot, a master's student from the Department of Education and Curriculum Studies in the Faculty of Education spoke on *Read, Think, Write: Teaching with blogs* in June; Zafeer Nagdee and Husain Coovadia, both qualified Chartered Accountants and senior lecturers in the Faculty of Economic and Financial Sciences, presented a seminar with the title *e-NACT: Enabling New Age Classroom Technology* in July; and finally Amanda Mphahlele, who lectures in the Department of Business Management in the Faculty of Management, discussed *Plagiarism: Is Turnitin conceptualised as a policing mechanism or a pedagogic tool?*

Technical Support and Development

Over the past few years the development of online modules, including the use of mobile technologies by staff and students, is highlighted as a major trend in higher education. uLink became the primary student and staff portal and increased its functionality to provide students with a means to register for email and set up their login credentials. Similar to 2014, uLink delivered over five million page requests per day, while uConnect provided mobile access to all the registration processes.

During 2015, 2 765 modules were registered in Blackboard, 404 more than 2014 (a 17% increase). Small improvements were made to version 3 of UJ's app, uGo in 2015. uGo integrates student applications, admissions, First Year Seminar, surveys and registration and was used for the 2015 registration sessions. A streamlined version of uGo (Version 4) will be developed in 2016, incorporating a number of new features.

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. An instrument to assess the use of technology in the classroom was also developed and deployed.

CAT Special Projects

CAT staff were involved in various projects during 2015. One of the important projects was iPads for NSFAS first-year students. CAT developed processes with Student Finance and NSFAS staff to distribute 2 572 of a possible 2 600 Apple iPad mini 1s to NSFAS students during the first term. Other projects for 2015 were:

- **CAT Lab: Supporting Innovation for Teaching and Learning**
  The importance of blended learning has become a strong reality in teaching and learning in higher education and thus production of good quality online artefacts is a priority at UJ. In 2015, Dr Wilma Elston visited a number of European universities with innovative teaching and learning "laboratories" and "incubators" with the view of developing a CAT Lab at UJ. The aim of the CAT Lab is to develop one-on-one collaborative teaching media artefacts that will be used university-wide as RULOs. Investigation into, planning and construction of the world class high-tech production laboratory is underway. The UJ Teaching and Learning Laboratory will be housed in the B5 Building and will be fully functional by mid-2016.

With the help from competent, knowledgeable staff and utilising the newest technology, lecturing staff will be enabled to design and develop quality materials for delivery into their online modules. The technology on offer in the Lab will include a commercial standard camera; a sound desk for voice recordings with audio feeds and filters for clear voice quality; green screen technology that allows for any required background integration; and a teleprompter for smooth, professional delivery of voice recordings. All this will be backed by editing software that delivers and maintains high aspect ratio and produces a supreme professional product.

- **Student Electronic Device Survey 2015**
  CAT conducted an online survey of UJ students' use of electronic devices. Over 7 200 responses were received.

  Key findings included that 78% of students thought their device is instrumental during lectures and its use is key in their learning journey at UJ (93% of students). The vast majority of students (75%) did use a device daily. Their preferred devices were laptops, desktops in labs, tablets and smartphones. Almost 19% of students indicated that they make use of the student computer labs on campus which implies that the labs are still important for learning purposes. Parents finance the majority of the devices students use. A high percentages (71%) of students utilise UJ facilities (in the library and/or in open computer labs) to access the Internet for study purposes. Fifty-five percent of students used UJ Wi-Fi, emphasising the growing need for access to the Internet through Wi-Fi. Of the 25% of students that access uLink, 14% are making use of Blackboard. Only about 7% of students indicated that they use their devices mainly for social purposes.

- **Staff Electronic Device Survey 2015**
  An online survey was conducted to determine the use of handheld devices by academic staff in classrooms and the availability of electronic study guides.

  In 2014 it became a requirement for all first-year students to have a handheld device. In 2015 we evaluated academic staff's use of tablets for teaching and learning for first-year students, as well as for second-year students. All first- and second-year module coordinators were asked to complete the online survey. Of those, 514 (49%) from 1 045 modules completed the survey.

  The use of technology and devices for information and communication is high. For announcements on Blackboard, the use is 90%, for reporting assessment results the use is 70%, and for general communication (email, calendar and SMS) the use is 73%. Some growth areas include online class registers, Blackboard quizzes, class surveys (32%), group assignments (24%), and electronic learning guides (73%).

  Faculty-specific staff responses indicated that in 2015, the Faculties of Art, Design and Architecture, Health Sciences and Engineering were the top three faculties that use technology in the classroom. In the "application of technology" category technology was mainly used for information distribution and communication. A similar trend was found for the "integration" and "creation" categories. Across all faculties there was a clear trend that the use of technology was favoured for information dissemination, communication, and administration.

The table below displays responses to questions in five different domains from the 2014 and 2015 surveys:

Administration		2014	2015
Application	Taking register (uLink's registration tool, Blackboard quiz or class survey)	17%	32%
Integration	Using the Blackboard grade centre	28%	33%
	Student e-submissions	27%	28%
	Evaluation of Blackboard user reports	13%	16%
Creation	Online interactive marking	15%	14%
	Assessing students who might be at risk	14%	20%
	Peer online assessment	4%	4%
Information		**2104**	**2015**
Application	Announcements (Blackboard, uLink, SMS, email)	81%	90%
	Reporting test/assignment results	60%	70%
	Distribution of e-rubrics for assessment	27%	27%
	E-learning guides	60%	73%
	E-textbooks		20%
	Storage of other information (other Cloud services)		24%
Integration	Display of web content during class	49%	41%
	Student use of uJoogle/Google to find information	40%	30%
	Discussion forum	18%	15%
Creation	Use of Blackboard electronic rubric for assessment	8%	10%
	Use of Twitter feed in class	4%	2%
	Exploring institution research databases during class	14%	11%
	Using research software during class	10%	7%
Communication		2014	2015
Application	Use of email, calendar and SMS	73%	73%
	Use of social media (Facebook, Twitter, WhatsApp)		19%
Integration	Social networking	22%	12%
	Group discussions	17%	16%
Creation	Online tutorial facilitation	18%	13%
	Group assessments by students	9%	10%
Collaboration		2014	2015
Integration	Group assignments	8%	24%
	Team teaching	17%	9%

		2014	2015
	Online discussions	**11%**	**8%**
Creation	Team teaching	**7%**	**6%**
	Intra-institutional interactions	**1%**	**2%**
	Peer reviews	**4%**	**4%**
	Group projects	**20%**	**16%**
Transformation		**2014**	**2015**
Creation	Re-representation of concepts	**13%**	**11%**
	Authentic tasks and assessment	**17%**	**18%**
	E-productions of relevant learning artefacts	**5%**	**4%**

An online study guide survey was also conducted to find out how many lecturers made study guides available in an electronic form. From 2016 all staff is required to make an electronic copy of their study guides available to students. To determine the level of compliance in 2015 a survey was sent to all academic staff at UJ who were asked to report on the availability of their study guides to students. The response showed a high availability of online access to study guides, with the main repository being Blackboard at 82%. Staff also indicated the use of other online platforms with a high number of those indicating that they emailed the study guides to their students, followed by the use of Google Drive or other Cloud software. The faculties who rated highest in already complying with this requirement were FADA, Health Sciences and Management.

Complete List of CAT Projects in 2015

NAME OF PROJECT	PROJECT AIM/DESCRIPTION
Logistical support for the device-in-the-classroom project, including distribution of tablets	The aim was to develop a procedural documentation for the distribution of tablets for first-years at UJ. A document was developed describing the procedure of tablet distribution to NSFAS students indicating the role of all stakeholders.
Development of the CAT Lab	To establish a design and development hub for academic staff for assisting in the creation of online materials in the CAT Lab by refurbishing and re-equipping the existing facilities. Plans were drawn up and approved. High-tech equipment was purchased.
Information sheets for staff on how to use Blackboard	Techno Tips − To develop online PDF info sheets on relevant topics for staff that use Blackboard. These are stored on uLink for future reference.
Technology quarterly news publication	The compilation of a quarterly publication to supply staff with up-to-date information on new developments, interesting e-books, useful open educational resources, open software and apps for use in the classroom.
Training on the use of devices in the classroom for academics and tutors	The expansion of the existing workshop material from basic introduction to an intermediate and advanced workshop for tablets/device users in the lecture room. This includes tutor training.
Creation of a link/item for the library	The creation of a link on uLink for the library to load their workshop schedules where students/tutors may book sessions under Modules and Communities. This was set up and a library staff member was trained in the uploading of information onto the template and the administration of booking lists from uLink.

E-textbooks and Gradnet	Monitoring of and reporting on rollout in Law and Education in 2015. Developing and implementing a strategy for continued roll-out, both horizontally – to first-year modules in other faculties and to second- and third-years in as many faculties as possible in future. Developing a strategy which could be applied successfully across all UJ faculties. This will provide more accessible and interactive learning environments and opportunities for students at UJ. To enable a streamlined and managed process a document was compiled to outline the procedure to procure and arrange for e-textbooks that will be used on Gradnet by staff and students in future.
iTunes U, creation of iBooks and Apple training workshops	Intention was to request workshops on Apple devices and all tools available from CORE. Many workshops were attended in 2014, but the need still exits to continue. Discussion with CORE resulted in them taking over all training pertaining to Apple products and software for staff.
PERLS (Programmed English Reading Language System)	Deployment of and reporting on the use of PERLS, an online software package to improve reading skills. The project consists of two phases: (1) implementation of the program – being available/accessible to all relevant UJ users and (2) developing or deploying of a system/program to enable the generation of reports/statistics on the use of the software package. This was handed over to Graham Dampier and ADC at the onset of 2015.
Survey tool – Evaluation of tablet use in the classroom	Two separate surveys were conducted on the use and evaluation of devices in the classroom by students and academic staff.
Electronic teaching module evaluations online via uLink	Easy, simplified and accessible access for evaluation of teaching and module content for both promotion and personal purposes by lecturers. Perform teaching and module evaluations online via uLink.
Online/blended modules – design, development and deployment	Planning and development of processes and procedures regarding online/blended modules to be made available to faculties and serve as a framework to be introduced in a workshop format 'Paper-to-online'. This workshop will promote and demonstrate the different methods of getting information into an online format which will enhance blended learning. All to go hand-in-hand with the planned CAT Lab.
ADS reception screens	Process doc for updates or campaign runs. Put process in place to deal with the development, quality approval and placement of new material on the ADS screens on all the campuses – ongoing.
Up2U at UJ	Planned and hosted one of the annual events at UJ in May. This is a bi-annual HE collaboration meeting with stakeholders of at least 11 other universities involved in teaching and technology.
CISI Exams	Writing of CISI Exams as requirement for degree/diploma program using Blackboard. All arrangements were made for CISI students to take the electronic assessment.
Community Engagement – UJ application using tablets	The assistance of learners from Soweto schools to apply at UJ online, using tablets at the schools. CAT staff visited selected schools to assist learners with the set-up of the tablets and then apply at UJ for 2016.
Community Engagement – Computer Skills Training (students)	Empowerment of learners with basic computer literacy skills at selected colleges. CAT staff presented hands-on workshops on the use of Word, Excel, PowerPoint, email and the Internet in general.
Community Engagement – Computer Skills Training (teachers)	Empowering teachers with basic computer literacy skills at selected schools. CAT staff presented hands-on workshops on the use of Word, Excel, PowerPoint, email and the Internet in general. This assisted teachers in their development and promoted UJ in general in the community.
Community Engagement – Computer Skills Training (UJ staff)	Empowerment of UJ gardeners and maintenance staff with basic computer literacy skills. CAT staff presented hands-on workshops on the use of Word, Excel, PowerPoint, email and the Internet in general.

Centre for Psychological Services & Career Development (PsyCaD)

PsyCaD is committed to aligning its functions and operations to that of ADS and UJ. The strategic objectives of UJ that may be relevant for PsyCaD, as well as the alignment of PsyCaD strategic objectives with those of UJ, are summarised below.

The strategic goals of PsyCaD are to:
- assist students, departments and faculties to achieve excellent student success rates, improved retention and increased graduate output;
- achieve excellence and stature;
- give support throughout the student life cycle;
- provide a package of career and programme guidance to learners at school level;
- develop dynamic brand and marketing strategies;
- align all elements and environments (internal and external);
- attract and retain illustrious staff
- promote a welcoming and caring environment, manifested in well-kept buildings and facilities

PsyCaD Contributions towards the UJ Strategic Goals

PsyCaD specifically contributes to the meeting of UJ's Strategic Objective 2 (Excellence in Teaching and Learning) by: devising strategies for early identification of students that may experience academic difficulties in collaboration with faculties and residences; investigating diagnostic assessments for learning and studying difficulties; designing self-help interventions for exam skills; assisting students with barriers to learning (e.g. learning disorders, ADHD, psychological/psychiatric problems) designing online intervention programs; offering therapeutic interventions assisting students with psycho-emotional barriers to academic performance; designing the FYE and FYS programs that prepare first-year students for the challenges of university; and modifying behaviour according to the (changing) situation.

PsyCaD also contributes towards Strategic Objective 3 (International Profile for Global Excellence and Stature) by: providing cutting edge assessments and interventions; designing and presenting workshops for mental health and other professionals; presenting papers at national and international conferences; publishing articles in peer reviewed journals; actively seeking better ways of doing things and improving team performance; being prepared to experiment and take calculated risks; generating novel solutions, programs and interventions; and by commanding respect and credibility as professionals in our field.

UJ's Strategic Objective 4 is "Enriching Student-Friendly Learning and Living Experience" and PsyCaD contributes through: interventions to assist students with adjustment to university; therapy and counselling for students with emotional and relationship difficulties; integrating new and old ideas to establish strategies for change; seeking maximum results from available resources (people, time, money, materials); translating complex concepts into practical action plans; applying professional, scientific and technical expertise to enhance task performance; maintaining wide networks with other experts and suppliers in the field; maintaining

and updating our professional, scientific and technical knowledge; a wide range of ideas in response to problems or opportunities; streamlining service delivery and resources by allocation of resources across all sites. For prospective students we offer career assessments and guidance; academic advice for subject selection, academic advice for appropriate placement; advice for access to bursaries and loans, and referral to appropriate professionals.

In achieving UJ's Strategic Objective 5 (National and Global Reputation Management), PsyCad contributes to the UJ and PsyCaD website and social media sites; liaises with all relevant internal and external stakeholders; collaborates with ADC and CAT; participates in ADS and UJ committees; meet HPCSA requirements regarding code of conduct, scope of practice and client management; and arrange opportunities for benchmarking with other national and international universities.

Finally, PsyCaD also contributes to achieving UJ's Strategic Objective 6 (Fitness for Global Excellence and Stature) through: cooperation with other teams, divisions and faculties; feedback from others to improve PsyCaD's collective performance; professional administrative functions; maintaining a welcoming, organised reception area; maintenance and improvement of Career Resource Centres; efficient diary management; maintenance of computer hardware; maintenance and update of psychometric assessments; ensuring that PsyCaD resources are not exploited; managing our carbon footprint; and ensuring our operations are underpinned by principles of good governance.

The following section will show the contributions of the various teams and units in PsyCaD towards the University's strategic goals.

Academic Counselling and Therapeutic Services

The emphasis of Therapeutic Services is to provide comprehensive counselling support that is responsive to the needs of both faculties and their students, and which reinforces the underlining aim of enhancing academic success, student retention and throughput.

The scope of the work that the Academic Counselling Services team undertakes ranges from initially supporting the transition and adjustment of first-year students to extending support to students throughout the academic lifecycle with the aim of enabling them to realise their full potential.

During 2015, the main focused service delivery areas were further consolidated and strengthened.

The academic year began with supporting faculties with the induction of new students during the First Year Seminar. PsyCaD psychologists facilitated presentations aimed at assisting students to connect with the university environment. Additional proactive and preventative support continued throughout the year in the form of the existing online support resources. The online environment allowed students to access, engage and connect with relevant information and topics designed to ease their transition into university.

Developing and maintaining relationships with Faculty and other stakeholders continued. Psychologists continued to offer consultations, advice and support to

Faculty staff concerned about the wellbeing of their students. An additional focused support intervention included a psycho-educational group facilitated with senior Social Work students. Collaboration and liaising with the Academic Development Centre continued with the ADS Retention Strategy planning.

Support services were offered to academically at-risk and academically excluded students, referred by Faculty. Psychologists used psychometric evaluations to explore possible reasons for the students' underperformance. These assessment findings and reports guided Faculty in their decision-making regarding the students and also served to identify necessary areas of academic support.

In an effort to complement and improve the efficiency of the existing assessment process The Academic Recovery Plan (ARP) was introduced and piloted as an alternative to formalised psychometric assessments, serving primarily as a form of academic counselling support for students presenting with general academic under-performance concerns, academic probation (F5 status) or academically excluded (F7 status) students who have been re-admitted.

PsyCaD psychologists met with Faculty-referred students considering course or program withdrawal. Together they explored the reasons for exiting, assisted students in making more informed decisions and attempted to offer alternate solutions where possible. Many students are much more concerned about their finances and this remains the main contributory factor for their early academic withdrawal.

Individual counselling services were available to students facing challenges with balancing their personal lives and maintaining their academic performance. To keep up with the demand for one-on-one counselling, psycho-educational groups were facilitated − aimed at developing student resilience, improving coping behavior and academic success. As an adjunct to individual counselling, a range of self-help pamphlets, aimed at enhancing academic success, were developed and made available to encourage students to take self-responsibility and further support themselves.

With the Walk-in Service, the primary objective was to deliver an efficient, readily accessible and timely screening and consultative service to address and meet the client's immediate needs. Clients without appointments requesting professional services are initially assisted with the aim of providing containment and/or attempting to finding a resolution to their immediate concerns and needs. Alternatively, professionals determine whether the client would benefit from higher level care/follow up counselling and schedule appointments accordingly. The service remains popular, indicating a steady year-on-year increase in the number of clients accessing professional services, with a total of 6 773 clients being attended to during 2015.

Academic Counselling and Therapeutic Services is committed to deliver accessible professional and quality services. The following is a brief summary of the services, projects and interventions of this unit:

- **First Year Seminar (FYS) Faculty Presentations**
  PsyCaD contributes as a support service to the university-wide FYS programme, with a short video presentation titled "PsyCaD Connects to Success", aimed at easing their transition into university and making students aware of PsyCaD services and the support available. In order to measure the efficacy of this

programme, students attending the sessions are requested to complete a short evaluation form. A total number of 4 546 evaluation forms were collected in 2015, across all sites and faculties. The aim of the evaluation was to gain an understanding of student expectations and needs.

The majority of first-year respondents agreed that the PsyCaD FYS presentations were understandable (95%), outlined PsyCaD services clearly (94%) and made them feel confident to contact PsyCaD (94%) when they needed to. Most respondents (95%) agreed that the presentation was useful, while 92% agreed that the presentation was enjoyable. Since the introduction of the new PsyCaD FYS DVD presentation student's satisfaction has increased as the content is relevant and aims to engage with the uniqueness of student life.

Students found the following information to be most useful:
➢ Support available for academic improvement (35%)
➢ That they were not alone and that there was plenty of help available (25%)
➢ Career Services information (20%)

The above further indicates that incoming first-year students are open to accessing available academic and learning support as well as being open to guidance regarding their academic and future careers. These highlighted needs were taken into consideration with the development and implementation of extended orientation interventions.

➢ **Interest in services**
   The evaluation questionnaire also tried to gain an understanding of the services students would be interested in. The results obtained ranged from improving academic performance (21%) to career information/counselling (15%) and career planning (15%), as well as CV writing and interviewing skills (14%). As in 2014, the highest interest levels remained at academic improvement and developing career-related skills to assist them with their future careers. The available discussion/adjustment groups, the online Kgati guides and career workshops are all resources and interventions which were developed with first-year students in mind.

➢ **First-year student expectations**
   o Thirty percent of first-year respondents acknowledged that the university expects hard work and good results. This means that when students enter university they already know that in order to succeed and achieve their academic goals, they will need to take some responsibility for their desired outcome.
   o Thirty percent of students also acknowledged that they are expected to pass and graduate.
   o Ten percent of respondents felt that they were expected to attend all of their lectures and tutorials.
   o Ten percent of respondents acknowledged the need to be punctual and submit all of their work on time.
   o Ten percent of the respondents felt the need to abide by the university's rules and regulations.
   o First-year respondents expected the university to help and support them when they need it – both academically and personally (40%). This highlights

the importance of academic and learning support services which are available to students. This also indicates the importance of emphasising the availability of these supportive resources to the students during the FYS and throughout their time at the institution. This can be achieved successfully through continuing to support faculties and residences through the PsyCaD Faculty Liaison and Residence Liaison processes. Marketing services online and running campaigns can also continue to keep the information alive in the university community.
o Students also expected to be taught by qualified and competent lecturers (20%) and to receive a quality education which will be internationally recognised (20%). Ten percent of the respondents indicated that they expect to be taught in a safe and friendly learning environment.

- **Ongoing Support − Extended FYE Initiatives**

  ➢ **Discussion Forums/Adjustment Groups**
  The adjustment groups were developed to provide ongoing orientation, skills development and support to first-year students. The groups were primarily aimed at assisting students to develop better coping behaviour while adapting to the various demands of university life. The groups were facilitated by intern psychologists and the following themes were explored with students:

  o Time matters (time management, goal-setting and prioritising)
  o This is me − relationships at university
  o Studying and staying motivated
  o Stress management
  o Self-awareness and coping with failure
  o My money matters
  o Coping with test and exam stress and anxiety

  The discussion/adjustment groups allowed for:
  o The identification and development of personal strengths;
  o A safe and confidential space to explore developmental themes and structured opportunities for self-reflection;
  o Students to develop successful self-management skills and take responsibility for their academic careers (preventative and curative purpose).

  The number of these group sessions and the number of attendees are indicated in the following table.

Number of Discussion/Adjustment Group Sessions and Number of Attendees

Topic	2014		2015	
	Sessions	Number of attendees	Sessions	Number of attendees
Studying smart and staying motivated	20	111	13	45
Stress management	11	51	10	22

Coping with test and exam stress and anxiety	7	35	7	21
Self-awareness and coping with failure	12	68	3	19
Time matters	13	48	8	18
Personal and academic goal setting	4	29	1	6
My money matters	4	8	4	6
This is me − relationships at university	8	15	2	5
TOTAL	**79**	**365**	**48**	**142**

In terms of attendance, the largest group attendance was for the topic "Studying Smart and Staying Motivated". A similar trend as seen in 2014, and which further highlights the students' need for study support to assist them with remaining on track with their studies. This also provides useful information on how PsyCaD can best collaborate with Faculties and other support centres such as Academic Development and Innovation (ADI) with providing learning support to students.

Most of the student attendees were from the Faculties of Humanities, and Economic and Financial Sciences. The groups were facilitated on two campuses only (APK and SWC) due to limited student uptake on the other campuses. The largest number of student attendees were from the Auckland Park Kingsway Campus.

The evaluation of each adjustment group session allowed for qualitative information to be gathered regarding what the students found most useful and what they felt they still needed assistance with. This information has been summarised from all topics and indicates the responses received.

Students reported that they found the following to be most useful:
o Setting goals
o Using a study calendar and planning a schedule
o Setting short-term goals
o Balancing academic and social live
o Maintaining and improving relationships
o Building motivation
o Learning styles and effective study techniques
o Managing stress and exam anxiety

Students also found it especially useful to share their experiences and realised that they were not alone with their challenges. The small group discussion format provided some students with an opportunity to self-reflect and to become more self-aware.

Students also indicated that they would like further assistance with the following:
o Remaining motivated and avoiding procrastination
o Staying positive when all seems negative

Moving forward the intern psychologists provided the following feedback and recommendations for additional topics that they considered might be of interest to students:

- o Adjustment to university (especially with regards to independence, self-care and coping with pressure)
- o When to know you need therapy
- o Basic study skills (from learning environments to how to study)
- o Identity development
- o Anxiety and stress management
- o Emotion-focused problem solving
- o Relationships (starting, maintaining and ending)
- o Staying safe in Johannesburg
- o Decision-making skills

- **Faculty Liaison**

  The faculty liaison process seeks to develop a dynamic relationship between PsyCaD and the academic departments and aims to:

  - ➢ Improve relations between the faculties and PsyCaD;
  - ➢ Create an awareness of faculty-specific needs;
  - ➢ Create a forum in which to generate ideas around service provision that is suitable to the students, having the perspective of the faculties;
  - ➢ Bring to the attention of the faculties the needs of the students which they may not be aware of.

  Throughout the year, all PsyCaD representatives maintained contact with their faculties through email, telephone calls, visits and meetings. Meetings included FYE meetings, Teaching and Learning Committee meetings, as well as discussing support for at-risk students within the faculties. Marketing material, information on workshops and campaigns, the career fairs and peer buddy application process were also sent to faculties.

  The PsyCaD representatives also played an important role in ensuring that students referred for psychotherapy were assisted as soon as possible. Faculty members were informed that the representatives had made contact with PsyCaD regarding a student and assistance could then be provided.

  Throughout the year, faculties and departments often requested PsyCaD representatives to update their students on PsyCaD services and available support. The Student Representative Council also invited PsyCaD to their bi-annual Academic Seminar, where PsyCaD services information was discussed with students.

  Workshops and presentations were conducted within the faculties throughout 2015, for both students and staff. These interventions were based on faculty needs and requests.

  It is hoped that the rollout of the ADS Retention Strategy will ensure that this collaborative process becomes more active in the future, thereby providing much needed support to faculties and their at-risk students. It is also through this process that collaborations can be made with other university-wide support structures such as ADI.

- **Support Groups**
  The Graduate Project (TGP) was facilitated with the second- and third-year Social Work students during the first semester of 2015. The groups are an Academic Counselling Service Team contribution to the Faculty Liaison and Senior Student Experience processes on APK. TGP was developed as an alternative to the psycho-educational groups that were run in 2013 and 2014.

  The aim of TGP was to facilitate the selection, active development and critical reflection of graduate attributes with UJ students from the Department of Social Work in the Faculty of Humanities, on APK. The objectives of TGP was to:
  - Increase students' commitment to group processes hosted by PsyCaD;
  - Critically challenge and encourage students to identify essential graduate skills required for their particular field;
  - Motivate and empower students to conduct private research on graduate attributes that is essential to their chosen degree paths;
  - Provide psycho-education to students when needed;
  - Collaboratively plan, develop and implement practical activities that seek to increase graduate skills;
  - Develop reflective capacity and promote empowerment evaluation techniques;
  - Qualitatively assess each student's contribution to the group process and their personal graduate development;
  - Develop reflective capacity and promote empowerment evaluation techniques.

  The project ran over nine sessions, during which students identified what they deemed to be essential attributes required of graduates in their field of study. They undertook independent research, developed writing and communication skills and developed a better understanding of group processes and group work skills. Attendance was voluntary with nine students officially signing up, five attending the first session and thereafter limited to two or three in the remaining sessions.

  The primary recommendations include the following:
  - Greater focus must be placed on meeting all objectives.
  - There are still concerns about student uptake/faculty buy-in.
  - Potentially the groups need to include first- and second-years only.
  - Logistical issues of timing and session length/frequency are complications to the process.
  - The process of skill development in this process seemed very rushed, and more time on each skill is needed. Perhaps selecting specific skills and only developing these areas are needed in future groups.

- **Academically Underperforming Student Support Initiatives**

  - **Academic Recovery Plan − Support initiative for academically underperforming and re-admitted academically excluded (F7) students**
    In an effort to continue to provide an effective and relevant service, while meeting the changing needs of both faculty and their students, the Academic Counselling Services (ACS) team set to revise the existing processes aimed at the management and support of academically underperforming students. Previously, any student presenting at PsyCaD who had received an F5 or an F7 would ordinarily proceed through a psychometric assessment process

(including a feedback session where they receive a written report), with a PsyCaD psychologist. The aim of this assessment process was to:

o Provide students with information regarding their learning potential, study strengths and weaknesses, values, motives, personality and career interests;
o Help students with study and career planning;
o Guide recommendations to aid in pointing students to the correct support services available at UJ, and external to the UJ community;
o Provide information on what other interventions PsyCaD may need to develop in order to support academically underperforming students;
o Assist members of faculty in understanding how best these students can be supported.

While the abovementioned assessment process is fundamentally valuable, it was discovered that there was often little follow up of students or faculties regarding the recommendations made. This suggested that a new, more collaborative, process with students should be developed and that follow-up/tracking sessions with students should be imbedded within the process. For this reason the ACS team developed the Academic Recovery Plan (ARP) − implemented primarily for academic counselling support for students who present with general academic underperformance, F5 status or re-admitted F7 status. This support process was not intended to replace the already existing assessment process, but to complement and improve the efficiency of the existing process.

June, July and August 2015 was the pilot period for this process. All staff had received information on how the process was to be conducted, and had received training in the specific administration aspects of the ARP process (where needed). Since June there have been 45 Academic Counselling sessions with students.

Most of the staff at PsyCaD who had conducted either an assessment or the ARP process with students mentioned the usefulness of the ARP working document − sometimes simply as a guide to be used during advisory or feedback sessions. Some other feedback gathered from the process included the following:

o Students, who were told to come for the ARP process, after they confirmed that they were re-admitted F7 students, did not return.
o Some students did not return for the follow-up session after the initial collaborative ARP session, and this complicated tracking the students' progress.
o Capturing the session statistics did not allow one to specify if it was an ARP session, and thus it was unclear exactly how many ARP sessions had been conducted since June 2015.

Based on the feedback received, the following suggestions were made for the way forward:

o Faculty needs to send all F7 students for academic support (via the ARP process) as soon as they have been re-admitted. This should be a condition of their admittance, as it will ensure support for these students.

o Staff members who suggest that students return for the ARP process should follow up individually with students to ensure they access the process.
o Staff should keep track of how many people they assist while using the ARP process (during individual sessions, advisory or in other settings), so that the use of the process can be clearly monitored.
o Staff who complete the first ARP session with the students should ensure the follow-up session is kept via SMS/email reminders, etc.

➢ **Academically underperforming student (F5/F7) psychometric evaluations**
The psychometric evaluation and support for academically underperforming students serves an important function for both students and faculties: Students are provided with useful information and recommendations to improve their academic performance while faculties are provided with information to guide decision-making regarding support and admission.

A total of 25 psychometric assessments were conducted between January and June 2015. Of these, 7 were academic probation (F5) assessments, 14 were exclusion academic (F7) assessments, and 4 were Evaluation and Placement (E&P) assessments for prospective students. The majority of the assessments were conducted in January 2015.

The number of assessments completed by mid-year 2015 represents a 40% decrease in assessments from mid-year 2014. This decrease could possibly be explained by stricter screening criteria (for assessment selection) by which students are chosen to be assessed, the Faculty of Education referring fewer students to PsyCaD for assessments, and establishing set time-periods during the year when the assessments were available.

Similar to the findings in mid-year 2014, most of the assessments by mid-year 2015 had been conducted with second-year students. This finding suggests that a large portion of first-year students perform poorly in their final year-end examinations (resulting in the need to have an assessment conducted in the beginning of their second year). Possible explanations for this under-performance may be related to first-years':
o Inadequate preparation strategies (including poor motivation, poor study strategies or time-management, poor access to support, etc.)
o Inability to manage test and examination anxiety
o Inadequate examination techniques

By mid-year 2014, the three primary Faculties from which students were being assessed (from most to least) included the Faculty of Education, the Faculty of Economic and Financial Sciences, and the Faculty of Science. In 2015, the primary Faculty from which students were being assessed had shifted to the Faculty of Health Sciences (28% of assessments), followed by the Faculty of Education (24% of assessments), and the Faculty of Economic and Financial Sciences (24% of assessments). This shift is explained by the inclusion of E&P assessment numbers into overall faculty distribution statistics, the Faculty of Education referring less than half of what they had in 2014, while the Faculty of Economic and Financial Sciences had six assessments by mid-year 2014 and 2015.

While assessments are one of the main aspects of the F5/F7 process, the assessment statistics in no way account for the other work conducted within this process:
- o Reviewing assessment batteries and intake questionnaires to improve the effectiveness of the assessment findings;
- o F5/F7 related advisory work conducted by professionals across PsyCaD;
- o F5/F7 training of staff and intern psychologists;
- o F5 Faculty of Education mini research project;
- o The new Academic Recovery Plan pilot process (implemented from July 2015).

The following recommendations are made for this process:
- o Advisory statistics for F5/F7 related work should be included to gain a comprehensive picture of the F5/F7 work conducted at PsyCaD.
- o While there is presently ample support for first-year students, the findings suggest that more exploration into the effectiveness of the support should be conducted, especially as it pertains to first-years' end of year performance.
- o Consistent numbers of assessment from the Faculty of Economic and Financial Sciences may warrant further exploration and possible intervention.
- o Close monitoring of the Academic Recovery (Pilot) Plan should ensue.

- **Advisory Service Consultations**
  As indicated in the tables below 6 773 clients consulted with PsyCaD professionals during the year. First-year students (37%) continued to be the largest group accessing PsyCaD Advisory services, followed by second-year (23.8%) and third-year students (22.3%).

  The top three reasons for consultations were:
  - ➢ personal/emotional concerns − 44% of clients
  - ➢ career related concerns − 24.9% of clients
  - ➢ academic underperformance concerns − 18.6% of clients

  The main recommendations and outcomes of the consultation included:
  - ➢ counselling and support during the walk-in session − 28% of clients
  - ➢ referral for follow-up therapy − 23% of clients
  - ➢ referral to additional career related interventions − 15.5% of clients
  - ➢ academic guidance or study skills information and support − 6.7% of clients
  - ➢ referral to ADC − 4.1% of clients

Number of Advisory Service Clients from 2011 to 2015

Year	2011	2012	2013	2014	2015
TOTAL	1 175	3 175	4 716	5 665	6 773

Reasons for Referral (%)

Reasons for Referral	2011	2012	2013	2014	2015
Improving academic performance	0	11.5	15.1	12.7	12.4
Faculty referral (F5)	2.8	0.7	0.4	0.9	0.9
Faculty referral (F7)	1.8	1.8	3.2	8.1	5.1
Subject/Course advice	0	3.1	3.2	5.8	3.4
Career advice	66.3	31.4		8.7	8.5
CV writing; Interview skills			31.3	6.8	7.6
Interview skills	0	0		0.8	1.3
Career planning				1.6	4.1
Disability or special needs	0.3	0.8	0.5	1.2	1.7
Financial concerns	0	0	5.2	7.4	6.2
Personal/Emotional reasons	1.7	29.5	33.2	39.7	44.1
Academically at-risk referral	0	0	0.8	0.5	0.2
Other	18.1	16.8	7.0	4.5	4.7
No indication	9.0	4.1	0.1	1.4	0

Recommendations made to Clients (%)

Recommendations	2011	2012	2013	2014	2015
Provided counselling and support		12.5		9.5	28
Provided academic guidance/study skills /information			3.2	3.8	6.7
Referred to available group interventions				10.7	1.5
Provided career guidance or information		21.5	9.9	6.5	9.1
Referred for career counselling	34.0			6.6	1.9
Referred for career assessment				36	1.4
Referred to Career Consultant or Career Resource Centre		6.6	2.4		2.0
Referred to Career Services digital platforms				1.0	1.1
Referred to Academic Development Centre (ADC)	0.8	6.3	57.1	1.3	4.1
Referred to therapy	10.7	25.5	10.2	8.4	23.5
Crisis intervention				3.0	1.1
Referred to Office: PwD			10.2	0.2	1.0
Referred to Faculty	16.1	13.7	4.3	1.1	5.3
Referred to Student Finance or NSFAS Office	0.2	9.4	5.2	1.6	1.8
Referred to Student Enrolment Centre			2.3	7.2	0.1
Referred to SRC	0	0	0.3	0	0.5
Referred externally				2.2	1.0
Other	38.2	4.5	4.2	0.8	6.3
Campus Health			1.3	0	0.5

Number of Advisory Service Consultations per Year of Study

Advisory Totals	2011		2012		2013		2014		2015	
UJ students per year of study	Number	%	Number	%	Number	%	Number	%	Number	%
Not indicated	25	43.4	672	47.5	32	16.8	16	0.3	4	0
Extended	0	0	0	0	0	0	7	0.2	16	0.2
First	469	21.3	724	22.2	1 448	31	1 735	37.5	2 518	37
Second	232	8.1	397	12.2	949	20.4	1 087	23.5	1 611	23.8
Third	244	7.4	339	10.4	979	21	1 128	24.4	1 510	22.3
Fourth	65	2.6	93	2.9	306	6.8	415	9.0	650	9.6
Honours	40	1.1	112	3.4	142	3.3	191	4.1	398	5.9
Masters	9	0	26	0.8	25	0.8	2	0.0	54	0.8
Doctorate	91	16.2	20	0.6	3	0.1	44	1.0	12	0.1
TOTAL	**1 175**		**2 383**		**3 884**		**4 625**		**6 773**	

- **Exit Counselling**
  The tables below show the trends from 2013 to 2015. There appears to be a slight decline in number of students consulting with PsyCaD prior to cancelling their studies during 2015.

  Generally numbers peak during the beginning of each semester − February and March (first semester peak) and in July (second semester peak). That is when many students lack finances to continue, experience dissatisfaction with their studies often due to inappropriate initial study choice, or cancel their studies (in second semester) due to poor academic performance. The 2015 results suggest that the highest number of exit counselling sessions (83.8%) were recorded in Semester 1 and fewer (16.2%) in Semester 2. This also indicates a drop in cancellations during the second semester in 2015.

  The top reasons for cancellation of studies over a three-year period consistently remain: financial, career choice and academic-related reasons. During 2015:

  ➢ 30.2% of students withdrew due to financial constraints (financial and work circumstances). These were mainly students who were forced to withdraw from their studies due to an absence of financial aid (NSFAS).
  ➢ 28.6% of students presented with career-related concerns (changing course/institution). Students experienced dissatisfaction often due to inappropriate initial study choices.
  ➢ 12.9% of students withdrew due to academic underperformance, mainly during the second semester.
  ➢ The larger Faculties, Management (26.5%), FEFS (14.5%), and Humanities (12.6%) recorded the greatest number of withdrawals.
  ➢ First-year students (56.7%) continued to be the largest group of students withdrawing.

➤ First-year students withdrew from their studies mainly due to experiencing dissatisfaction with their initial study choices, largely due to poor career decision-making (32.1%) and lack of finances (21.4%).

Number of Exit Counselling Sessions per Month and Year

Per Month	2013		2014		2015	
	Number	%	Number	%	Number	%
January	16	1.8	23	2.2	18	2.0
February	194	21.8	298	27.9	326	35.8
March	99	11.1	143	13.4	182	20.0
April	122	13.7	143	13.4	120	13.2
May	109	12.3	126	11.8	83	9.1
June	69	7.8	61	5.7	34	3.7
July	134	15.1	125	11.7	70	7.7
August	59	6.6	62	5.8	47	5.2
September	48	5.4	41	3.8	18	2.0
October	38	4.3	40	3.7	12	1.3
November	1	0.1	5	0.5	0	0.0
December	0	0	1	0.1	0	0.0
Total students	**889**		**1 068**		**910**	

Reasons for Course Cancellation

Reason	2013		2014		2015	
	Number	%	Number	%	Number	%
Not indicated	12	1.3	213	24.5	83	9.1
Adjusting to university	29	3.3	13	1.5	8	0.9
Difficulties with the course content	42	4.7	26	3.0	29	3.2
Difficulties managing course expectations and demands	0	0.0	55	6.3	57	6.3
Language medium used in the course	9	1.0	0	0.0	3	0.3
Poor academic progress	57	6.4	26	3.0	28	3.1
Health reasons	21	2.4	51	5.9	33	3.6
Personal/Emotional well-being	52		55	5.1	37	4.1
Financial reasons	187	21	232	26.7	182	20.0
Work circumstances	145	16.3	102	11.7	93	10.2
Death in family/student	24	2.7	13	1.5	9	0.9

Changing course	193	21.7	193	22.2	177	19.5
Approved study interruption	13	1.5	17	2.0	7	0.8
Registration at another college/university	92	10.3	60	6.9	83	9.1
Living conditions/ Accommodation/ Transport	5	0.6	32	3.7	27	3.0
Other	155	17.4	35	4.0	54	6.0
Total students	**889**		**1 068**		**910**	

Course Cancellations per Faculty

	2013		2014		2015	
Faculty	Number	%	Number	%	Number	%
Not indicated	3	0.3				
Art, Design and Architecture	1	0.1	1	0.1	13	1.4
Economic and Financial Sciences	136	15.3	94	11.3	132	14.5
Education	87	9.8	88	10.6	99	10.9
Engineering and the Built Environment	149	16.8	172	20.6	89	9.8
Health Sciences	86	9.7	57	6.8	13	1.4
Humanities	202	22.7	133	16.0	115	12.6
Law	27	3	29	3.5	23	2.5
Management	129	14.5	159	19.1	241	26.5
Science	69	7.8	100	12.0	101	11
Total students	**889**		**1 068**		**910**	

Course Cancellations per Year of Study

	2013		2014		2015	
Course Cancellations	Number	%	Number	%	Number	%
Not indicated	12	1.3	246	23	83	9.1
Extended	0	0	1	0.1	9	0.9
First	504	56.7	529	49.5	516	56.7
Second	147	16.5	88	8.2	117	12.9
Third	71	8	65	6.1	51	5.6
Fourth	61	6.9	77	7.2	49	5.4
Honours	73	8.2	50	4.7	77	8.5
Masters	20	2.2	11	1.0	7	0.8
Doctorate	1	0.1	1	0.1	1	0.1
Total students	**889**		**1 068**		**910**	

First-years' Reasons for Course Cancellations

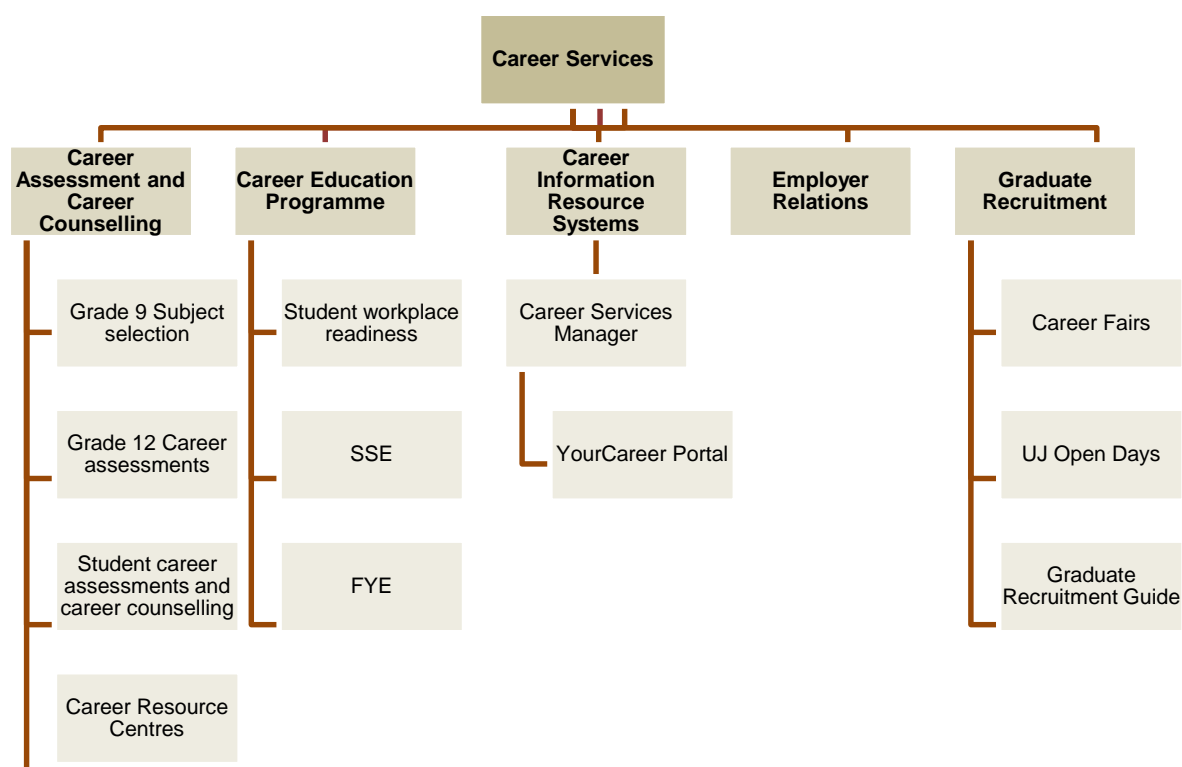| Reasons for Course Cancellation	2013		2014		2015	
	Number	%	Number	%	Number	%
Course/Career path change	150	30.0	83	15.7	146	32.1
Finances	136	27.0	12	2.3	97	21.4
Did not indicate	0	0.0	398	75.0	59	13.0
Other	73	14.6	4	0.8	25	5.5
Difficulties with course content		0.0	2	0.4	20	4.4
Work circumstances	54	10.8	6	1.3	19	4.2
Managing course expectations		0.0	4	0.8	17	3.8
Personal/emotional well-being	8	1.6	5	1.0	17	3.8
Health	12	2.4	2	0.4	14	3.1
Living circumstances/transport	3	0.6	3	0.6	14	3.0
Poor academic progress	24	4.8	3	0.6	13	2.9
Adjustment	18	3.6	8	1.5	6	1.3
Death family member/student	14	2.8	0	0.0	5	1.1
Approved study interruption	10	2.0	0	0.0	2	0.4
Total students	**502**		**530**		**454**	

Career Services

PsyCaD Career Services provides a range of career development and graduate recruitment services that support students in their career planning and transition to the workplace upon graduation. The career guidance, assessment and counselling programme interventions offered by the unit span a diverse range of career development support modalities and approaches. These include career guidance programmes, designed to assist learners and prospective students to explore career and study options in the Career Resource Centre as well as through online applications; quality career assessment; and counselling interventions for individual prospective students, current students and adults in career transition.

Illustration of Career Development

Grade 9
- Subject selection

Grade 12
- Career assessment
- Career guidance

Prospective students
- Career guidance
- Program selection
- Subject selection

Undergraduate students
- Career development and networking
- CV and cover letter writing
- Job searching strategies
- Interviewing skills
- Workplace etiquette
- Business ethics & professionalism in the workplace
- Work readiness
- Personal branding and reputation management

Undergraduate students
- Work versus continued studies
- Career transition

In order to assist and support prospective and registered students through this cycle, the functions of Career Services are organised as follows:

Illustration of Career Development Services

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                          ┌──────────────────┐
                          │ Career Services  │
                          └──────────────────┘
     ┌──────────────┬──────────┼──────────┬──────────────┐
┌──────────┐ ┌──────────┐ ┌──────────┐ ┌──────────┐ ┌──────────┐
│ Career   │ │ Career   │ │ Career   │ │ Employer │ │ Graduate │
│Assessment│ │Education │ │Info.     │ │Relations │ │Recruit-  │
│and Career│ │Programme │ │Resource  │ │          │ │ment      │
│Counselling│ │         │ │Systems   │ │          │ │          │
└──────────┘ └──────────┘ └──────────┘ └──────────┘ └──────────┘
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Career Assessment and Career Counselling	Career Education Programme	Career Information Resource Systems	Employer Relations	Graduate Recruitment
Grade 9 Subject selection	Student workplace readiness	Career Services Manager		Career Fairs
Grade 12 Career assessments	SSE	YourCareer Portal		UJ Open Days
Student career assessments and career counselling	FYE			Graduate Recruitment Guide
Career Resource Centres				

The following can be reported for each domain in 2015:

- **Career Assessment and Counselling**
  Although PsyCaD offers a wide range of assessments, which includes both individual and computer-based assessments, there seems to be little demand for this. The table below reflects that a total number of 291 career assessments were done in 2015. Of these, 160 (55%) assessments were computer-based which shows a slight preference for computer-based assessments.

Number of Career Assessments per Site

Site	Nature of the Assessment	Number
DFC	Career Counselling University (Computer-based)	20
	Subtotal	20
APB	Career Counselling School	3
	Career Counselling University (Computer-based)	17
	Subtotal	20
SWC	Career Counselling School	1
	Career Counselling University (Computer-based)	16
	Subtotal	17
	Grade 9 Subject Choice	11

APK C Ring 1	Career Counselling School	46
	Career Counselling Transition	11
	Career Counselling University (Computer-based)	117
	Selection (Company) Assessments	14
	Subtotal	199
APK B5	Subject Choice	15
	Career Choice (External)	14
	Career Choice (Student)	2
	Career Transition	4
	Subtotal	35
	TOTAL	**291**

The majority of the assessments were done on UJ students (58%) and of these 71% were first-year students. The majority of UJ students, who participated in the career assessment and counselling process during 2015, were registered with the Faculty of Management (31%). The least number of students came from the Faculties of Law (2%) and Education (2%).

In addition to assessments requested by individuals, Career Services also offered selection assessments for employment for companies. Despite offering a professional service with quick turnaround times, there seemed to be little demand for this service (only 14 assessments were done in 2015).

- **Career Advisory Services**
  Career Advisory Services are delivered to UJ students, prospective students, other external clients and UJ staff members by Career Services, as well as PsyCaD professional staff members. Career Advisory Services are typically defined as short 10−15 minute sessions where individuals are referred for career counselling or career assessments. These services also focus on the delivery of career information, guidance and overall aspects of career development and planning. In 2014, Career Services focused on the provision and development of career resources in both digital and printed format to equip the PsyCaD professionals to deliver optimal career-related advisory services. During 2015 they focused on qualitative analysis of the career advisory sessions as well as the identification of modules within different faculties that could potentially be at risk. Quantitative statistics is also available of individual career advisory sessions done by the PsyCaD professionals as well as Intern Psychologists. During 2014 major themes and findings were identified which carried over into 2015. One the major themes, the development of career advisory hand-outs, ensued a means to provide UJ students and staff with relevant career-related information. There was also a focus on the standardisation of career advisory sessions, as other themes suggested a lack in the consistency of provision of career advisory sessions. These career advisory hand-outs will be made available to students and staff within the Career Resource Centres as well as career-related functions such as UJ mini open days and other scheduled UJ events involving Career Services.

Summary of Client Profile for Career Advisories

Clients	Registered UJ students	1 353
	Prospective students	326
	Staff	22
	External clients	132
Total		**1 833**
Faculty	Art, Design and Architecture	16
	Economic and Financial Sciences	300
	Engineering and the Built Environment	160
	Health Sciences	31
	Humanities	260
	Law	65
	Management	377
	Science	131
	Education	39
	Not indicated	454
Total		**1 833**
Qualification	Degree	841
	Diploma	431
	Not indicated	561
Total		**1 833**
Year of study	1st	433
	2nd	222
	3rd	384
	4th	136
	BTech	51
	Honours	101
	Masters	13
	Doctorate	3
	Not indicated	490
Total		**1 833**
Reason for consultation	Subject choice/Course advice	276
	Career advice	580
	CV writing	491
	Interviewing skills	80
	Career planning	278
	Not indicated	128
Total		**1 833**
Professional recommendation	Career guidance or information	941
	Referred for career counselling	149
	Referred for career assessment	207
	Referred to the Career Resource Centre	172
	Referred to career services digital platforms	109
	Not indicated	255
Total		**1 833**

Students indicated the following reasons for seeking career advice:
➢ Poor academic performance
➢ Experiencing difficulty within their course, which often caused unhappiness and a desire to change their course or field of study.
➢ Limited knowledge regarding course content and what the course entails, due to a lack of career/course-related research.

- Upgrading of matric marks (prospective students), often with a lack of knowledge regarding institutional requirements.
- Prospective students failing to meet the minimum requirements as required by tertiary institutions.
- Placed in courses due to the unavailability of space in their first and second course choices.
- Prospective students enquiring about what course or line of work they could enter without a National Senior Certificate.
- Prospective students enquiring about Bridging Courses.
- Changing course due to failing and accompanied feelings of demotivation.
- Financial concerns or difficulties: social-economic reasons for cancellation of studies − mostly financial and family-related difficulties.
- Lack of resources: Limited career planning by senior students causing them to make uninformed career and course decisions, and often leading to unhappiness within their courses or current field of study.
- Limited knowledge of how to obtain certain qualifications, causing poor decision-making within their own individual process of career development and decision-making.
- Applying for courses to meet the minimum requirements and not due to interest and that created a risk for deregistering.
- Advice and guidance relating to postgraduate studies.
- Lack of minimum requirements for postgraduate studies.
- Counselling regarding possible change of course.
- Prospective students not understanding the concept of APS scores and its importance.
- Prospective students enquiring about HESA exemptions.
- Students seeking learnerships and internships, but seem to lack knowledge of where to start their research process.
- Difficulty in choosing courses and modules, because these are often chosen based on their results, "I don't care what I study as long as I study something".
- Credits relating to previous studies completed at TVET colleges.
- Failing to envision the bigger picture in terms of their degree studies, often choosing a programme without looking at possible postgraduate options.
- Changing from degree to diploma programmes and vice versa.
- Guidance after receiving an F7 and appeal was unsuccessful.
- Personal or emotional factors:
  - Career confusion often stems from personal/emotional difficulties.
  - Decisions about courses were often made based on perceived financial security and independence, although the course does not suite their personality types, interests, values and likes.
  - Anxiety related to career decision-making.
  - Lack of self-knowledge and awareness of skills, leading to a high dropout rate or poor academic performance.
  - Demotivation due to the lack of job opportunities.
  - Balancing work and study responsibilities.
  - Lack of enjoyment of chosen course.
  - Fear of being unsuccessful in current course.
  - Lack of coping with their studies and uncertain how to proceed.
- Lack of career-related skills:
  - Job searching skills remaining a challenge for senior students.

- o Prospective students leaving career guidance until the last minute often resulting in poor career decision-making.
- o Senior students lacking the necessary CV and cover letter writing skills in order be successful when entering the world of work.
- o In need of information relating to Education/Teaching and Training Colleges.
- o Seeking guidance relating to workplace preparation.

Although there is still a relatively high demand for career consultations, there seems to be a decline in the demand when one compares the 2014 to the 2015 statistics.

Comparison between 2014 and 2015 Career Advisory Clients

Clients	2014	2015
UJ students	1 822	1 352
External clients	181	132
Prospective students	536	326
Staff members	5	22
TOTAL	**2 544**	**1 832**

Comparison between 2014 and 2015 Academic Level

Year level	2014	2015
1st	679	433
2nd	336	222
3rd	391	384
4th	150	136
BTech	54	51
Honours	105	101
Masters	17	13
Doctoral	3	3

Utilisation of Career Advisory per Faculty 2014–2015

Faculty	2014	2015
FADA	30	16
FEFS	449	300
FEBE	185	160
Health Sciences	66	31
Humanities	377	260
Law	46	65
Management	335	377
Science	181	131
Education	55	39

- **Career Services Collaboration with Office: People with Disabilities**
  During 2015 a proposal to fund a work readiness programme for students with disabilities was written to BANKSETA. The proposal was written collaboratively by Career Services and the Office of People with Disabilities. The purpose of the programme would be to assist final-year and unemployed graduates with disabilities to gain work readiness skills that will ultimately lead to them being employed. These students would need the appropriate assistive technology to enable them to partake in the programme. These technologies could also be used by the students once they enter the workplace. The primary purpose of this project is to facilitate skills development in order for these students and graduates with disabilities to become more employable.

- **Career Resource Centres**
  Well-equipped Career Resource Centres (CRCs) at the PsyCaD sites (except B 5) on all four UJ campuses aim to provide visitors access to a wide range of career-related resources (electronic, online, and printed) within a user-friendly environment. These resources will help them to facilitate their own career development and decision-making processes.

  During 2015, four student assistants, one per site, were appointed for 20 hours per week to assist with the operations within the CRCs. Their main role was to receive and welcome, as well as to provide assistance to all CRC visitors to access the self-help resources available*.*

  In order to increase the awareness and use of the CRCs among the student population, a flyer was distributed to PsyCaD visitors and students during Career Education Workshops, Career Fairs and UJ Mini Open Days, as well as through the Career Services Facebook page, Career Services Online (CSO) and YourCareer. The flyer was also placed within the Recruitment Guide 2015 and the Career Workbook 2015.

  A total of 2 156 visitors were logged across all CRCs for 2015. The breakdown of visits per campus and per faculty for 2013−2015, are indicated in the tables below:

Career Resource Centre Visitors per Campus

	2013	2014	2015
APB	441	259	263
APK	1 093	673	719
DFC	1 069	1 101	918
SWC	241	446	212
Unknown	53	58	44
TOTAL	**2 897**	**2 537**	**2 156**

Career Resource Centre Visitors per Faculty

Faculty	2013	2014	2015
Art, Design and Architecture	4	25	4
Economic and Financial Sciences	725	441	384
Education	40	51	47
Engineering and the Built Environment	993	876	830
Health Sciences	62	76	84
Humanities	400	282	206
Law	74	40	28
Management	306	263	321
Science	167	153	100
Unknown	126	330	152
TOTAL	**2 897**	**2 537**	**2 156**

- **Career Fair Information Stand**
  The Career Fair information stand was developed for the General Career Fair that took place from 20−24 July 2015 in the APK Foyer. The stand specifically focused on informing final-year students of career-related activities and workshops in and around all UJ campuses. The campaign also focused on the empowerment of students to participate in and initiate their own processes of career development and planning as well as gaining an overall perspective of the road ahead that leads to the world of work.

  The Career Fair information stand served students, who had both general and specific career-related queries, with verbal and printed information on:
  ➢ Career Education Workshops (CV writing and interviewing skills)
  ➢ The Career Recruitment guide
  ➢ PsyCaD's service offering
  ➢ Course specifications and requirements
  ➢ The Career Resource Centre
  ➢ Career Services Online
  ➢ YourCareer Online Platform

  The Career Fair information stall served as a successful platform to engage dynamically with students on a face-to-face level. The campaign strived to get connected with our UJ students in order to install a sense of hope and prosperity for the career journey ahead.

- **Career Education Programmes**
  Career Services participated in a number of initiatives during the past year within the Senior Student Experience (SSE) project. Career education is one of the four main focus areas of SSE, focusing on all aspects of the student career life cycle as well as interaction with employers and work placement. UJ students should be well prepared for and assisted to enter the world of work after completing their studies. This includes the development of the appropriate graduate attributes.

Career Services was involved in a number of projects, such as faculty-based Career Services Senior Student Experience (SSE) programmes:

➢ **Faculty of Economic and Financial Sciences (FEFS),** Department of Commercial Accounting − The Career Services workplace readiness programme has been designed to assist students with their personal and professional career development, and to facilitate their transition into the world of work. The aim of the career development programmes is to increase students' awareness about the personal, professional and career development process, and to motivate them to develop their potential, by using their self- and career knowledge, opportunities and experiences to create and successfully respond to opportunities in the world of work around them. The workplace readiness programme of UJ has been conceptualised with the aim of developing the following components:
  o Employability skills: To become a competitor within the global and national labour markets.
  o Graduate attributes: The utilisation of "soft skills".
  o Work readiness skills
  o Making a smooth transition into the world-of-work.
  o Work experience: Allowing students to gain practical work experience through interaction with the WIL (Work Integrated Learning) component within the University.

From February until May 2015, PsyCaD Career Services embarked on a teaching and learning journey with the Department of Commercial Accounting (DCA). Career Services mainly focused on equipping the department's third-year Commercial Accounting Diploma students with career and work readiness skills and attributes. As part of the initiative, Career Services developed seven work readiness workshops with the aim of guiding the students on an informative and revealing work-related expedition. As Career Services views the DCA as a professional body, the programme was conceptualised collectively through multiple stakeholder inputs and experiences. These included UJ's Financial Department, several lecturers associated with multiple professional bodies and who obtained professional and relevant qualifications, and BANKSETA, INSETA as well as FASSET, with whom the department has a long-standing relationship. Many of these relationships were established due to ongoing work within the faculties relating to career education as well as PsyCaD's Faculty liaison projects. These projects are faculty-specific, as all sectors relating to the nine faculties at UJ require different skill sets, traits, characteristics, etiquette and graduate attributes. Career Services prides itself on the fact that we have built and established multiple working relationships and are committed to serve these stakeholders professionally.

This specific programme has been established as a voluntary programme for Commercial Accounting students. The topics were presented to 800 students during the first term of the year. At the end of the term, the Department decided that only 214 students would continue participating in the programme for the second term. These students had demonstrated commitment by submitting homework assignments that were given after each topic was presented. As part of the initiative, the programme required of each student to secure a work placement for three weeks during the June University holidays. Fifty-one

students were able to secure a work placement, of which 76% (39) secured the work placement on their own. This is an indication that the job-searching skills presentation was well received and implemented by the students.

➤ **Faculty of Science** − Citizenship workshops and modules. Throughout a student's 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 in order to obtain employment after completion of their qualifications: CV writing, cover letter writing, and interviewing skills. Students should also develop and establish work-related networks and engage in a process of job applications for graduate positions. One of the most important aspects of a final-year student's life cycle is the development of graduate attributes. As part of the Faculty of Science's Citizenship module, Career Services was asked to present two lectures relating to final-year students' career and student life cycle.

➤ **Faculty of Law** − Career Services project: During 2015 Career Services formulated a partnership with the Faculty of Law which included delivery of workshop(s) to their third-year students. The workshop(s) focused on career and interviewing skills.

➤ **Workplace Readiness Programme/Career Education** − Career Services' Career Education workshops are presented during the year on all four campuses. In the first semester of 2015, a number of workshops were presented in preparation for the Commerce and Law Fairs that were hosted in May. Similarly, in preparation for the General Career Fair and the Engineering Technology Fair, hosted during the second semester, workshops on CV writing skills, interviewing skills and job search strategies were facilitated. Career Services also received requests from different faculties to facilitate workshops for their students. An increase in faculty requested workshops was evident during 2015, and this trend is expected to grow as Career Services engages faculties increasingly with offerings within the SSE.

Career Information Resource Systems

- **Career Information on PsyCaD SharePoint**
  SharePoint, an online platform, is used 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 are available to the PsyCaD professionals and intern psychologists to inform their career development interventions within PsyCaD:
  ➤ Qualitative and quantitative career assessment tools and techniques
  ➤ Career advisory information
  ➤ 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 is in place, and available on PsyCaD's SharePoint:
  - ➢ 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

- **YourCareer Portal**
  On 6 December 2015 we had 8 116 students and 486 companies registered on the YourCareer Portal. During all four Career Fairs we had kiosks where the students could register on the system. This increased the number of registrations of students. We also had a competition for the students to encourage them to register.

  A total of 171 advertisements from 113 companies were placed on the Job Portal, resulting in 3 191 student job applications.

YourCareer Job Applications 2015

Job Type	Applications	Job Postings
N/A	100	13
Bursaries	7	1
Casual/Vacation work (Includes: Promotional opportunities)	825	27
Graduate jobs (Final-year and/or graduate positions, Degrees and Diplomas)	1 476	94
Students with disabilities	43	4
Work experience (Includes internships)	740	32
TOTAL	**3 191**	**171**

PsyCaD's Career Services has partnered with Symplicity Corporation, a service provider of online career services software solutions to over 800 universities and colleges worldwide, to use Symplicity's Career Services Manager (CSM). PsyCaD Career Services has branded the Career Services Manager as the YourCareer portal, and hosts the platform on the uLink student portal. YourCareer is a one-stop comprehensive career services management solution for students and graduate employers supporting the University. It allows employers to set dynamic company profiles for students to view, seamlessly post job opportunities, register for and managing on-campus events such as career fairs and interview schedules.

Similarly, the YourCareer portal engages students with an attractive user interface that integrates single sign-on student authentication through the uLink student

portal. The system offers students access to a host of online career services, including viewing employer profiles, a dynamic CV builder and cover letter writer, applying for jobs, signing up for employer interviews, and integration with Facebook, LinkedIn and Twitter.

- **Career Services Online (CSO)**
  One of the objectives of the Career Services enhancement plan was to develop an online multimedia Career Resource Centre which will be easily reachable by visitors, in order to assist them with their career development process. Career Services Online was born from this objective and launched in April/May 2014. The CSO extended access to career-related information and self-help activities beyond geographic restrictions, and enables schools, prospective students, registered UJ students, UJ Alumni, UJ Staff and companies to have access to career resources.

- **Pace Career Centre – Online Career Guidance programme**
  Informed study and career decision-making forms a substantial part of any young person's future. With rising unemployment among our youth population, and with employers placing great emphasis on finding and employing well qualified graduates to ensure competiveness, PsyCaD Career Services provides opportunities for learners and students to explore their career and study options online with the use of the UJ branded Pace Careers software programme.

  PsyCaD Career Services has collaborated with Pace Careers to create a customised career guidance website for UJ. The website allows prospective students to complete a number of self-assessment surveys, including the CourseChooser© and the SelfAssess© interest questionnaires, to enable clients to find out which courses they qualify for, based on their school marks, and which career options they may be interested in. Learners and prospective students who have completed the surveys, will then be able to access related career information based on their individual results, and find study options linked directly to the courses offered by UJ. As the CourseChooser and the SelfAssess interest questionnaires are customised for UJ, user's marks and their interest profiles will be checked against the entry requirements, and available programmes at the University. Prospective students can also check whether they meet the minimum entry requirements for the course they have chosen, where after they can continue to apply online.

  These valuable online career guidance tools and the related institutional information enables learners, prospective and enrolled students to make informed study and career choices, and allow users to identify with the University, through the use of these online resources in preparation for their studies after school. Users are able to access this career guidance programme, and more, on the PsyCaD Career Services website at www.ujcareers.co.za.

  During 2015 a total of 7 777 users made use of the PACE Career Guidance Programme. However, of these, only 310 users made use of the CourseChooser function.

- **Employer engagement**
Career Services seeks to create a conducive environment for our talent base to connect, engage and network with potential employers of UJ graduates. This allows UJ to further enhance the career development opportunities for students and meet the recruitment needs of employers. In today's dynamic and global marketplace, employers are increasingly targeting UJ talent, and in the process, Career Services is well-positioned to facilitate the process of employer engagement, to the benefit of the University and its students.

The on-campus career fairs, hosted by Career Services, continue to be a major focus point of the annual graduate recruitment programme. The company presentations and industry talks further ensure employer networking and recruiting opportunities for UJ students and graduates. Career Services has a strong commitment to promote career development opportunities to its students, and also to increase the number of career-related opportunities available for our current students, graduates, postgraduates and alumni. The University's strategic focus towards global excellence and stature has propelled the unit towards greater connectiveness, engagement and networking with graduate employers. To this extent the post of Coordinator: Employer Relations has been created within Career Services during 2015, and the incumbent, Ms Juliet Joseph, fulfils an important role within the focus area employer engagement, together with Ms Liesl Scheepers, the Coordinator: Recruitment Programme, who has successfully arranged many on-campus career fair events over the past number of years.

The employer engagement initiatives have resulted in the creation of direct customised recruiting plans to engage top tier organisations, enabling employers to have the opportunity to attend career fairs, host company presentations or industry talks, and allowing for the engagement with student organisations. Employer relationship building continues to be a focal component of Career Services, and remains the key to enabling employers recruiting students from UJ, hosting interviews and communicating job and graduate recruitment opportunities, thus raising student awareness about their brands, leading overall to increased attendance in our program of events.

Employer engagements remain a focal point for UJ to achieve the goals of the 2025 Strategic document. The engagement with stakeholders can open up greater opportunities, networks and avenues for the progress and development of our goals, as set out by national plans and linked to the goals of UJ. There is a huge demand for the best talent within corporate South Africa. The annual graduate recruitment programme of Career Services continues to be linked to and has been inspired by the very core values entrenched in UJ's existence, "conversation, regeneration, ethical foundation and imagination." The recruitment programme has manifested itself through events, such as the career fairs, company presentations and newly introduced industry talks as well as the Senior Student Experience, to mention a few. Hence, the programmes at Career Services continue to adapt to the needs of both employers and students.

The purpose and motivation of the employer relations leg of Career Services is to ensure active employer engagement on campus and within the digital YourCareer space, and so allowing employers to have a permanent presence on the dedicated online environment of Career Services. The Coordinator: Employer Relations has

focused her energies over the past six months on building relationships with various stakeholders in order to benefit the needs of the UJ community. The first key objective has been to increase the number of companies recruiting and involved in career development priority areas at Career Services by more than 20 new employers in 2015. This target has been exceeded, as close to 100 new employers have been engaged and have expressed interest in further development of graduate recruitment interactions.

The employer engagement strategy is:
➢ Growing and retaining the number of corporates and stakeholders engaging with UJ Career Services;
➢ Developing strategic links with existing corporates and donors to play a key role by providing professional career services and initiatives for the institution;
➢ Providing innovative benefits and programmes to build corporate commitment for faculties, departments and students;
➢ Identifying, facilitating and managing sustainable partnerships with bursars and the donor community (in collaboration with Institutional Advancement).

The employer engagement objectives of Career Services are linked to UJ Strategic Objective 4 (Enriching student-friendly learning and living experience. The preferred student experience specifically mentions promoting the holistic development of the student in preparation for the world of work and responsible citizenship). Specific objectives of the employer engagement portfolio include:
➢ Creating partnerships with all relevant stakeholders who promote stewardship at UJ.
➢ Assisting in the planning and coordination of employer engagement.
➢ Planning and coordinating all employer relation projects and activities, e.g. career fair support; employer appreciation dinners; thank-you letters; yearly communiqué to employers; Roundtables and Faculty luncheons to grow relationships.
➢ Planning corporate engagement activities to reach the Career Services' employer engagement and on-boarding objectives.
➢ Actively managing the employer database.
➢ Conducting courtesy visits and doing a survey on employee relations and trends.
➢ Identifying employers in the rare skills groupings or where Career Services requires more employer representation on campus and in its recruitment needs.
➢ Networking and partnership building initiatives that promote stewardships within UJ and eventually makes UJ the preferred choice of employers in engaging universities in their career services and graduate recruitment services within the higher education landscape in South Africa.

In 2015 the Employer Relations Coordinator has laid the foundation for the process of conducting audits of current employer partners and determining whether there are potential partnerships located elsewhere in the University. This collaboration has started with departments, such as the Postgraduate Centre, the Faculty of Humanities, the Office for Internationalisation, Commercialisation, the Accounting Department and Community Engagement, to mention a few.

Some highlights that have already taken place within the employer relations portfolio include the rollout of the Career Services industry talks with a focus on

career development, in partnership with Nedbank and Sanlam in 2015, as well as the initiation of the first ever Engineering Technology career fair hosted in August 2015 on the Doornfontein Campus. In 2015, a number of government departments were also engaged, such as the National School of Government, the National Prosecuting Authority, SALGA, the SETAs, the Gauteng Communication and Information Systems, the Department of Agriculture and the Department of Social Development. New companies that came on board as a direct result of the employer engagement initiative included: SANAS, TB/VIV Associations; Witkoppen Medical Association, Child Welfare, the Pebble Project, Teach SA, Numeric, Western Cape Association of People with Disabilities and the South African Human Rights Commission.

This employer relations participatory model ensures that employers have strong affiliations and ties to the UJ community, whether it be through faculty, student or community involvement and the model remains aligned to the key focus areas of UJ, which are teaching and learning, research, and community engagement. The graduate recruitment programme of Career Services seeks to build programmes that actively engage and connect employers and students through events that include all related stakeholders. Career Services is excited about its Employer Relations Programme. The ultimate goal is for this partnership to create visibility for employers and their brand as they recruit on UJ's campuses, leading to career opportunities for UJ students through internships and professional career opportunities.

To this extent, the unit offers the employers a presence on our campuses through the YourCareer portal, the on-campus career fairs, campus recruiting benefits such as on-site student interview opportunities, and campus visibility. Employers can also advertise in the annual Career Services Recruitment Guide, which is distributed to our final-year students in print form and online through the Career Services Online (CSO) website.

The introduction of the employer relations programme has created an avenue for greater engagement, communication and network development with the UJ community. This has been undertaken through the registration of companies on the YourCareer portal, which is a service offered at no extra cost. Employers can advertise recruitment and career development opportunities on the portal and/or register for career fairs and company presentations.

The Career Services team has committed to focus on employer engagement by contributing towards a rewarding experience for all stakeholders and one that will serve to build bridges across the corporate sector and higher education. It is for this reason that Career Services is creating innovative marketing and communication material, such as the Employer Corporate Folder, as well as a flyer which was distributed to all South African Graduate Recruiters Association (SAGEA) members in November 2015.

The employer engagement marketing and communications strategy and key focus areas will transpire into a fully-fledged set of programmes that will market the partnerships formed with employers in 2016. This will include annual programmes that advertise in the U@UJ, on the UJ events section of the website, radio slots for employers to market their recruitment section of the brand on UJFM, the UJ

intranet, a career services corporate newsletter, company banners on the PsyCaD Career Services section of the website and YourCareer portal.

During 2015 the following companies were engaged: ABSA Bank Academy; Afena Capital; Alcatel-Lucent; Alexander Forbes; Allan Gray; Anglo-Gold Ashanti; ArcelorMittal; Auditor-General; AVI; Barclays Africa; Barloworld Logistics; Barloworld Transport; BASF; BBD; BDO; BHP Billiton; Brunational; Business France; Capitec Bank; Caxton; Consilia; Deloitte; Dimension Data; Diplomat Distributors; Eli Lilly; Exxaro; Fidelity; First Rand; Gauteng Department of Agriculture and Rural Development; Gauteng Local Government; Gauteng Provincial Association of Persons with Disabilities; Government Communication and Information System; Grant Thornton; Grindrod; Guarantee Trust; Hatch Goba; Houston, Brown & Jackson; Investec; JSE; KPMG; Life Healthcare; Louis Dreyfus Commodities; Merchants; Merck Serono SA; Mission Talent; M-Net; MTN; MultiChoice; National Prosecuting Authority; National School of Government; Nedbank; Nestle; Old Mutual; PepsiCo; Pick n Pay; PPC; RCL; Royal Bafokeng Holding; SABMiller; Sage Pastel; SAICA; Saint-Gobain; SALGA; SANAS; Sanlam; Sanlam Professional Market; SAPPI; Sasol; South African Child Welfare; South African Human Rights Commission; South African Nordic Association; Spar; SRI Group; Standard Bank; Steinhoff International; TB/HIV Care Association; Teach numeric; Telesure; The New Age Media; Tiger Brands; Total; Transnet; Unilever; Webber Wentzel; Western Cape Association for Persons with Disabilities; Witkoppen Medical Centre; and YDx.

Many companies were keen to collaborate with Career Services on professional development prior to a student reaching out to employers so that they have the capability to interact with employers in a mature, professional, and ultimately productive manner. Support departments, such as UJ Alumni, became a key factor in employer engagements. Alumni in industry can harness relationships within business due to their invested interest in UJ. This can further assist Career Services to open positions, create internship programmes, mentorship engagement and further promote career development programmes through workplace forums. Employers are moving towards becoming resources that develop talent as opposed to only recruiting and placing students. This is possible also through greater involvement of employers in providing industry talks and professional development workshops for students. Employers see this as a branding exercise, which makes it easier for students to engage with their brand frequently, if not daily. They also felt the need to build stronger relationships with faculties, in order to ensure they convey the changing needs of future recruits, thus ensuring graduates remain relevant to the global market needs and skills.

Graduate programmes, experiential learning, job-shadowing and internships are important to ensure the vast majority of students find job placements. These opportunities are becoming critical factors in promoting professional development and engagement with employers. The most common on-campus employer engagements offered at UJ include the career fairs, company presentations, industry talks or employer-led educational sessions and on-campus interviews, which provide a variety of opportunities for employers and students to engage with each other.

Graduate Recruitment Programme

In 2015 the annual Recruitment Programme proved once again to be very successful. This year four on-campus Career Fairs we hosted of which the Engineering Technology Career Fair was hosted for the first time. All the events were attended well by the companies and students. In total 133 companies participated in the overall Recruitment Programme which includes all four of the Career Fairs as well as support activities on offer, including company presentations, promotional drives and competitions.

The 2015 Commerce and Law Career Fairs were a huge success attracting 32 companies setting up their stalls for the Commerce Career Fair and 20 companies for the Law Career Fair. Companies were requested to complete our online graduate recruitment programme feedback survey via the YourCareer portal.

Video-recordings of both the Commerce Career Fair and the Law Career Fair were produced. Unfortunately due to technical problems the Commerce Career Fair video cannot be used. The Law Career Fair video is available at https://www.youtube.com/watch?v=eOEVNOjJu54&feature=youtu.be

- **General Career Fair 2015**
  The General Career Fair was held on 20−23 July 2015 in the Foyer on the Auckland Park Kingsway Campus. This was the highlight of the Recruitment Programme as we hosted 79 companies in total over the four days of the event.

- **Company Recruitment Drive for 2015 – Across all Faculties**
  A total of 133 participating companies reported on their recruitment drives across the nine faculties at UJ. The table below indicates the number of companies recruiting from each faculty in all the Recruitment Programme offerings. Companies could recruit from a multitude of faculties.

Company Recruitment across all Faculties

Art, Design and Architecture	Economic and Financial Sciences	Education	Engineering and the Built Environment	Health Sciences	Humanities	Law	Management	Science
26	85	24	55	23	29	51	58	56

- **Engineering Technology Fair 2016**
  The inaugural Engineering Technology Career Fair took place on 12 August 2015 on the Doornfontein Campus at the Perskor Building. This Career Fair was aimed at all the National Diploma and BTech students within the Faculty of Engineering and the Built Environment. A total of 18 companies participated in the Career Fair. The students on the Doornfontein Campus attended the event well.

- **Company presentations**
  A total of 17 on-campus company presentations were hosted between May and October 2015 on APK. One presentation was hosted on the Doornfontein Campus.

- **Brainwave Careers**
  Career Services has been involved in the Brainwave Careers live chat career sessions on Mxit since 2013. Career Services hosts a live online talk session on Wednesday afternoons where learners in Grade 11 and 12, as well as prospective UJ students have the opportunity to have real-time interactions with our Career Consultants, by means of our mobile Mxit platform. A total of 1 042 conversations took place, with 2 796 messages being sent and 2 881 messages received. The demise of Mxit as a commercial platform has some implications for the viability of the project for Brainwave. However, Career Services will continue to support the project if another delivery platform is implemented in the foreseeable future, with consideration of staff availability for this time-consuming and labour-intensive venture.

- **UJ Learner Portal (future.uj.mobi)**
  PsyCaD Professionals wrote nine blogs for the UJ Learner Portal, as requested by the Manager: Social Media and Marketing Projects from the Division of Institutional Advancement. The following blogs, coordinated by Career Services, were submitted during 2015:
  - First Year Seminar
  - Valentine's day
  - Finding the right balance
  - Depression
  - Why career assessment and counselling is important for career choices
  - A degree as Launchpad
  - The importance of broadening your vocabulary
  - The transition to university
  - Exam writing techniques

- **UJ events participation – Orange Carpet event and UJ Mini Open Days**
  During 2015 an Orange Carpet event was hosted on the APK Campus, as well as a number of Mini Open Days mainly on APK, but also on SWC. PsyCaD, as well as Career Services offerings were marketed to all visitors through talks during the UJ welcoming presentations, as well as by distributing the following flyers and resources at the PsyCaD stall, staffed by PsyCaD professionals:
  - Career Workbook 2015
  - Career Services Online (CSO) and Career Resource Centre (CRC)
  - Office: People with Disabilities
  - PsyCaD Services to Secondary Schools
  - PsyCaD Services to External Clients
  - PsyCaD Tariff List 2015

  Career Services also offered opportunities for visitors to complete an online career interest questionnaire, PACE Career Guidance Programme (gostudy.net/uj), during the Open Days. The PACE Career Interest Questionnaire is a self-help

career interest exploration instrument, and is not classified as a psychological test by the Health Professions Council of South Africa (HPCSA).

- **UJ Subject Choice Seminar**
  Hosted by Student Marketing, the Subject Choice Seminar was arranged with the purpose of inviting Grade 8 and 9 learners to attend an information evening regarding the process of making preferred Subject Choices. The workshops, as presented by Ms Lauren Claassen and Ms Cynthia Pottier of Career Services were developed with the aim of informing Grade 9 learners about career decision-making, which included the following topics:
  ➢ Overall career development process
  ➢ What is subject choice and what is it not?
  ➢ What factors influence subject choice?
  ➢ How do I choose the correct subjects?
  ➢ What questions should I consider when making a subject choice?
  ➢ What a learner needs to find out when they are exploring different careers
  ➢ How do I research different careers?
  ➢ What can I do to help me with my study choice?

- **UJ Winter School Presentation Development and Workshop Facilitator**
  A number of Career Services staff members, including Ms Laure Claassen, Ms Kgomotso Gunya and Ms Manda Snyman, developed and facilitated a series of work readiness workshops during the UJ Winter School in 2015.

- **Qualitative Career Counselling Workshop**
  Ms Lauren Claassen developed and facilitated a qualitative career development workshop, presented as a Continued Professional Development (CPD) opportunity, to Registered Counsellors.

- **Speed Dating Careers Evening**
  Ms Lauren Claassen attended a Career Speed dating evening at St Stithians School for Girls, with her dating topic being the profession of psychology.

- **Subject Choice Presentation (Wordsworth High School)**
  Wordsworth High School approached Career Services for their annual Subject Choice Information evening. Ms Cynthia Pottier presented a talk to learners about career decision-making and the role of subject choice. The presentation (to the learners, parents and educators) focused on the same topics that were addressed in the UJ Subject Choice Seminar.

Training and Development Services

Training and Development Services consists of: The team leader, which is a registered psychologist, three other registered psychologists, five educational intern psychologists, and five counselling intern psychologists. As a team, they conducted 2 986 therapeutic sessions, 229 assessments and facilitated 32 workshops. In addition they manned the 24-hour crisis line for UJ students and staff. Furthermore, they provided HCT HIV/Aids (pre- and post-test) counselling, and Termination of Pregnancy counselling to UJ students and staff on all campuses.

The team identified the following focus areas for 2015:

- **Training of Intern Psychologists**
  PsyCaD, as an accredited internship site for both educational and counselling internships, managed to recruit ten intern psychologists from various universities in South Africa for a 12-month period. These universities were: University of Johannesburg, University of Witwatersrand, University of Pretoria and Midrand Graduate Institute. This allowed PsyCaD the opportunity to forge partnerships with the Psychology Departments of these collaborating universities. The intern psychologists, as prescribed by the HPCSA, worked under supervision of four registered educational and counselling psychologists. Four of the intern psychologists successfully completed the HPCSA Board Examination. The remaining six still need to complete their academic requirements with the collaborating universities, before they can qualify for the HPCSA Board Examination.

  The intern psychologists were involved in all psychological services rendered by PsyCaD on all four campuses, to ensure student success rate and eventual graduate output. They managed to complete 229 assessments and totalled a number of 1 754 therapy sessions and 1 232 advisory sessions in 2015. They presented 24 workshops and facilitated 32 adjustment group sessions, on various relevant topics. The collaboration with Campus Health Services resulted in 408 HCT HIV/AIDS pre- and post-test counselling sessions and 2 Termination of Pregnancy counselling sessions. This involvement also allowed the intern psychologists to gain experience, develop skills, strengthen their résumés, and learn about their chosen field of expertise.

- **Professional Development and Support of PsyCaD Staff**
  In addition to the training and supervision of interns, this team is also responsible for creating and coordinating continued training for the professional staff of PsyCaD. The following 15 workshops were offered to PsyCaD staff during 2015:

Training Topic	Presenter
3-Day Solution Focused Therapy Workshop	Elliott Connie (USA)
Assessment Accommodations	Mindmuzik Media
ICD 10	ProfNet ICD
Empowering your Client	JvR Academy
System Approach to Career Guidance	JvR Academy
LGBT	Anova Health Institute
Gender-based Violence	Sonke Gender Justice
Cognitive Behavioral Therapy Workshop	Prof A Burke
Positive Psychology	Prof T Guse
First Aid Training	UJ-HR
Health and Safety	UJ-HR
Psycho-legal Assessments	Prof A Burke
Sand Tray Therapy	Mr L Pon
Clay Therapy	Ms S Stokes
Practice Management	Ms C von Bardeleben

- **Marketing of PsyCaD Services (External and Internal Community)**
  Training and Development actively marketed PsyCaD services at various schools, corporate companies and community centres throughout Johannesburg, with the goal of generating income.

Disability Services

Increased attention has been given to addressing issues of access, retention, progression and participation of students with disabilities. While higher education institutions have the potential to encourage and support greater participation, many physical, attitudinal and academic barriers remain. UJ's response to these barriers are a policy-based commitment to provide an integrative, transformative and inclusive approach to managing and developing issues associated with disability. This commitment is integral to PsyCaD's Disability Services functioning. The unit supports the notion 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 the institution's strategic commitment of accessibility for all.

It is the mission of the unit to advocate for and provide equal opportunities for students with disabilities. It directly facilitates support for students with disabilities through advice, support and academic accommodations in partnership with these students' 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 complex activity and Disability Services concerns itself with the academic, technological, psycho-social and psychological support of students with disabilities. This requires the unit to be equipped with not only specialised assistive technologies and devices, but also staff that are highly skilled and trained in the support that students with disabilities require.

With reference to UJ's six strategic objectives and associated targets for 2025, Disability Services contributes to the strategic objectives in support of disability, as set out by the MEC Committee for People with Disabilities. What follows is a list of the services and activities (not including core functions) focusing on disability support.

Alignment of Disability Services Goals with UJ Strategic Objectives

UJ Strategic Goal	Services and Activities
Integrated service excellence for people with disabilities	• Facilitated orientation for first-year students. • Extended first-year orientation, including 20 assistive device training sessions. • Concession applications: 276 applications processed by the UJ Concession Committee. • Disability sensitivity project: The No-Light lunch facilitated at STH. • Support for deaf students: facilitated a piloted programme in collaboration with Balalaika Hotel group. • HEDSA work: UJ Disability Services had direct input into this national association for disability units in South Africa.
Dedicated and focused support for people with disabilities	• Central funding: allows for the purchase of assistive devices for staff with disabilities. • Bursaries: 50 academically deserving students received the NFSAS Department of Labour (DoL) bursary. This amounted to R3 million in financial support.

	• Assistive devices: 14 first-year DoL bursary recipients received assistive devices. • 157 academic check-in sessions allowed first-year students direct adjustment support during the year. • Students with disabilities adjustment support group: this ran over 6 weeks and a total of 13 students attended. • Focused HR-related activities: support to staff with disabilities is extended in an effort to promote retention. This includes various disability sensitivity workshops offered to various stakeholders. • Adapted test support: 101 students supported in 478 semester tests across all 4 campuses. • Adapted examination support: 188 students supported in 571 exams during the June and November periods. • Support for students with visual disabilities: the amount of adapted and brailed pages amounted to over 1 300 pages.
Recruitment and retention	• Career counselling to Grade 11 and Grade 12 learners in special schools. • Assistance with bursary applications for 16 prospective students for 2016.
Accessible environment	• Access audits: continual identification of areas of access promoted universal design principles with particular focus on DFC adaptations. • Collaborative projects with the Operations Division in identifying priority areas for infrastructural adaptations and access. • Dedicated funds in the Campus Director's budget to facilitate maintenance and small adaptations to various parts of campus. • Management of deaf students: provision of sign language, interpreting, and data capturing services.
Holistic participation	• Intercampus accessible transport: 798 passengers with disabilities were transported to 532 destinations in 2015 (compared to 536 passengers to 498 destinations in 2014), and highlights the increasing use of this vital service. • The DARE student society facilitated various disability-related projects with the focus on raising awareness. • Wellness Office collaboration: focused support for staff and students with disabilities is facilitated by two separate units. • Intercampus library support: there are designated, equipped spaces in the DFC and APK libraries, with plans for the same support at SWC and APB. A total of 947 student visits to these spaces were recorded across UJ in 2015, as compared to 282 visits in 2014. Three tutors assisted with the required support in these spaces.

In 2015 there were 345 registered students with disabilities at UJ. During this period, 290 students with disabilities were directly supported by Disability Services in various ways. This amounted to 587 appointment-based, consultative sessions consisting of academic, psycho-social, assistive device, as well as access-driven support. In addition, 691 walk-in queries were also facilitated.

Facilitating access and success for students with disabilities remain a legal as well as a moral imperative for UJ. Over the past five years, as access has become a focus area in inclusive education, the numbers of registered students with a disability has increased, as reflected in the table below.

Number of Students with a Disability

Year	2011	2012	2013	2014	2015
Number of students	176	243	242	301	345

The University strives to support all categories of disability in an effort to proactively dismiss any discriminatory practices (see table below).

Number of Students per Disability Category in 2015

Disability category	APB	APK	DFC	SWC	Total
Communication (talking, listening)	0	4	3	0	**7**
Disabled but unspecified	0	6	4	1	**11**
Psychiatric	1	38	10	2	**51**
Hearing (even with a hearing aid)	1	7	3	5	**16**
Learning	3	73	17	4	**97**
Multiple	0	4	1	0	**5**
Physical (moving, standing, grasping)	8	52	4	9	**73**
Sight	7	49	22	7	**85**
TOTAL	**20**	**233**	**64**	**28**	**345**

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.

A category that remains underreported is that of psychiatric disabilities. One of the reasons for this, is the social stigma associated with mental illness. In future there should be more focus on encouraging students to disclose their status so that an accurate picture of the status of psychiatric disabilities in the University can be obtained. This will enable key stakeholders to plan and develop support programmes so that possible risks can be mitigated proactively. The academic support that these students would require, needs to be carefully conceptualised in the greater institution so that these matters could be handled in a sensitive and constructive manner.

- **Teaching and Learning**
  The following reflects the core business of Disability Services – 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 with regard to 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 about reasonable accommodations 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 has resulted in collaborative relationships with faculties as well as the administrative staff.

Although the unit's core business 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 disability 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 in meeting the student's needs. When requiring assistance in one of the aforementioned areas, students report to any one of the unit's sites to access support from one of the team members. This is facilitated through appointment-based consultative sessions or walk-in enquiries.

Disability Services Activities

Year	2013	2014	2015
Appointment-based consultative sessions	441	609	587
Walk in enquiries	*	732	681

*information not available

The above statistics supports the importance of a central point on each campus of the University, where students can report their disability issues to the appropriate stakeholders. It is the aim of the unit to promote equitable services across all sites.

Assessment Team

The Assessment Team provides mainly a support service to the other teams by supplying either the assessment tools, or the manpower for psychological assessments. During 2015, the Assessment Team conducted 829 assessments, and the breakdown of these assessments is reflected in the table below.

Psychological Assessments in 2015 per Site and per Type of Assessment

Site	Type of Assessment	Number Tested
APK C Ring 1	University Career Counselling	110
	School Career Counselling	51
	Transition Career Counselling	11
	F5 Assessments	13
	F7 Assessments	19
	School of Tomorrow E & P Assessments	8
	LADS Assessments	16
	Admin MASSEL Assessments	8
	Training	35
	Management MASSEL Assessments	4
	Emotional Assessment	3
	IPPM Intern Psychometrist Selection Assessments	122
	Grade 9 Subject Choice	11
	Company Assessment (IRR)	2
	Change of Course	3
	FADA Selection Assessments	113
	At Risk FEBE Intervention (LASSI)	48
Subtotal		577
SWC	University Career Counselling	15
	School Career Counselling	3
	F5 Assessments	1
Subtotal		19
DFC	University Career Counselling	20
	Change of Course	1
Subtotal		21
APB	University Career Counselling	18
	School Career Counselling	3
	F5 Assessments	1
	F7 Assessments	1
Subtotal		23
B5 Building	School Readiness	1
	Subject Choice	15
	Career Choice	17
	Career Transition	6
	Concession	12
	Psycho-emotional	6
	Psycho-educational	133
Subtotal		189
TOTAL		**829**

Special Projects by Academic Development and Support

The ADS Special Projects all contribute to the reaching of the strategic goals of the University. Information about these projects can be found in the Annexures at the end of the Annual Report:

- Annexure 1: UJenius
- Annexure 2: Work Integrated Learning and Service Learning (WIL & SL)
- Annexure 3: National Benchmark Test (NBT)
- Annexure 4: DHET Teaching Development Grant and the Foundation Grant
- Annexure 5: UJ Winter School

Other Special Projects by the Office of the Executive Director: Academic Development and Support

The Executive Director of ADS is also responsible for the following special projects:

- Annexure 6: Accelerated Academic Mentoring Programme (AAMP)
- Annexure 7: nGAP
- Annexure 8: QEP

EMPLOYEE PROFILE

ADC Employee Profile

ADC has endeavored to effectively support UJ's transformation goals in terms of employment equity. From 2013 the proportion of designated employees in ADC has moved from 55% to 65% in 2015. This includes four designated appointments made in SANRC with the teaching development grant funding as well as a strong emphasis on recruitment of designated candidates on the P7 and above levels.

ADC Employee Equity Profile	African	Coloured	Indian	White	Foreign Nat.	Disabilities	Male	Female	Total
P5: Director			1	1			1	1	**2**
P6: Heads			1	1	1		1	2	**3**
P7: Senior Coordinators	5	2	1	1	2		4	7	**11**
P8: Coordinators	11	2	3	8	2		7	19	**26**
P10: Administrative Assistant III				1				1	**1**
P11: Departmental Secretary, Administrative Assistant III	3	1		1			1	4	**5**
P12: Administrative Assistant II	3	1						4	**4**
Subtotal	**22**	**6**	**6**	**13**	**5**		**14**	**38**	**52**
TOTAL	**52**						**52**		

Appointments and Resignations

During 2015 four new staff members were appointed in ADC (three in the South African National Resource Centre for the First Year Experience and Students in Transition): Ms Gugu Khanye, Ms Liile Lekena, Ms Andani Ramulongo, and Ms Mapelo Tlowane.

Four staff members left ADC (one because her contract ended, and three resigned): Ms Andile Mamba, Dr Benita Nel, Dr Christel Troskie-De Bruin, and Dr Jenni Underhill.

Staff Qualifications

Academic Qualifications and Further Studies of ADC Staff

Academic Qualifications	Highest Academic Qualification						Further Studies					
	Doctorate	Masters	Honours	Bachelors	Diploma	Grade 12	Doctorate	Masters	Honours	Bachelors	Diploma	Grade 12
TOTAL	7	28	10		6	3	9	1				

Staff Achievements

- **Publications**

  Pretorius, A.J.M. (2015). Structural dimensions of mentoring conversations. In *Mentoring for learning: "Climbing the mountain"*. Tillema, H., Van der Westhuizen, G.J. & Smith, K. (Editors). Rotterdam: Sense Publishers.

  Pretorius, A.J.M. & Van der Westhuizen, G.J. (2015). Space making in mentoring conversations. In *Mentoring for learning: "Climbing the mountain"*. Tillema, H., Van der Westhuizen, G.J. & Smith, K. (Editors). Rotterdam: Sense Publishers.

  Van Zyl, A. & Thomas, A. (2015). Academic honesty: Perceptions of millennial university students and the role of moderating variables. *Koers, Bulletin for Christian scholarship*, 80(1).

CAT Employee Profile

CAT Employee Equity Profile	African	Coloured	Indian	White	Foreign Nat.	Disabilities	Male	Female	Total
P5: Director (Vacant after May)				1			1		**1**
P6: Systems Administrator (Vacant), Project Manager, Senior Instructional Designer + Acting Director, Manager: Learning Technologies (Vacant) Manager III: Web and Mobile Application Development				3			1	2	**3**
P7: Instructional Designer	3		1	2			4	2	**6**
P8: Senior Instructional Developer, Quality Care Practitioner, Client Supporter: LMS	1			3				4	**4**

P9 − P10: Client Supporter, System Supporter (Vacant), Audio and Video Developer, Multimedia Designer, Secretary, Senior Client Supporter	4		2			5	1	6
P11 − P15: Videoconference Technician, Beverage Assistant	2				1		2	2
Subtotal	10		1	11	1	11	11	22
Total		22				22		

Appointments and Resignations

During 2015 two new staff members were appointed in CAT: Mr Jameson Goto and Mr Shane Pachagadu.

Two staff members resigned: Prof Alan Amory and Mr Shane Pachagadu.

Staff Qualifications

Academic Qualifications	Highest Academic Qualification						Further Studies					
	Doctorate	Masters	Honours	Bachelors	Diploma	Grade 12	Doctorate	Masters	Honours	Bachelors	Diploma	Grade 12
TOTAL	4	5	1	3	5	4	2	2		1	1	

Staff Achievements

- **Conference Presentations**
  During 2015 Dr Arno Louw presented a number of papers at local conferences: *Assessment: where activity, technology, and practice meet* at the Evidence-based Practice in Higher Education Assessment & Evaluation Conference on 25 March at Emperors Palace.

  Technology-Acceptance Model (TAM) for using tablets in the classroom: an e-handout facilitation for lecturers at the Digital Literacy in Education Master Class – Removing the barriers to digital literacy on 20 August 2015 at the Balalaika Hotel, Sandton.

  Technology-Acceptance Model (TAM) for using tablets in the classroom: an e-handout facilitation for lecturers – designing and implementing e-handouts at the Digital Literacy in Education Master Class – Removing the barriers to digital literacy at the Balalaika Hotel, Sandton. Arno was invited to present a one-day workshop on 21 August 2015.

  A keynote address, *Moving towards blended learning*, at Mangosuthu University of Technology (MUT) in Durban on 17 September 2015.

- **Publications**
  Louw, A. 2015: Developing a lecturer workshop for using tablets in the classroom. *International Journal for Teaching and Learning in Higher Education,* 27(3).

- **Awards**
  Anna Coetzee received a *Top Achievers 2015* award for the best Masters' dissertation in Learning Technologies in Education (Department of Science and Technology Education, Faculty of Education, UJ).

- **Workshop and Conference Attendance**
  Staff members attended the following workshops and training opportunities:
  - Up2U, an inter-university colloquium with the focus on Teaching and Learning with technologies, held twice a year at a South African university.
  - The 4th international meeting of Open Education Resources university (OERu) partners on 7−8 October 2015 at the Vaal University of Technology.
  - Blackboard Advanced and Turnitin refresher course for all CAT staff by Myles Thies from Eiffel Corp on 6−7 July 2015.
  - Postgraduate Supervision Workshop presented by Dr Ruth Albertyn on 24 November 2015.
  - Digital Literacy in Education as part of FISA (Facilitators Institutional Standardised Assessment) at UJ on 17 October 2015.

PsyCaD Employee Profile

Although there is a relatively satisfactory representation of race and gender in PsyCaD, the staff composition does not reflect the general, nor the student population. The representation is skewed towards White at a peromnes level 8 and upwards, and this will have to be redressed by appointments of new staff, as well as the appointment of team leaders.

PsyCaD Equity Profile: Permanent Employees	African	Coloured	Indian	White	Male	Female	Total
P5: Director				1	1		**1**
P7: Coordinator III (Psychologists, including the Team Leaders)	2	2	8	6	7	11	**18**
P8: Coordinator II (Psychometrists, Financial Officer, Employer Relations)	1	2	1	2	2	4	**6**
P9 − P10: Coordinator I (Graduate Recruitment Programme, Office Administrators)	2			2		4	**4**
P11 − P12: Administrative Assistants, Administrative Assistant: PwD, Information Technology Assistant, Administrator to the Director	5	3			3	5	**8**
P13 − P15: Internal Assistant	1					1	**1**

Subtotal	11	7	9	11	13	25	38
TOTAL		38			38		38

PsyCaD Equity Profile: Temporary and Contract Employees	African	Coloured	Indian	White	Male	Female	Total
P7: Coordinator III (Psychologists, including the Team Leaders and Intern Psychologists)	4	1		13	1	17	**18**
P8: Coordinator II (Psychometrists, Financial Officer, Employer Relations, Web editor)	1		1	3	1	4	**5**
P11 − P12: Administrative Assistants, Administrative Assistant: PwD, Information Technology Assistant, Administrator to the Director	2	1		3		6	**6**
P13 − P15: Internal Assistant/PwD Driver	1				1		**1**
Subtotal	8	2	1	19	3	27	30
TOTAL		30			30		30

Appointments and Resignations

During 2015 three staff members were appointed in PsyCaD: Ms Yolanda August, Ms Lauren Claassen, and Ms Cynthia Pottier.

Eight staff members left PsyCaD (two ended contracts, one retirement and five resignations): Ms Kgomotso Gunya, Ms Trudie le Roux, Mr Ahmed Mohamed, Ms Yolanda Nongauza, Ms Maria Ramaahlo, Ms Manda Snyman, Ms Suzanne Stokes, and Ms Kaylene Thomas.

PsyCaD had a total of 68 employees of which 38 (56%) were permanent and 30 (44%) temporary/contract employees. The high percentage of temporary/contract appointments is of concern. However, given the cyclical nature, as well as specialist functions, PsyCaD often has a greater demand for temporary employees, such as:
- Intern psychologists: As an accredited internship site, PsyCaD accommodates intern psychologists from different universities. These interns are required to do a 12-month internship in order to qualify to register with the HPCSA as a psychologist. These interns are appointed on a temporary basis for 12 months, and are paid a minimal salary.
- Case worker, Disability Services to assist students with disabilities: A temporary case worker is appointed for the first six months of the year.
- Braille editor to assist students with visual impairments: Neither the student numbers, nor the workload, requires a full-time position and therefore the braille editor is appointed on an ad hoc basis.
- Sign language interpreter to assist students with hearing impairments: Neither the student numbers, nor the workload, requires a full-time position and therefore the sign language interpreter is appointed on an ad hoc basis.
- Designated driver for staff and students with a disability: UJ has a designated, adapted vehicle for people with a disability, and given the demand for transport of

people with disabilities between campuses to sport events, etc. a designated driver is required. The position should be a permanent position.

- Training and Development coordinator: PsyCaD offers a wide range of training opportunities, not only for the professional staff of PsyCaD, but also for external professionals, intern psychologists as well as student psychometrists. In order to coordinate this function, a temporary staff member is appointed on an annual basis. This position does not warrant a permanent position.
- Web editor: In order to reach as many students as possible, PsyCaD wishes to create and maintain a visible online presence on a number of platforms, i.e. UJ website, ADS website, intranet, Facebook and Twitter. A web editor is employed on a part-time basis to assist with, and coordinate this function.
- Supervisor for intern psychologists: The HPCSA specifies that a supervisor may not supervise more than three interns in the same registration category as that of the supervisor. This supervisor must be a registered, senior psychologist. During 2015 there was a lack of seniority in terms of Educational Psychology, and a temporary Educational Psychologist was appointed to assist with the supervision of intern Educational Psychologists. Developments in PsyCaD is making this position redundant, and it is envisioned that by 2017 this position will have been phased out.

The academic qualifications of the PsyCaD staff members are skewed towards Masters level. This is understandable if one keeps in mind that an MA degree is the minimum requirement for registering as a psychologist. Only three staff members are busy with, or planning to do, a doctoral degree. It is encouraging to note that there are a number of staff members on a P8 and lower level that are in the process of furthering their qualifications.

Academic Qualifications and Further Studies of PsyCaD Staff per Peromnes Level

Academic Qualifications: Permanent Employees	Total	Highest Academic Qualification						Further Studies					
		Doctorate	Masters	Honours	Bachelors	Diploma	Grade 12	Doctorate	Masters	Honours	Bachelors	Diploma	Grade 12
P5: Director	1	1											
P7: Coordinator III (Psychologists, including the Team Leaders)	18		18					3					
P8: Coordinator II (Psychometrists, Financial Officer, Employer Relations)	6			4		2			2		1		

P9 − P10: Coordinator I (Graduate Recruitment Programme), Office Administrators	4					1	3						
P11 − P12: Administrative Assistants, Information Technology Assistant, Administrator to the Director	8					3	5					1	
P13 − P15: Internal Assistant	1												
TOTAL	38	1	18	4	0	5	8	3	2	0	1	1	0

PsyCaD continued to be plagued by a relatively high staff turnover. During 2015 three Psychologists, one Career Consultant and one Administrative Assistant resigned. Although this is not ideal, it provided PsyCaD the opportunity to redress its equity profile by employing one psychologist with a disability, one Black male Counselling Psychologist and one Black female Clinical Psychologist. The vacancy for an Administrative Assistant was filled by a Black male who was recruited from the HR risk list for contract employees.

Staff Achievements

- **Conference Attendance and Presentations**
  During 2015, the following colleagues presented papers and/or attended local and international conferences:

  At the 21st South African Psychology Congress at Emperors Palace in Johannesburg, 15−18 September 2015, Alban Burke delivered two papers: *Personality disorders in the DSM-5: Too complex or too simplistic?* and *The (neuro)psychology of evil: Beyond philosophy and theology.*

  Lauren Claassen presented her paper, *Sharing best practices in Career Services and indigenous job search resources. The UJ Work Readiness initiative – Career Services and the Dept. of Commercial Accounting*, at the South African Graduate Employers Association (SAGEA), University Career Services Forum on 4 November.

  At the same forum Ian van den Berg delivered his paper, *Customer Relationship Management Systems: UJ YourCareer portal*.

  Disability Services presented at the SANRC First-Year Experience and Students in Transition Conference 2015. Within the domain and understanding of First Year Experience, the support for first-year students with disabilities remains a specialised and focused area. The presentation included how students are

supported through transitioning from a special school environment to participating inclusively in the higher education environment. Additionally, the unique challenges that exist when supporting first-year students with disabilities, specifically within a South African context, was discussed.

Ian van den Berg also attended the following two conferences: The National Career Development Association (NCDA) International Conference, Denver, Colorado, in July; and the Biannual South African Graduate Recruiters Association (SAGEA) Conference, 5−6 November 2015 in Magaliesburg.

- **Publications**
  Burke, A. & Vorster, A. (2015). Prevalence rates of comorbid disorders in attention deficit hyperactivity disorder adults. *South African Journal of Psychology*, DOI: 10.1177/0081246315602429.

- **Workshop Attendance**
  To ensure the professional standard of Disability Services, the following courses were attended by members of the unit:
  - **Disability Symposium**: Creating an inclusive disability policy and practice framework for teaching and learning in higher education;
  - **Assistive devices within higher education environments**: Using technology to support all;
  - **LADS Plus training**: **LADS Plus** is a computerised screening test for identifying learning disabilities in reading in members of the general population aged 15+. LADS Plus is a new version of LADS developed to provide improved screening accuracy in wider populations that may include individuals who have non-standard educational backgrounds, low general ability, and/or poor English language skills.

COMMUNITY SERVICE, STAKEHOLDER ENGAGEMENT, NATIONAL AND GLOBAL REPUTATION MANAGEMENT

Academic Development Centre

ADC made good progress in terms of raising its own and UJ's reputation and profile in a number of ways. The establishment of the SANRC and the initial FYE conference caused a lot of media and institutional attention. This included coverage in a number of national and regional newspapers, 24 radio interviews and live discussions on ANN7 and CNBC Africa. SANRC also received national and international attention from academic institutions. This strengthened the reputation of the UJ FYE and the work being done at UJ to enhance student success.

Staff from ADC were also active on a variety of national forums: Dr Nelia Frade was elected as the co-convenor for the Tutoring and Mentoring HELTASA SIG, Vanessa Merckel was elected as a member of the HELTASA executive committee, Kibbie Naidoo is serving as an advisor to the TAU HELTASA Fellowship Programme and Vanessa Merckel is a facilitator on the same programme. Dr André van Zyl served as the chairperson of the HELTASA First Year Success SIG and was involved as a guest presenter at a variety of forums. Dr van Zyl was also invited to present at two international conferences, which included delivering the keynote presentation at a Teaching and Learning conference at the University of Nottingham.

ADC was approached by a variety of other national institutions to assist in the following ways. The UJ Writing Centre and the FYE office were approached by a number of South African institutions including VUT, MUT and the University of Zululand to introduce the concept of the first-year experience. Dr André van Zyl was approached by NWU, UniZulu, UKZN and CPUT to present at conferences and symposiums on issues related to student success.

Centre for Academic Technologies − Community Engagement Projects 2015

Purpose of the Community Engagement Projects
- Presenting computer literacy workshops to the following community members to ensure optimal functioning in their respective environments: educators/teachers, college students and UJ gardeners.
- All community participants received attendance certificates on completion of the workshops, during which they had to complete assignments, applying the basic computer skills they have acquired.

Staff Members involved
- Julia Mogotsi-Mabulele, Emily Mthembu and Raymond Mokwele
- Anna Coetzee and Moses Rikhotso were also involved with the teachers' training at SWC.

Date and venue	Organisation	Number of attendees
Teacher/educator workshops (5-hour sessions per day), focusing on MS Office basics and the administrative application of computers (e.g. for mark sheets, calculating averages, drafting timetables), and the integration of computers in classroom teaching (emailing as communication, using PowerPoint for presentations).		
25−27 March 2015 at APK	DSJ Primary School, Dobsonville	15
8–10 April 2015 at SWC	Eldocrest Primary School	17
	Saint Ives Primary School	14
30 June – 3 July 2015 at SWC	George Khoza Secondary School	31
	Enkolweni Primary School	
	DSJ Primary School, Dobsonville	
	Thembalihle Primary School	
Number of teachers trained		**77**
Tourism N6 college students workshops (3-hour sessions per day), focusing on MS Office basics, enabling students to do assignments using Word, PowerPoint and Excel, compiling CVs and typing covering letters for job applications.		
26 March – 1 April 2015 at APK	Riverlea FET College	53
	Langlaagte FET College	32
1–7 October 2015 at APK	Langlaagte FET College	31
Number of students trained		**116**
UJ contract workers workshops (1 full day training per group), focusing on using MS Office Word for basic typing purposes and accessing Oracle in order to view and download their payslips.		
4 August 2015 at APK	UJ gardeners	8
11 August 2015 at APK	UJ gardeners	10
14 September 2015 at APK	UJ gardeners	8
Number of UJ gardeners trained		**26**
Total number of community members trained		**219**

PsyCaD

PsyCaD is involved in a number of community engagement projects, and these are usually managed and coordinated by the different teams.

Career Services

Career Services continued with its programme of providing training for Grade 11 learners in career guidance. In 2015 Career Services trained 40 learners and 4 Life Orientation teachers from the following schools: Mshukantamo Secondary School, Thaba-Jabula Secondary School, Phefeni Secondary School and Orlando High School. All these schools are located in Soweto, a few kilometres from the SWC Campus.

Any community engagement project works best when it is an ongoing cumulative process enabling relationships and trust to build and strengthen over time. This initiative started in 2012 and Career Services is grateful for the opportunity to engage directly with Grade 11 learners in the Soweto environs, in providing community-based career guidance services.

In the past year, however, there were some challenges affecting the viability of the project:
• Poor communication response from the coordinating teachers;

- Difficulties experienced by Career Services project coordinator in having face-to-face contact with the School Career Advisors when visits were made to schools, even though notices were sent out well in advance.
- In addition, not much feedback were received from Teacher Liaisons, and the liaison teacher's supervision of the process were poor and in many instances School Career Advisors were left to use their own discretion.

Disability Services

In support of the UJ's strategic goal, Disability Services actively markets the services it offers to special schools as part of its community engagement projects. Very often, learners with disabilities as well as the special schools they are based at are unaware that there is a national mandate to increase and promote the throughput of learners with disabilities.

To support retention and throughput, career counselling with learners in special schools is imperative. Disability Services has established relationships with several special schools in the University's feeder areas. This included the following initiatives:

- **Hope School Career Guidance Programme:** The unit, together with Student Marketing, participated in the Gauteng Special School career exhibition. Various stakeholders from corporate organisations and schools as well as higher education institutions planned a programme in which students with disabilities were provided career counselling opportunities, and then guided with their career-related decisions. This career counselling programme was jointly presented by both WITS and UJ's Disability units.
- **Hope School Career Exhibition:** The annual Hope School Career Exhibition enabled over 500 learners with various disabilities exposure to future career opportunities as well as 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 the Disability units of UJ and WITS provided information on applying to universities and FETs, as well as providing information on the support available to students with disabilities in HEIs. Disability Services attempts to extend the UJ value of creating an inclusive culture of academic distinction and excellence by recruiting prospective students with academic merit and potential during these seminars and visits to special schools. Following the expo, feedback sessions were arranged with schools that attended the career expo.
- **Prinshof School:** Disability Services facilitated a career counselling session at Prinshof School, which caters for students with visual disabilities. During this session, Grade 12 learners were assisted with the application process, given guidance with choosing appropriate careers, as well as information about bursary opportunities for students with disabilities. Lastly, top academic achievers were given information about the UJ Orange Carpet event for 2015.
- **Graduate work placement:** Graduates with disabilities are in high demand, and as such, the unit is inundated with requests from various companies regarding these students. In an effort to formalise this process, Career Services now offers companies an opportunity to advertise directly to this particular cohort of students, thereby promoting the employment prospects of this group.

Training and Development Services

Training and Development Services, in collaboration with the student psychometrists, rendered psycho-educational services to Esperanza Primary School. The first part of the project, the assessment of the 22 learners, had been completed by the end of March. Play therapy, psychotherapy, group therapy and learning support commenced thereafter and continued until November 2015.

This unit also supports internal UJ stakeholders, e.g. the Faculty of Health Sciences. In order to manage the numerous traumatic and stressful events that the students from Emergence Medical Care and Radiography may encounter over and above the demands that typify working life in general, the Training and Development Services, in conjunction with Therapeutic Services facilitated various reflective group interventions with first-year Emergency Medical Care (EMC) and Radiography students respectively.

Reflective Groups in 2015

Department	Sessions	Attendees
Emergency Medical Care	16	144
Radiography	6	38
TOTAL	**22**	**182**

In addition to these workshops and group interventions for the Faculty of Health Sciences, the team also provided support to staff, as requested by HR, for memorial services, crisis and trauma intervention, and workshops on request from residences and faculties.

As a community service, Training and Development Services represented PsyCaD on Mandela Day by making and distributing sandwiches to homeless individuals in the area surrounding the University of Johannesburg Kingsway and Bunting Road Campuses. This also sensitised the intern psychologists to the great need within our surrounding community.

Psychological Services

This team, in conjunction with the Training and Development team, offered a wide range of therapeutic services to the larger community. These were offered either pro bono or at a reduced/affordable rate. Services include couples therapy, family therapy, group therapy, individual therapy, and play therapy.

Assessments

The Assessment team, in conjunction with the Psychological Services, Career Services and Training and Development teams offered a wide range of assessments for the broader community, schools and Gauteng Department of Education, either pro bono or at a reduced/affordable rate. Assessments included: Psycho-educational concessions (specialised assessment aimed at identifying learning or occupational barriers that might hamper academic success and aiding with the obtainment of examination concessions when applicable); Career assessment; School readiness; and Subject choice.

FINANCIAL REVIEW

<table>
<tr><td colspan="3">An Abridged Income and Expenditure Statement of
Academic Development and Support for 2015</td></tr>
<tr><td colspan="3">Cost Centre 140501</td></tr>
<tr><td>Expenditure</td><td>Budget</td><td>Amount Spent</td></tr>
<tr><td>Personnel Costs</td><td></td><td></td></tr>
<tr><td>Salaries cost company</td><td>R56 806 983.60</td><td>R54 443 843.15</td></tr>
<tr><td>Temporary salaries</td><td>R14 497 617.28</td><td>R13 523 471.11</td></tr>
<tr><td>Overtime salaries</td><td>R8 000.00</td><td>R7 735.02</td></tr>
<tr><td>Subtotal</td><td>R71 312 600.88</td><td>R67 975 049.28</td></tr>
<tr><td>Operational Costs</td><td>R1 656 182.19</td><td>R1 899 800.06</td></tr>
<tr><td>Capital Costs</td><td>R673 581.67</td><td>R787 681.27</td></tr>
<tr><td>TOTAL</td><td>R2 329 763.86</td><td>R2 687 481.33</td></tr>
</table>

Within Personnel Costs, a saving of R3.3 million was achieved. Within Operations, there was an overspending of R357 718.

LEADERSHIP AND LEADING CHANGE

Within ADS there are various initiatives to enhance the division's climate and culture to support the UJ Transformation Plan. These initiatives will be discussed in the following paragraphs.

ADS Transformation Plan

The ADS Transformation Plan is based on the five transformation themes of UJ's Institutional Transformation Plan:
- Theme 1: Institutional Culture
- Theme 2: Transformational Leadership, Governance and Management
- Theme 3: Academic Excellence
- Theme 4: Employment Equity (EE)
- Theme 5: A Student-centred and Caring Institution

ADS team members support the institutional transformation project and all strategies are aligned with UJ's strategic objectives. In addition to the ongoing academic support initiatives, new projects are conceived as needs arise or as opportunities present themselves. Examples include the new DHET grants that support academic projects: Teaching Development and Foundation Grants (2014−2017 cycles), the HEAIDS project, and nGAP Scholars. New initiatives in 2015 and for 2016 are the UJ Winter School and the upcoming Summer School, aimed at enriching staff, students and the general public. All services provided to students are free and are delivered with professionalism, respectful understanding of our student body and aimed at their psycho-social and academic success.

Theme 1: Institutional Culture

One of the major focus areas in the transformation efforts of ADS is to address institutional concerns through research and resulting interventions. For instance, in order to address the three interrelated concerns of student dropout, throughput and success the Academic Development Centre will implement the Intensive Revision programme in 2016 and onward to assist students who qualify in preparing their Supplementary Assessments.

Further similar interventions include:
- The UJ English Language Programme (UJELP)
- The Excellence Programme
- The First Year Experience and Senior Student Experience initiatives and their university-wide committees
- The development of distance education offerings in conjunction with Academic Partners

The Professional Academic Staff Development division (PASD) of the Academic Development Centre is closely involved with advancing a culture in the University that is sensitive of cultural diversity. In addition, the training it provides to tutors and senior tutors ensures that the UJ's values form part of additional academic support offered to students.

Theme 2: Transformational Leadership, Governance and Management

In conjunction with various senior academics, ADS coordinates and monitors the Accelerated Academic Mentoring Programme, which has been initiated to advance the professional development of Black and Female academics.

In addition, senior tutors and assistant lecturers are all selected, trained and monitored by PASD, who administers the employment process in conjunction with the Deputy Vice-Chancellor: Academic. This forms part of the institution's drive for excellence in the global context.

ADS Special Projects and CAT are currently involved in revising and updating a suite of Teaching and Learning policies, while providing the infrastructure and support that facilitates student-centred technological practices. The policies are revised in keeping with national legislation and policy.

The UJELP initiative was initially conceived as a means of assisting international students in adapting to the demands of using English for academic purposes, and in its new format provides a varied level of support to these students.

PsyCaD and ADC are jointly involved in training and monitoring the Resident Academic Advisors, who are appointed by Student Life to contribute meaningfully to the social and academic experiences of students living in the residences.

Theme 3: Academic Excellence

ADS is currently developing a consolidated set of interventions in ensuring greater student success, by emphasising student retention and improving student throughput.

PASD is intimately involved with achieving academic excellence in teaching and learning. It provides a series of workshops and seminars on developing innovative approaches to teaching. This includes an emphasis on teaching a diverse student body and understanding student needs much better. What is more, this unit of ADC works with academics who are preparing for promotion, advising them on how to assemble and present their teaching portfolios.

The association with Academic Partners enhances academic excellence through distance education and ensures that all online offerings are carefully evaluated in terms of quality and international benchmarking. This distance education initiative serves to advance the University's international standing as an African university of choice.

ADS staff are encouraged to further their qualifications with various staff members participating in the SANTRUST staff development project.

The Summer and Winter Schools have been designed to expose a broader community to scholarly engagement. In the process, internal and external stakeholders are given the unique opportunity of taking part in scholarly activities. These initiatives are targeted at a diverse community who are given access to a series of seminars on contemporary social and epistemological issues.

Theme 4: Employment Equity (EE)

ADS supports the University's Employment Equity strategy. Due consideration is given to EE when appointments are made. Tutors are groomed to become Senior Tutors and then Assistant Lecturers.

Theme 5: A Student-centred and Caring Institution

ADS emphasises UJ's student-centred and caring ethos through its involvement in the Resident Academic Advisor project, the First Year Seminar (UJ's orientation programme), the Excellence Programme, the First Year Experience and Senior Student Experience initiatives, and through the training it offers all tutors employed by the University. Additional support is provided by the Writing Centres from first-year through to postgraduate studies.

The Career Centre is involved in preparing students for the workplace and provides career counselling and assessment to all interested students. ADS Special Projects offers support to faculties and departments whose students require work-integrated learning and service-learning opportunities as a formal requirement for their qualification by exposing them to the day-to-day activities of their chosen profession. During 2015, 8 342 students participated in Work Integrated and Service Learning.

ADS is also involved in language testing through the International English Language Testing System (IELTS) and the National Benchmarking Tests (NBTs). Understanding the development needs of students enables the Division to put suitable interventions in place.

The following paragraphs highlight contributions by the different ADS Centres.

Academic Development Centre

ADC was able to take large and important strides to establishing itself as a leading example of a successful Academic Development Centre in South Africa and Africa. The progress of the UJ First Year Experience and Senior Student Experience initiatives are seen as leading examples of institutional approaches aimed at improving student success. The progress has culminated in the establishment of the South African National Resource Centre for the First Year Experience and Students in Transition (SANRC). SANRC is the first such National Resource centre outside the United States of America. Interest has been shown from Canada, the United Kingdom and Saudi Arabia to investigate how such a national resource centre can be set up. Secondly, SANRC has been exceptionally well received by the other South African Higher Education institutions. These institutions were all willing to send high ranking institutional representatives to the *FYE Summit* and the *FYE Brainstorm* session held during October 2015. The conference was also very well supported by 180 national attendees.

ADC has contributed to developing UJ's reputation as a leading institution in regards to teaching and learning a transformed student body during the past years. This leading position grew during 2015 as is attested to by ADC staff being approached by a variety of other institutions to provide input in their own planning and the fact that Dr

André van Zyl was invited to be a respondent at a session at the Higher Education summit during 2015. UJ also featured prominently in the CHE quality enhancement documentation and ADC staff were invited to facilitate a number of sessions during the rollout of the QEP.

Centre for Academic Technologies

Within CAT there are various initiatives to support the UJ Transformation Plan. In addition to the ongoing teaching and learning support in 2015, a number of projects were designed to support transformation initiatives. A key project is the design of an innovation lab aimed at the development of new and innovative collaborative teaching and learning media artefacts. CAT made a significant contribution with the project to develop uLink and uConnect. Both are mobile technologies for staff and students. In 2015, uLink became the primary student and staff portal with over five million page requests per day, while uConnect provided mobile access to all the registration processes. CAT is also focused on a future paperless environment and have begun to develop paper-to-online projects with a number of departments.

CAT is committed to a supportive service culture, a culture of sharing information and learning from others, and reaching out and giving access. In this context, we had reached out to the UJ community with seminars where we created a platform for experts in teaching and learning with technologies to share their experiences and research. CAT's two publications *Techno Tips* and *Techno Trends in Teaching* are aimed at addressing concerns about how new technologies can be effectively integrated into a blended teaching and learning approach. Participating in and hosting the bi-annual inter-university colloquium, Up2U, created an opportunity to debate ideas and foster linkages across universities. An example of such collaborative links is the ongoing *Teaching with Tablets* project between UJ, UCT, UFS, Wits and Sol Plaatje universities. CAT's community projects are focussed on basic computer and tablet skills training and include FET students in Riverlea, Langlaagte, Crown Mines, high school teachers and UJ gardening staff.

CAT is supporting leadership and development programmes for UJ staff through professional development and support, contributing to the development of innovative teaching and learning methods, and actively supporting the FYE and providing learner-centred technologies. In this context, CAT presented a variety of customised and/or newly designed and developed workshops for lecturers, encouraging a critical engagement with new technologies for teaching and learning (e.g. Teaching with tablets, Designing a Blackboard module, Authentic assignments, Using Turnitin, Collaboration tools), while the FYE online community module developed by CAT supports first-year lecturers. Students' learning experience is supported by CAT in a number of ways, for example, by intense one-on-one and group computer and Blackboard training and support. In addition, visually impaired students and lecturers are provided with basic computer skills and Blackboard training.

The annual CAT surveys on the use of Blackboard and tablets by staff and students are attempts to ensure academic excellence through the availability of research evidence that could be used to tweak and improve teaching and learning with technologies.

PsyCaD

As an accredited internship site, PsyCaD accommodates intern educational and counselling psychologists from different South African universities. These interns are required to do a 12-month internship in order to qualify to register with the HPCSA as a psychologist. The goal of PsyCaD is to contribute to the development and professional registration with the HPCSA, of competent educational and counselling psychologists. To this end, it is imperative that PsyCaD fully complies with the regulations set by the Health Professions Council of South Africa (HPCSA) with regards to the training of intern psychologists.

This allows PsyCaD to contribute nationally and internationally to the profession of Psychology. Offering a paid internship is particularly beneficial, because it also enables economically disadvantaged students to participate.

UJ Disability Services has always aimed to be among the front runners in supporting best practices in higher education with students with disabilities. It regularly benchmarks with other Disability units and contributes to the development of establishing units. 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.

The Disability Services psychologist served on the Higher Education Disability Services Association (HEDSA) executive community. This association services 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.
HEDSA meetings held with other Disability units allowed for the sharing of best practices. The Disability Services team was actively involved in the training of other TVET stakeholders involved in disability. The unit also contributed to the development of the National Strategic Framework on Managing Disability in Higher Education. This document will provide HEIs standards of practice and will allow for a standardisation of support across the institutions.

Inclusive learning and teaching in higher education refers to the ways in which pedagogy, curricula and assessment are designed and delivered to engage students in learning that is meaningful, relevant and accessible to all. Increasing access, participation and success rates are not merely about accommodating students with disabilities within an existing system, but are also about changing the system in order to accommodate a more diverse student population based on the principles of inclusivity and social justice.

What this will require is for HEIs to strengthen existing learning support services for students with disabilities or finding new mechanisms for the provision of support with the intention of ensuring that such services become part of an overall, integrated strategy towards improved teaching and learning support in higher education. This is an area that UJ can contribute significantly to, and in so doing create a national footprint in not only disability support but also academic support that will support access for the majority of students.

CONCLUSION AND WAY FORWARD

During 2015 the **Academic Development Centre** once again made valuable and decisive contributions to ADS and to teaching and learning success at UJ. This included a wide variety of contributions ranging from effectively providing access to students, to developing and supporting teaching and learning at a high level among UJ's academic community. ADC is taking up the creative space provided within the UJ frameworks to position itself as a leader in teaching and learning and undergraduate student success. This supports UJ's efforts to truly provide access with excellence to its representative student body.

Highlights of the year include the establishment of the SANRC and the successful national FYE conference organised from within UJ. The development and first rollout of the UJELP programme and the impact made in regards to literacies development at UJ was another highlight. The professionalisation of teaching and learning has once again made great strides forward through the strengthening of the promotion portfolio development system and the growth of SoTL at UJ. The high success rates in the Access department was encouraging and UJ continued to provide true access with success through the work being done in the diploma programmes. Lastly, the nationally leading FYE and SSE initiatives continued to grow and deepen during 2015. During 2016 ADC will maintain the momentum created over the past years and in addition, a number of exciting developments are envisioned. These include the roll-out of the online teaching and module evaluation processes; the first PGDipHE cohort moving through the system; the continued impact of the UJ FYE and SSE initiatives; the further growth of the SANRC and the preparation for the new extended Engineering diploma programmes. ADC will continue to support, strengthen and deepen successful and effective undergraduate teaching and learning at UJ.

CAT's contributions in 2015 included: support and development opportunities to the UJ community; teaching and learning support that encouraged academic members to explore and develop new teaching-with-technology pedagogies; and technical and development support that promoted the use of mobile cross-platform applets. Staff training sessions focused on professional development that builds technology competency into development opportunities. The use of mobile technologies by staff and students have become a major trend in higher education and CAT's development of uLink, uGo and uConnect made significant contributions in this regard. During 2015, CAT services were widely used by staff and students to support the use of technology for teaching and learning. New services, such as training and skills development and technology components to support the use of mobile devices, were introduced and supported. Research to evaluate the use of technology in teaching and learning was ongoing during 2015 and will continue in 2016. Support for students learning in a blended environment using their own devices and e-textbooks will continue to be a key CAT function, while hands-on workshops to encourage and support the use of Blackboard will receive renewed attention in 2016.

New developments planned include a CAT Lab that will be housed in the B5 Building. The aim of the lab is to develop online collaborative teaching media artefacts that will be used university-wide as RULOs. CAT instructional designers will play a key role in the support and development of online modules in partnership with AP. In addition, the short online "African citizen" modules that are planned for UJ students will be developed with CAT support. CAT's intention for 2016 is to increase and expand its

footprint across Faculties and to develop strong collaborative relationships with universities in the SADC region.

PsyCaD is committed to making informed, evidence-based decisions regarding its services. When reflecting on the 2015 performance it became clear that more effort and resources must be spent on marketing its services, both internally and externally. Furthermore, the declining interest in workshops has prompted us to review the way we design our interventions. It was decided that we should explore more online interventions and distinguish between which processes could be placed online (i.e. emphasis on self-help resources) and which processes need to be face-to-face.

Until 2015, PsyCaD attempted to duplicate its services across all the campuses. However, it is clear that each campus has its own unique needs and staff and resources need to be deployed according to the needs of that particular campus.

One of the services that PsyCaD offers, and which features prominently in the UJ strategic objectives, is Career Services. During 2016 it will be a priority to revise this system. Proposed changes and improvements include making this service more prominent and visible throughout UJ. Other goals for 2016 for this team includes:

- Create an interactive platform or shared community within each faculty with the purpose of facilitating career development and growth among undergraduate and postgraduate students, by utilising the uLink student portal innovatively.
- Create career-orientated tasks where students are required to go out into their field/areas of interest and to participate in job shadowing, part-time work or volunteering opportunities.
- Use social media effectively to market the workshops.
- Use advisory services to refer students to the workshops.
- More faculty-focused career resources, as identified per campus, for example:
  - ➢ APB: Faculty of Management
  - ➢ APK: Faculty of Economic and Financial Sciences
  - ➢ DFC: Faculty of Engineering and the Built Environment
  - ➢ SWC: Faculty of Economic and Financial Sciences
- Files with printed articles to be converted to electronic files and making these available online.
- Greater marketing of The Ultimate Career Guide 2014/2016.
- Liaise with UJ Library regarding a "career corner" or hosting career resources.
- Assist in the planning and coordination of employer engagement.
- Plan and coordinate all employer relations projects and activities, e.g. career fair support; employer appreciation dinners; thank-you letters; yearly communiqué to employers; Roundtable and Faculty luncheons to grow relationships.
- Plan corporate engagement activities to reach the Career Services' employer engagement and on-boarding objectives.
- Actively manage the employer database.
- Conduct courtesy visits and doing a survey on employee relations and trends.
- Identify employers in the rare skills groupings or where Career Services requires more employer representation on campus and in its recruitment needs.
- Increase and retain the number of corporates and stakeholders engaging with UJ Career Services, and in the process develop lasting relationships with corporates by providing professional graduate recruitment services, including on-campus

interview facilities and year-round networking and meeting opportunities within Career Services.

- Increase number of employers active in UJ Career Services and UJ community.
- Invite the participation of influential corporates in Career Services activities on campus in order to create more networking opportunities for UJ students and graduates to interact with employers.
- Recognise deserving graduate employers for their outstanding contribution to the UJ graduate recruitment programme.
- Develop Career Services employer benefits programme.
- Career fairs, marketing communications and programme escalation.
- Competitive graduate recruitment and YourCareer portal job advertising rates, contributing to income generation for PsyCaD and Career Services.
- Increase marketing and communication strategies with employers, including the overt use of social media technologies to communicate to graduate employers.
- Plan and execute a new long-term community project in 2016.
- Focus Career Services delivery energy on the key delivery areas of employer relations and student workplace readiness, and continue to engage faculties within the Senior Student Experience to further develop the delivery of work readiness programs within the academic setting.
- Expand the use of online career information systems within Career Services to facilitate programme delivery to students and the graduate employer community.

UJENIUS ANNUAL REPORT 2015

Introduction

The UJenius Club, a partnership between the division of Academic Development and Support (ADS) and the nine faculties within UJ, seeks to increase undergraduate student retention but also to encourage undergraduates to enrol for postgraduate study. The club aims to encourage undergraduate students who were performing at the top of their respective degrees, as well as promote further intellectual, social, professional and career development for academically achieving students.

Management

The UJenius Club is managed by a committee comprising the Executive Director: ADS, Prof Rory Ryan, and staff members from each division of ADS: Kerri Ann Alexander (PsyCaD), Paulina Makibelo (ADI) and Anna Coetzee (CAT). All club operations are overseen by this committee between February and October every year. Below is a brief list of the club operations for 2015:

- During 2015 four committee meetings were conducted to plan club events, evaluate the progress of the club and discuss new club procedures.
- The coordinator had ten individual meetings with stakeholders at UJ. These meetings are to encourage relationship-building within UJ, and also to increase student benefit through partnerships at UJ. Some of these meetings seek to increase UJenius partnership external to UJ.
- Two new partnerships were formed − The International Office and the Undergraduate Awards Program. Partnerships allow for increased student development opportunities and rewards.
- Four events were run for UJenius members to reward and encourage students toward greater academic success and to engage with each other as well as with stakeholders within UJ.
- New UJenius brochures and gifts were developed and repeat UJenius members were awarded with electronic tablets. These gifts serve a twofold purpose, firstly as marketing material for the UJenius club, and secondly as a means to acknowledge and promote continued club membership through incentives.
- Numerous student and faculty-wide queries were answered regarding the function and purpose of the UJenius Club.
- A new procedure was established for companies seeking to access the UJenius talent pool and for students to engage with external companies and increase their employability opportunities.
- Four club events were conducted: UJenius annual welcome event, UJenius and Alumni event: Breaking Barriers, Library and the Postgraduate Centre UJenius event, and the UJenius year-end celebration.

Partnerships

The partnerships with the UJenius club for 2015 included the nine faculties at UJ, the Alumni Network, the Library and Information Centre, the Postgraduate Office, the Division for Internationalisation, the Undergraduate Awards Program (University of Dublin), and the Career Services at PsyCaD. These partnerships are reviewed annually in order to ensure that students truly benefit from these stakeholders. At present, very little activity occurs within the partnerships with the faculties and with the Division for Internationalisation, and greater activity with and from these stakeholders will be required. Moreover, greater partnerships are hoped to be developed with external companies in 2016 in order to increase the career development and employment opportunities for UJenius members after they graduate.

Membership

In 2015 there was a total of 391 members, 120 more than in 2014. If the numbers continue to increase as they have been, it is possible to reach 500 students in the near future, more so because the extended students will be included in the UJenius club from 2016 onward. The majority of the members were registered for degree studies at UJ (260 degree and 131 diploma students), although there has been an increase in the number of diploma students. Only 20% of the 2014 UJenius members were also members in 2015. It is hoped that through increased benefits and more meaningful contact with UJenius members in 2016, the number of students seeking to maintain their membership will increase.

Evaluation of the Club

Feedback from 2015 UJenius club members indicated that most of the students felt that the club was valuable, allowing them to develop academically, professionally and socially. Most of the students expressed a desire to mentor other students and get more involved in the club. These top achieving students may be valuable assets to students who are underperforming. The areas of concern were that members' classmates do not know about the club, that faculties do not provide information regarding the Club and do not host events for their top achieving students. The majority of the students want to have more events by external companies to network, and access future internships and graduate job opportunities. The club would also be improved with financial assistance to these students who do not have bursaries.

Recommendations and Goals for 2016

- The partnership between UJenius and various UJ stakeholders must be revised and new partnerships established.

- The partnership between UJenius and faculties needs to be strengthened and better communication between the two bodies is needed.
- UJenius requires new marketing strategies, e.g. a booklet outlining the club and the benefits of membership, and the distribution of gifts with UJenius branding.
- Marketing should be focused on each faculty, targeting especially the first-year students.
- New partnerships with external stakeholders to increase alternative income. The UJenius budget can then be used for more substantial student support and developmental activities.
- Extended Degree students are to be included in UJenius from 2016.
- Better planning of events: The annual welcome event could be more formal and include the issuing of certificates to members. The other events should focus on building greater relationships amongst UJenius club members (e.g. team-building).
- Increase relationships with external companies offering employment opportunities, internships or additional career development to UJenius members.
- Encourage and support greater undergraduate research through involvement in the Undergraduate Awards programme.
- Increase UJenius member student involvement, primarily through their volunteering to become mentors.

WORK INTEGRATED LEARNING AND SERVICE LEARNING ANNUAL REPORT 2015

Strategic Directions and Progress

The UJ Work Integrated Learning (WIL) and Service Learning (SL) Forum meets twice annually to 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 provides reports to the UJ Senate Teaching and Learning Committee (STLC) at the April and October meetings.

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.

During 2015 WIL and SL activities within UJ were supported, with ongoing interaction with companies to identify WIL opportunities for the 5 962 students registered in the 38 WIL programmes. The 2 380 SL placements in the 26 programmes are managed by the Faculties. UJ had 8 342 students completing WIL and/or SL modules as part of their academic programmes during 2015.

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 PsyCaD Career Services is valuable, specifically for the workplace readiness workshops. The Faculty of Engineering and the Built Environment held one WIL meeting.

Both WIL and SL are represented on the UJ dashboard. The 2020 SL target for programmes with a 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. Workplace-based learning featured strongly in a national document, with UJ submitting comment on the DHET draft Policy Framework on Workplace-Based Learning (WPBL) in the Post-School Education and Training sector. Employability remains a national focus, with the various forms of WIL seen as an avenue to promote skills development. UJ programmes with a 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 and SL matters.

Client Profile and Core Business Analysis

The WIL Coordinator's responsibilities 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.

Governance Review – Structures and Policies

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.

Financial Review

The budget for WIL and SL-related matters resides with the Senior Manager: ADS. Every identified WIL opportunity 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 Cooperative Education.

Quality Systems, Quality Assurance and Planning

WIL and SL are aligned to UJ policies, with the WIL and SL Policy approved by Senate 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. PsyCaD Career Services supports the academic departments to provide workshops on job searching skills, CV writing and interview skills. During 2015 a concerted effort was again made to hosts these workshops during lecture periods, which proves to be most effective.

WIL Activities in 2015

UJ had 5 962 students doing WIL in 38 programmes in 2015. Placement and monitoring of WIL lies with the faculties. Any company contacts identified are shared with the Departmental WIL Representatives, who follow up to approve the suitability of the companies and facilitate the introduction of the students. Activities in 2015 included:
- UJ participated in the Technology Localisation Implementation Unit (CSIR) project as arranged by the Southern African Society for Cooperative Education (SASCE). This project offered 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 WIL model successfully introduced for the ND Human Resource Management (HRM) students in 2013 was rolled out again in 2015.

- The model was extended to the ND Commercial Accounting programme (FEFS) students, with analysis of student and industry feedback underway.
- A paper outlining the WIL model was presented at the 19th World Association of Cooperative Education (WACE) in Japan in August 2015: *Walking the WIL Road others have walked before but avoiding implementation potholes: A transdisciplinary approach.* Several other UJ colleagues also presented peer-reviewed papers.
- UJ hosted the successful WIL Africa Conference in November 2015.
- UJ participated in the Gauteng Provincial Skills Development Forum.
- Collaborated with companies for WIL opportunities.
- The UJ WIL Coordinator attended the WACE Planning Institute for High-impact Cooperative and Work Integrated Education (CWIE) in Thailand in December 2015.
- UJ WIL colleagues look forward to DHET accreditation of the *Journal for Workplace-Based Learning* in 2016, thus providing another publication avenue for WIL-relevant articles.
- UJ participates in the Japan International Coordination Agency (JICA) Employability Improvement project. The project will be rolled out to 350 students in 2016.

Service Learning in 2015

UJ had 2 380 students in 26 modules participating in SL. Placement and preparation for SL is managed by the faculties and all students are placed. The University participates in the international ENACTUS project and competitions, under leadership of Ms Joyce Sibeko. UJ colleagues look forward to participating in the 7th annual international symposium on service-learning held in SA in 2016.

Possible Risk Factors and Interventions

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.

As the UJ Programme Qualification Mix changes, replacing the programmes that included WIL components, fewer students would be participating in WIL. The UJ scorecard will need to be adapted to reflect this. The Senior Student Experience has a focus on preparation of students for employment by means of workshops and by encouraging students to seek part-time employment during their student years to gain work experience, a valuable component on a CV. This aspect would need to be strengthened.

The finalisation of WIL contracts is a time-consuming process. Sadly, students often do not honour the contract through to completion. A new clause inserted will expect students to at least complete a full P1 or P2 component. Contracts and the importance of formally resigning (instead of simply stopping going to work) are included in the workplace preparation.

International student placements continue to require specific attention as SA's skills strategy and training rebates only apply to SA citizens. Where this is not managed, there is a risk of delayed graduation and thus an impact on throughput occurs.

Key Strategic Objectives for 2016

The following key objectives have been identified for 2016:
* 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 application of the 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.
* The status of the WIL student in industry continues to be a grey area. This is a national imperative that has been raised with the Chief Directorate: WIL, Innovation and Partnership.
* Conference and workshop attendance remains an important source of gaining of new knowledge, insights and contacts to further UJ WIL and SL.
* Contribution to national skills development initiatives, including those of the Southern African Society for Cooperative 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.

NATIONAL BENCHMARK TEST (NBT) REPORT 2015

Report on NBTs 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. All students are required to write the compulsory Academic and Quantitative Literacy (AQL) test. Only certain programmes require the additional Mathematics (MAT) test. Details of these programmes 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. The NBT process at UJ is managed by Ms Susanne Taylor. Appreciation to Ms Gerda Language and her team for the efficient allocation of test venues and to CAT for assisting with NBT registration as part of the First Year Seminar weeks (19−30 January 2015).

A total of 10 513 UJ applicants wrote the NBT in the 2014/15 cycle. Monthly SMS reminders were sent to applicants in August, September and October in an effort to get as many students to write the compulsory NBTs, with special UJ only NBT sessions being arranged until 21 February 2015 to further accommodate the writing of the NBTs. This strategy, supported by emphasis on the NBTs as part of the Dean's welcome addresses, resulted in 7 608 of the registered students writing the NBT. To ensure full compliance of all first-years a further SMS indicating that non-compliant students may have their final marks withheld, was sent to 4 751 first-year students who had not written the NBT on 20 April 2015. (Note: the numbers include repeating first-year students.)

Analysis of NBT scores of 2015 UJ Registered First-year Students

UJ has extended its participation in the HESA NBT project for another three cycles, as well as participating in the UCT Standard Bank NBT Project, a project that will provide an in-depth analysis of the NBT scores per faculty and even departments' students. The NBT Performance Report for UJ Students (UJ2015) was presented to faculties participating in this first round at a two-day workshop hosted at UJ on 24−25 March. Herewith a brief overview of the report:

- The report presents the NBT performance profile of a subset of students registered at UJ for 2015, namely 5 715 students. The NBT assesses the student's level of academic readiness at a particular point in time in three test domains: Academic

Literacy (AL), Quantitative Literacy (QL) and Mathematics (MAT). Scores are reported in the bands Basic; Intermediate (Lower and Upper) and Proficient.

- The report includes students in both degree and diploma studies, differentiating between them. A brief overview of the broad bands of the scores is replicated from the UCT Centre for Educational Testing for Access and Placement (CETAP) UJ2015 report in the following section of the report.

- The largest proportion of UJ students' Academic Literacy scores fell in the Intermediate band. For diplomas, more scores were in the Intermediate Lower band, with more scores being in Intermediate Upper band for degree studies.
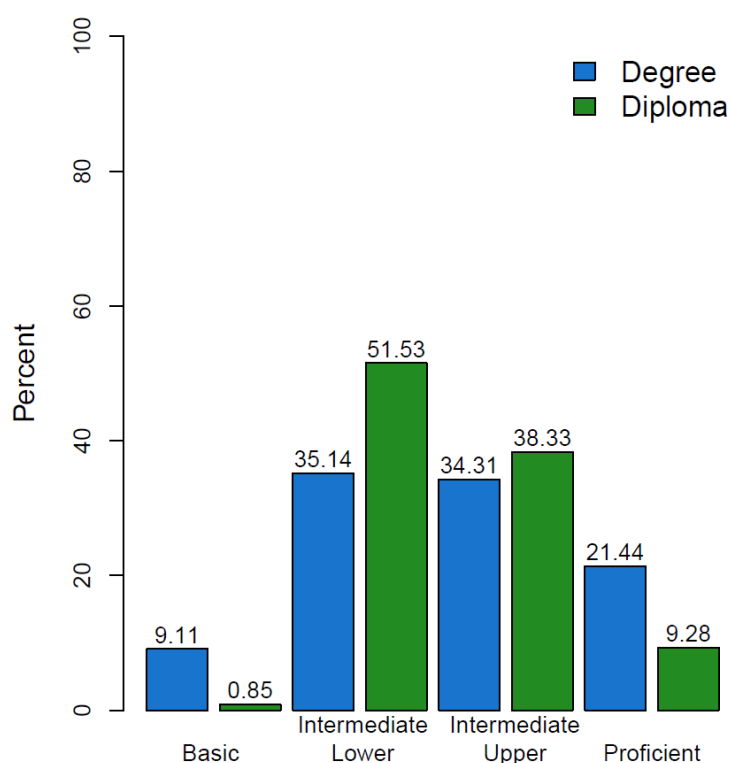
Figure 1: Distribution of AL scores for UJ students, 2015 (Courtesy of CETAP Report, UJ2015)

The largest proportion of UJ students' Quantitative Literacy scores fell in the Intermediate band. For both diploma and degree studies more scores were in the Intermediate Lower band.
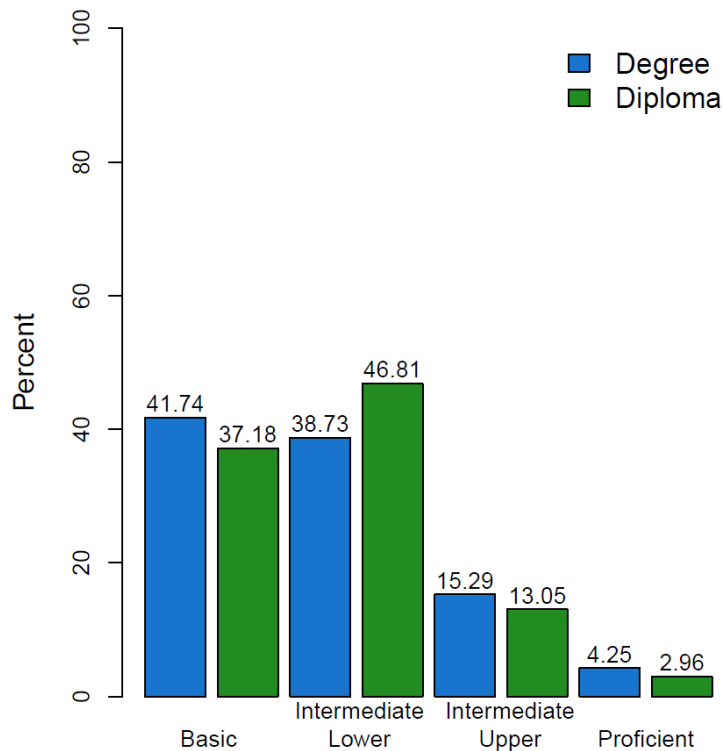
Figure 2: Distribution of QL scores for UJ students, 2015 (Courtesy of CETAP Report, UJ2015)

In 2015, 3 866 UJ students wrote the MAT test. The largest proportion of MAT scores for degree studies fell in the Intermediate Lower band and in the Basic band for diploma studies.
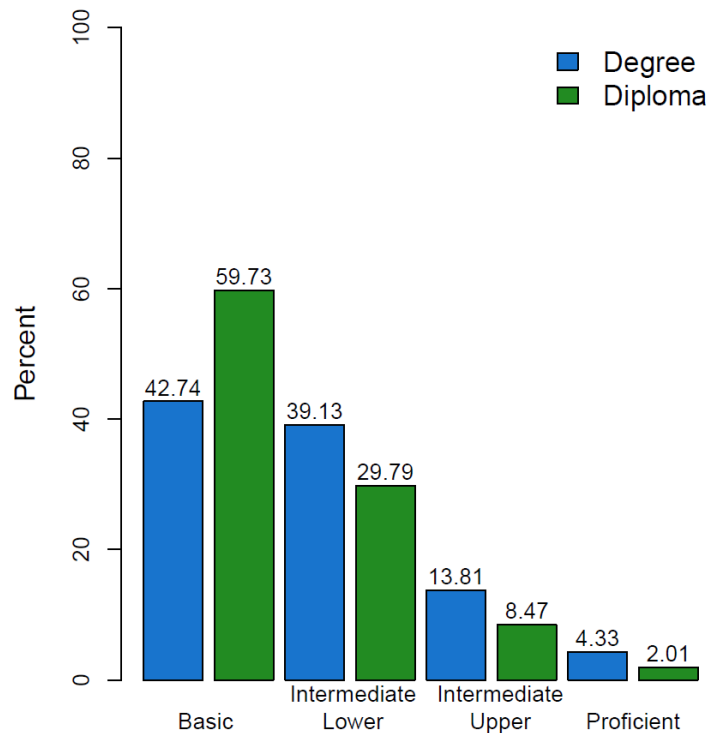

Figure 3: Distribution of MAT scores for UJ students, 2015 (Courtesy of CETAP Report, UJ2015)

- Benchmark bands per faculty and the representation of AL, QL and MAT subdomains are contained in the CETAP UJ2015 report. The subdomains report is an extension of the general NBT scores, indicating specific scores in specific

skill areas, e.g. for AL aspects such as cohesion, communicative function, discourse relations, etc. This additional analysis would assist lecturers to understand their module groups better and to address any specific requirements identified as part of their lectures, thus aiding academic success.

- The NBT scores are generally used by the Faculties of Science, Management and FEFS, as well as by ADS (Access Programmes). They found that using NBT scores in addition to APS scores added considerable value to a faculty's ability to take informed 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).

- The main points of agreement of Workshop participants:
  - The compulsory writing of the NBT tests before application to UJ should be enforced.
  - A representative NBT working group should be created to promote the use of NBT data to improve teaching and learning outcomes.
  - A system for the continuous tracking of students and ongoing monitoring of the relationship between NBT test results and academic course results should be established.
  - Diagnostic information from the NBTs would contribute to the development of teaching, learning and assessment practices. (CETAP UJ2015)

[CETAP: Centre for Educational Testing for Access and Placement (UCT), UJ2015]

NBTs (2015/16 cycle)

For the 2016 first-year intake, the UJ NBT brochure indicates that NBTs should be written by the last date of application, 30 September 2015. This will hopefully mean that most of the first-years will have written NBTs so that the results may be used by faculties.

NBT registration is done via the national website (www.nbt.ac.za) and was open for registration on 23 May 2015. The UJ Call Centre assisted with NBT-related queries, with non-standard queries attended to within ADS Special Projects.

The UJ NBT website had been updated with the new programme list for 2016 reflecting the relevant MAT test requirements.

DHET TEACHING DEVELOPMENT GRANT AND THE FOUNDATION GRANT (2014−2015 CYCLE)

The University of Johannesburg appreciates the opportunity to initiate additional projects to support the academic development of its undergraduate students and academic staff provided by the Department of Higher Education and Training (DHET). The Division: Academic Development and Support (ADS) administers the grants: the Teaching Development Grant (TDG) of R46 338 000.00 and the Foundation Grant (FG) of R27 899 000.00 for the period, receiving clean audits for both grants. No refunds were due to DHET for unspent funds: UJ commitment to the development of its students and staff is evident in that the University made available additional funds for some of the projects. Specific examples are the iPads UJ purchased for its NSFAS first-year students to ensure that they are able to learn with technology and also the additional budget allocated to Tutors, Senior Tutors and the Assistant Lecturers.

The Teaching Development Grant was awarded to UJ for three years (2014/15–2016/17, each cycle running from 1 April to 31 March of the next year, to a total amount of R139 209 million.

The projects supported are in six broad programme areas, some subdivided into activity areas:

- Programme 1: Development of university teachers and teaching, with two activities, Activity 1, the Academic staff development programme and Activity 2, Learning with technology;
- Programme 2: Tutorship and Mentorship programme, with Activity 1, the Enhanced tutor programme;
- Programme 3: Enhancing the status of teaching, with Activity 1, the Vice-Chancellor's Teaching Excellence Awards;
- Programme 4: Researching Teaching and Learning, with Activity 1, the Teaching Innovation Fundand Activity 2, the UJ Teaching and Learning Chair;
- Programme 5: Managing the TDG, for which UJ did not request funding;
- Programme 6: University priorities, where UJ identified two activities, Activity 1, English Language development (undergraduate and postgraduate) and Activity 2, Assistant Lecturers.

In Programme 1, Activity 1, the focus falls on the development of academics. Academic preparation for new academic staff takes place twice a year, in January and July, and was attended by 243 staff. Staff had the opportunity to engage more deeply and practically in follow-up and ongoing professional development workshops. During 2015 a total of 922 teaching and module evaluations were undertaken. More than 500 academic staff participated in the range of workshops offered: Curriculum Alignment; Deeping Student Engagement; Planning your Module; HOD workshops; Assessment; Assistant Lecturer Orientation; Plan your Module; Assessment; Teaching Portfolio Development. The Accelerated Academic Mentoring Project (AAMP) was rolled out with more than 200 participants. PASD collaborated with the Faculty of Humanities and Health Science to host two faculty-specific seminars. The postgraduate diploma in higher education will be offered for the first time in 2016.

In Programme 2 a total of 687 tutors and 53 senior tutors were trained. The workshops on the effective implementation of tutor programmes at UJ were attended by 152 staff members. Staff members also benefitted from individual mentorship.

The prestigious Vice-Chancellor's Teaching Excellence Awards were awarded to three lecturers. Two awards were made in the category of "Most Promising Young Lecturer".

Programme 4 comprises the Teaching Innovation Fund, where project funds were made available for nine projects focused on innovative teaching. The influence of the Teaching and Learning Chair is having an impact on the scholarship of teaching and learning at the University and on scholarship in the Academic Development Centre. The national prominence of several of the projects is establishing UJ as one of the leaders in the scholarship of teaching and learning in the country.

UJ prides itself on supporting its students towards academic success. To further this aim, the funds available for Programme 6 are put to effective use. For Activity 1, English language development, a range of activities took place. First-year extended degree and mainstream students were supported in close cooperation with three faculties. In addition a series of faculty workshops on a range of topics were offered. ADC hosted the Writing in the Disciplines (WID) Seminar in collaboration with George Washington University from the USA, aimed to accentuate scholarly conversation on the teaching of specialised writing conversions of different disciplines and across faculties. The regular work done through the writing centres continued to provide help to UJ students at both undergraduate and postgraduate level. The appointment of Assistant Lecturers further supports the UJ excellence in teaching and learning.

The Foundation Grant is awarded to UJ on an annual basis, each cycle running from 1 April − 31 March of the next year. The Foundation Grant for the 2015−2016 cycle was R34 017 million.

The Foundation Grant has allowed UJ to offer 29 extended curricula programmes in the Faculties of Management, Humanities, Engineering and the Built Environment, and Science to students who are academically at risk of failing or dropping out of higher education. The funds have allowed for the creation of extended curricula programmes with substantial foundational provision, which provide solid foundations on which the students can base their future studies.

ADS is confident that these additional funds contribute to the improved pass rates of its students, the enhancement of teaching and learning practice of its academic staff and contribute to the scholarship of teaching and learning (SoTL).

ENRICHING MINDS: UJ WINTER SCHOOL 2015

The first Enriching Minds: UJ Winter School was held on the UJ APK Campus from 6 to 10 July 2015.

Programme and Presenters

Presenters were invited from all Faculties, ADS, and Advancement, with some external presenters invited as a pilot. The programme consisted of 54 presentations, ranging from one-hour topics to a full-week workshop (a pilot programme with the Afrikaans Department) and the incorporation of the Winter School of the Computer Science Academy.

Marketing

Extensive marketing was done: UJ Circulars and Social Media interactions, flyers at UJ entry gates, adverts in two community newspapers (twice), street pole ads, two UJFM interviews, a stall at the Campaign for Girls Expo at the Sandton Convention Centre and more. Sincere appreciation to all Faculty, Postgraduate and Alumni marketers who communicated the Winter School message via their distribution lists.

Website with Booking/Payment System

The same booking system was used as for UJ Open Day bookings, with the developer (Student Brands), adding a payment component. Kevin Reddell (PsyCaD/ADS Marketing Coordinator) ensured that the Winter School had artwork and banners, that the website went live, the flipping book brochure was available and that participant payments could be made. A mobi site (winterschool.uj.mobi) was established to facilitate access by smartphones.

Budget

A budget of R226 690.00 was approved by the MEC of which R219 773.08 was used. The income from participants amounted to R3 180.27. This excludes the R18 000 from the Tertius Kapp workshop (with 8 participants), which was run as a pilot.

Attendance

The Winter School attracted 389 participants, with 294 registered participants attending the general sessions. The three best attended topics were: Managing your money: How to become a millionaire (22 attendees), Gene in a Bottle (21 attendees) and Gratitude makes you great! (18 attendees). An average of 10 attendees attended per topic. Eight delegates attended the pilot SLP Tertius Kapp workshop. The Computer Science Academy attracted 85 Grade 12 learners to their school syllabus related long-standing Winter School offering.

Registration/Marshals

The support of the 15 PsyCaD Peer Buddies proved invaluable. They directed participants to venues, answered queries, set up and manned the Registration Desk at C Ring 1, distributed and collected the feedback forms, and also attended sessions with few participants.

Feedback from Participants and Presenters

Completed feedback forms were received from 140 participants. The booking, payment and on-campus registration received a rating of Excellent by 65%, 51% and 72% of participants respectively. The presentations were rated as Excellent by 95% of participants with 85% indicating that they would attend another Winter School at UJ. Only 7% and 13% respectively rated the Booking and Payment System as Poor.

Positive comments were received about the logistical arrangements; support to presenters; experiences by presenters; and interesting, informing and empowering topics.

Pilot Initiatives

Three pilot initiatives were launched as part of the Winter School.

- Inclusion of existing initiatives as part of the Winter School programme, e.g. the Faculty of Science Computer Academy Winter School. This worked well, with the Winter School brochure simply advertising the event and all booking/payments arrangements still taking place via the Faculty. This proved successful and would be a continued practice.
- Introducing or including Short Learning Programmes/CEP/CPD programmes. The Faculty of Humanities participated in this pilot initiative by offering a programme for novice writers interested in adapting literary texts for the screen. Ten writers could attend a workshop offered by Afrikaans playwright and winner of the 2015 Herzog Prize for Afrikaans Drama, Tertius Kapp. The programme was a success although detailed costing should be in place to ensure that such offerings at least break even. The offering of shorter, possibly even credit-bearing/certificate offerings will be considered in future.
- External specialist presenters from e.g. the Foundation for Space Development were invited to participate in the Winter School. Some of these presentations were withdrawn due to lack of bookings and in one case the external presenter was unable to present. Should topics of interest be identified by UJ colleagues for which external expertise is available (at our UJ stipend), these would certainly be considered again.

Reflection

Despite best efforts and extensive marketing, the current format of the Winter School offering attracted only 132 paying participants. Possible reasons could be that Grade 12s are busy preparing for their prelims and schools offer their own winter programmes during that time; that the name was not catchy enough; that additional travelling cost made it difficult to attend; or that the topics were not relevant enough.

Recommendations for the Future

- A discussion could be initiated with the UCT Summer School Team to benchmark and learn more regarding their operation.
- The booking/payment system should be more flexible, e.g. allowing for multiple bookings per person (a shopping cart) and for a single payment to be made for different people attending the same topic to accommodate a family/company.
- Reconsider school learners as the target audience: Grade 12 learners are focused on their final exams and often have their own winter schools. They already have Open Days to attend.
- Consider an additional focus: companies and their staff, bringing them onto UJ campuses for a themed staff development/enrichment experience. Develop a programme that covers a range of popular business topics – HR, leadership, management, finance-related, presented by our lecturing staff. We could then increase the fee (possibly including refreshments).
- Consider offering programmes that include a participation/attendance certificate, thus 2- or 3-day workshops.
- Community members and UJ staff are part of the target, with UJ staff paying a reduced fee.
- Other suggestions: a series of SLPs; a week of Public Lectures; a Workplace Readiness/Preparedness for students – compulsory prior to graduation/part of SSE; Winter School as fast-track/catch-up prior to supplementary exams; topics of interest to high school learners offered in afternoons during term; inclusion of Arts and Culture (timing is key as they are at the Arts Festivals); Internship/WIL opportunities, e.g. HRM; Public Governance and Commercial Accounting.

Winter School 2016 – dates and budget

In 2016 the UJ Winter Recess starts 15 June and the third term commences on 01 August. Gauteng Public School Holidays are from 25 June to 17 July.

A Winter School budget of R434 443.00 has been submitted for 2016.

ACCELERATED ACADEMIC MENTORING PROGRAMME (AAMP) 2015 REPORT

Introduction

The AAMP was launched in 2015. The funding was approved during the first semester of 2015, and the Programme became operational in June/July 2015. Thus, the current report covers a period of less than a full year, and shows good progress in a relatively brief initial phase. The report consolidates and incorporates feedback obtained from the coordinators of the three AAMP groups, as follows:

- **Level 1: Coordinator Prof S Motala.** Candidates comprise academic staff working towards a doctoral degree.
- **Level 2: Coordinator Prof E de Kadt.** Candidates comprise academic staff seeking promotion either to Senior Lecturer or Associate Professor.
- **Level 3: Coordinator Prof T Metz.** Candidates comprise academic staff seeking promotion to Professor.

The Coordinator of the Programme and the Coordinators of each Level met to clarify the aims of the project, namely, to provide career development opportunities and inputs with the goal of giving stimulus to the transformation of the academic staff profile, in terms of race and gender, and in order to secure the next cohort of academic leaders.

Level 1

A total of 106 academic staff were invited into Level 1, on the recommendations provided by the Deans, with 6 candidates declining to participate, and 2 withdrawing after already accepting the invitation. The table below illustrates that 65% of active candidates in Level 1 are Black South Africans.

Faculty	Number of candidates invited	Attrition count	Number of candidates accepted	Number of designated candidates who accepted	% designated
Education	4	0	4	3	75%
FADA	7	0	7	6	86%
FEBE	19	1	18	10	56%
FEFS	16	3	13	9	69%
FHS	19	3	16	11	69%
Humanities	9	1	8	7	88%
Law	3	0	3	2	67%
Management	21	2	19	9	47%
Science	8	1	7	5	71%
TOTAL	**106**	**11***	**95**	**62**	65%

The first six months of the AAMP Level 1 programme entailed orientating the candidates and their mentors as to the nature of the programme. Prof Motala indicates: "Candidates have responded positively to the programme and welcome the dedicated attention to their career development pathways."

The first actions taken were to assist the candidates with the formulation of career development plans that were mutually negotiated between mentor and candidate; to enable the candidates to understand why they were selected and invited to be part of the AAMP initiative; to obtain the mentors' understanding of their role in the programme; to describe the variety of mentoring activities that are expected of the mentors; and to facilitate the broader development of an academic identity.

The variety of mentoring strategies and sources used during this period included:
- Setting up the career development plans through discussions and shared experiences.
- Using the candidates' CV to discuss gaps and then advise on closing the gaps.
- Inducting the candidates into the 'rules of the game' in terms of getting promoted, carving a career path and positioning themselves in the academic system.
- Performing the role of 'academic counsellor', thus being made aware of the challenges faced by candidates.

Not all candidates have provided career development plans. "The submission of Career Development Plans has been the main area that has lack[ed] a robust uptake. The reason for this is not clear. Some candidates have requested extensions, others indicated that they had not yet met their mentors, a few indicated that it is a difficult document (echoed by a few mentors) while others remain silent."

The following recommendations are made:
- The Career Development Plans should be regarded as an aid for the candidate, and not necessarily as contract. The CDP becomes the site of discussion of progress and/or accountability for progress. AAMP Coordinators may request reports from these parties in respect of the developmental programme needs of the CDPs and/or do surveys to identify the needs of the candidates.
- The Mentor sessions revealed the need to undertake research on the process of mentoring. It must also be emphasised that while the AAMP is designed to bring specific mentors and candidates together, this is not the only mentoring initiative in the faculties. Within departments, there is, and there should continue to be, parings of more experienced members of staff with less experienced members of staff, to provide widespread academic mentoring.

Within Level 1, three candidates have received their Doctoral degrees in 2015, and have progressed to Level 2.

Level 2
Initially, 111 people were invited to join the programme as Level 2 candidates. Of the 12 candidates who are no longer on the list, 8 were promoted to Level 3, with 5 declining to participate. The table below indicates that 40% of all candidates who accepted the invitation to join Level 2 are designated candidates.

Faculty	Number of candidates invited	Attrition count	Number of candidates accepted	Number of designated candidates who accepted	% designated
Education	13	3	10	6	60%
FADA	4	2	2	0	0%
FEBE	22	0	22	5	23%
FEFS	7	0	7	1	14%
FHS	10	1	9	2	22%
Humanities	12	5	7	4	57%
Law	2	0	2	0	0%
Management	16	0	16	11	69%
Science	25	1	24	11	46%
TOTAL	**111**	**12***	**99**	**40**	**40%**

* 2 South African Indians, 3 White South Africans, 2 Foreign Blacks and 1 Foreign White were promoted (8), 3 Black South Africans and 1 South African Indian declined to participate (4)

Prof De Kadt initiated the Level 2 programme by means of campus-specific meetings with candidates in order to allow for discussion around AAMP. Participants indicated they would have appreciated prior discussion around such a programme; and concerns were expressed about the potentially elitist nature of AAMP, as well as about the legal implications of participation. Concerns were largely allayed when the candidates were subsequently given further clarification concerning teaching relief, and were informed that short periods of AAMP-approved absence would not erode their sabbatical reserve, and that the requirement to stay at UJ after completion of the programme has been withdrawn.

The Coordinator paid specific attention to the Career Development Plan, and urged candidates to complete these. Prof De Kadt states: "I have personally found this very useful in planning my career. For this purpose a template was developed, and also a Google form; to date about half of the participants have submitted such a CDP. The original intention was that participants should report against their CDP at the end of the year. However, during the mentoring discussion it became clear that this was resulting in (erroneous) perceptions that AAMP was another form of performance management."

She also states: "It was necessary to confer with the candidates concerning their own identified needs, rather than simply assuming what those needs might be. As a result, a template was developed, in cooperation with the Level 3 Coordinator, to solicit opinion on the various foci of the workshops planned for this group. The workshops were slow in taking off, but are now reportedly gaining momentum. A two-day retreat was held at the Kievits Kroon Conference Centre, also attended by some Level 1 candidates. The retreat sought to offer to 30 participants the opportunity to engage at a deeper level with 'what it means to be an academic'. Four sessions were scheduled: Teaching and Learning; Research; University administration and management; and an evening discussion on the topic 'What does it mean to be an academic?'" According to Prof De Kadt, "Responses were overwhelmingly positive to this experiment, with participants indicating that they were able to ask questions they would never have

dreamed of asking otherwise." The retreat highlighted various directions for further workshops and interventions, including discussions on the career development plans, the requirements for promotion, strategies associated with application of an NRF rating, time management for academics, and a focused workshop on time management for HODs. Overall, the retreat exercise was a most successful endeavour, and this will be encouraged for all three Levels for 2016. Similarly, an off-campus writing retreat held in December with around 20 participants was very well received and will be repeated.

Level 3
A total of 36 people were invited to join Level 3 of the AAMP initiative, and 9 declined. The table below shows that 19% of the candidates drafted into Level 3 are designated candidates.

Faculty	Number of candidates invited	Attrition count	Number of candidates accepted	Number of designated candidates who accepted	% designated
Education	9	4	5	2	40%
FADA	5	1	4	1	25%
FEBE	3	0	3	0	0%
FEFS	4	0	4	2	50%
FHS	1	0	1	0	0%
Humanities	6	1	5	0	0%
Law	1	0	1	0	0%
Management	7	3	4	0	0%
Science	0	0	0	0	0%
TOTAL	**36**	**9***	**27**	**5**	19%

* 5 South African Indians, 3 White South African females, and 1 Black Foreign male declined (9)

Prof Metz, the Coordinator of Level 3, writes that this group was initially dismayed by how the programme was implemented: "They were concerned about: the lack of transparency regarding which kinds and what amounts of resources were available; the legal expectations of staying in the University's employ (especially in light of the lack of information about likely benefits); the sense that the University would take credit for the programme without providing real support to staff; the requirement of having to use sabbatical time in order to focus on research projects; the lack of clarity about why they had been selected for the programme (because they are bad, or because they are good?); the 'insulting' nature of the invitation, which, for instance, implied that they 'need' a mentor; the suspicion that their performance reviews would be affected by (non)participation in the programme; the absence of consultation with them about their needs in the formulation of the programme; the fact that they had not had a say in who their coordinator was to be; the lack of a direct conduit between them and senior management to discuss these kinds of issues; and similar kinds of procedural concerns."

Prof Metz explains that most people's concerns were eventually answered by senior managers, so that about 23 Associate Professors had signed onto the programme by the beginning of August. Most of those who decided not to participate did so apparently for pragmatic (e.g. health or timing) reasons.

The following activities have been carried out in 2015:
- A survey of which kinds of workshops/presentations members of Level 3 Group C believe they need;
- A survey of which kinds of funded activities (e.g. travel abroad, teaching relief to focus on research) members of Group C believe they need;
- Met with a group of mentors to address their concerns and to enable them to share perspectives with each other;
- Vetting applications for funds;
- Providing strategic advice to several individual members on an ad hoc basis (sometimes in person, sometimes via email) about how to advance their careers;
- Workshops for members of this group and others on "How to Obtain an NRF Rating", "How to Manage Time as an Academic" and "How to Manage Time as an HOD".

As with Level 1 candidates, there has been some reluctance to submit Career Development Plans. The overall strategy going forward will be that while a Career Development Plan provides a candidate with a clear set of objectives and the associated timeframe in which to achieve them, the Plan will not be a "contract", but rather an aid to the candidate in achieving goals according to a timeline.

Progression

Level 1 to Level 2

Three successful participants: Award of Doctoral degree and promotion to Senior Lecturer

Faculty	Department	Doctoral	Promoted to SL	Name
FEFS	Accountancy	*	Promoted to AP	Ahmed Mohammadali Haji
FHS	Somatology	2015	No	Karien Henrico
FHS	Nursing	Grad 2016	No	Kaarina Meintjes

* Ahmed Mohammadali Haji has not completed a PhD. He was promoted to AP in 2015. This is allowed according to the FEFS appointment and promotion criteria.

Level 2 to Level 3

Eight successful participants: Promotion to Associate Professor

Faculty	Department	Name
Education	Childhood Education	Lara Ragpot
Education	Childhood Education	Kakoma Luneta
Education	Education & Leadership Studies	Leila Kajee
FADA	Jewellery	Judy Peter
FEBE	Construction Management & Quantity Surveying	Clinton Aigbavboa
FHS	EMC	Craig Lambert
Humanities	Communication Studies	Nyasha Mboti
Humanities	JFT	Ylva Rodny-Gumede

Level 3 completed

Two successful participants: Promotion to Professor

Faculty	Department	Name
Education	Education Leadership & Management	Juliet Perumal
Education	Science & Technology Education	Umesh Ramnarain

AAMP Grants to candidates
Level 1
10 x grants totaling R168 240.00

Level 2
6 x grants totaling R137 782.00

Level 3
3 x grants totaling R173 000.00

General
R297 712.00

General Observations
The AAMP has only just begun, and there has been insufficient time in which to evaluate its effectiveness. Clearly, there is a need for less experienced staff to receive ongoing mentoring, to participate in workshops, and to receive opportunities for overseas travel and for teaching relief, thus allowing them to focus on their studies towards the doctoral degree, to write an article or to prepare an application for funding. The first year of the AAMP has been exploratory, in terms of setting the terms of the candidate/mentor relationship, gauging the candidates' attitudes to having been selected for participation in the programme, gathering the candidates' views on what kinds of workshops and other opportunities would best fit their development plans, and establishing a set of ongoing actions to form the foundation of the Programme going forward. The AAMP has got off to a good start, and will gather momentum in 2016. The Coordinators remain the same as in 2015.
The relative paucity of Black candidates, particularly at Level 3, must be addressed urgently in 2016. Deans will be encouraged to seek further candidates, and to indicate to potential candidates that the AAMP is a set of opportunities and support mechanisms, to dispel negative impressions of the programme.

THE NEW GENERATION OF SCHOLARS PROGRAMME

The nGAP programme is a DHET initiative intended to provide resources to universities to grow a future generation of academics, with particular emphasis on transforming the demographic profile to include more Black scholars. The DHET provides full salary and development costs for the first three years of an nGAP candidate's permanent employment, and for the following three years, the DHET contribution declines as the UJ contribution increases. By year seven, the full costs of the post are carried by the university.

UJ submitted a total of eighteen post proposals, and received approval for seven of these proposals. Candidates were interviewed, and appointed to take up positions on 1 January 2016, as follows:

Faculty	Department	Candidate appointed
Science	Pure and applied Mathematics	Mr S T Mafunda
Science	Geology	Mr T V Makhubela
Education	Childhood Education	Ms L B Ndabezitha
FEFS	Accountancy	Ms B Schutte
Humanities	Strategic Communication	Ms M K Sitto
Humanities	Philosophy	Ms Z Mncube
FEBE	Mining	Ms N P Nelwamondo

THE QUALITY ENHANCEMENT PROJECT OF THE COUNCIL FOR HIGHER EDUCATION

The QEP is a multi-year project intended to achieve enhancement among all SA universities within teaching and learning. In Phase 2 of the QEP during 2015, the University submitted a comprehensive report regarding achievements, enhancements, activities and initiatives within four Focus Areas:

Focus Area 1: Enhancing Academics as Teachers

Includes: professional development, reward and recognition, workload, conditions of service and performance appraisal.

Focus Area 2: Enhancing Student Support and Development

Includes: career and curriculum advising, life and academic skills development, counselling, student performance monitoring and referral.

Focus Area 3: Enhancing the Learning Environment

Includes: teaching and learning spaces, ICT infrastructure and access, technology-enabled tools and resources, library facilities.

Focus Area 4: Enhancing Course and Programme Enrolment Management

Includes: admissions, selection, placement, readmission refusal, pass rates in gateway courses, throughput rates, management information systems.

The project was coordinated with ADS, and the four focus area reports were drafted principally by ADS staff, after broad consultation within the University.

The follow-up to the Phase 2 Report will be an institutional visit to UJ by the CHE.