ANNUAL REPORT 2016

UNIVERSITY OF JOHANNESBURG

ACADEMIC DEVELOPMENT AND SUPPORT

CONTENTS

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UNIVERSITY OF JOHANNESBURG

ACADEMIC DEVELOPMENT AND SUPPORT
ANNUAL REPORT 2016

OVERVIEW OF THE ACADEMIC DEVELOPMENT AND SUPPORT DOMAIN

The Division of Academic Development and Support comprises multiple initiatives with the overall purpose of providing the best possible academic experience for undergraduate students in South Africa, and consequently to maximise retention and success. Our ultimate focus is thus on contributing substantially to the reduction of dropouts, and improvements in the module pass rate and the degree throughput rate. The intellectual, professional and personal 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 and enrich the personal environment of the student, academic support initiatives to maximise learning opportunities, initiatives to deepen and broaden the pervasive and sophisticated use of academic technologies, and opportunities for academic staff development in pursuit of effective curriculum design, integrated with dynamic teaching practice. Our collective institutional goal is to develop graduates who are confident and passionate, as intellectuals, professionals, ethical and responsible citizens, and innovators.

The undergraduate degree credit success rate, the principal barometer of overall undergraduate achievement, has made slight gains during 2016, and may have now stabilised around the 85%-86% mark. The undergraduate degree credit success rate, over five years, has been as follows:

| 2012	2013	2014	2015	2016
82.1%	83.3%	84.5%	85.4%	85.5%

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 backgrounds, and their effective transition into university studies is paramount in our learning strategies. Crucial to our success is to engage our first-year students from their first day on campus, by means of the orientation programme known as the First Year Seminar, a multi-pronged initiative coordinated 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. The Senior Student Experience, a coordinated set of initiatives focused on career planning, work readiness, resilience and academic success, addresses the needs of senior undergraduate students and prepares them for postgraduate studies or employment. Our undergraduate students continue to rate their overall UJ experience highly: a new record high of 87,2% of undergraduate respondents to the 2016 UJ Undergraduate Student Survey indicated they would chose UJ again:

Would you choose UJ again?	2011	2013	2014	2015	2016
6 - definitely	81.9	80.9	84.9	85.3	87.2

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%-5% over the past three years.

	2009	**2010**	**2011**	**2012**	**2013**	**2014**	**2015**	**2016**
UG Degree Total	74.9%	78.3%	79.4%	82.1%	83.3%	84.5%	85.4%	85.5%
African	73.0%	76.9%	78.5%	81.3%	82.7%	84.1%	85.0%	84.9%
Coloured	71.5%	76.8%	78.0%	80.3%	82.5%	83.3%	83.9%	85.5%
Indian	75.7%	78.7%	79.3%	83.7%	83.4%	87.1%	87.6%	88.9%
White	83.4%	84.6%	85.4%	87.2%	88.2%	87.7%	90.0%	91.2%

The dropout rate is the answer to the question: Did the student return in the following year? The first-year dropout rate (that is, those that did not return in year 2) has stabilised in the last two years at 15%-16%, which is positive.
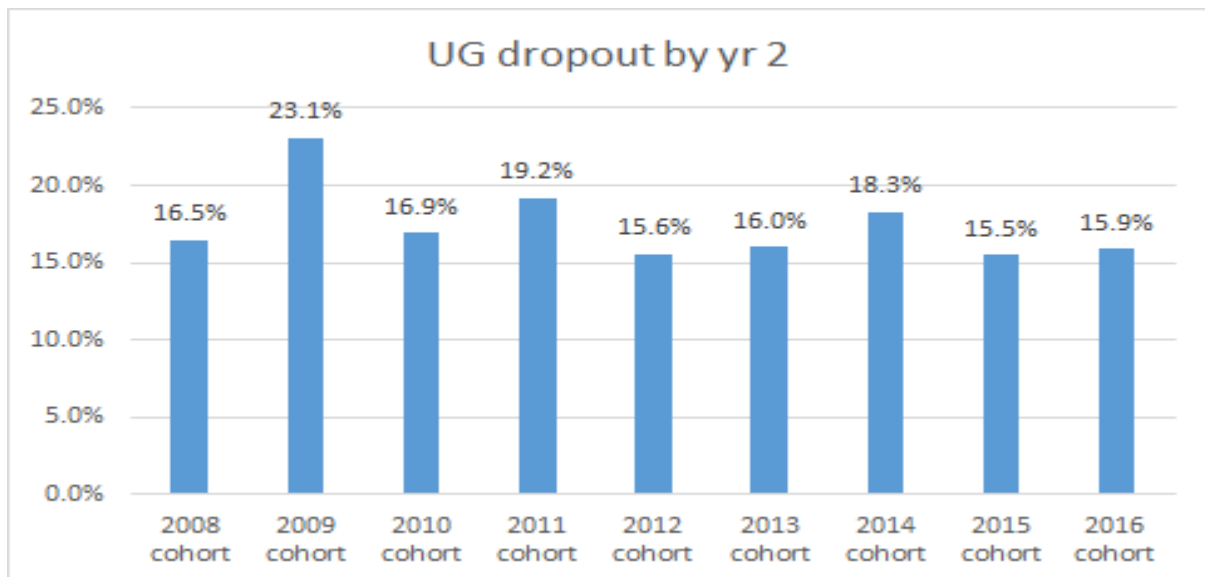
To obtain a detailed understanding of the factors involved in students of good academic standing not returning to UJ in 2016, ADS conducted 130 personal interviews with non-returning students. The reasons for early student withdrawal are varied and complex. An untenable financial situation is often at the core of early withdrawal, especially within the "missing middle" category of students, and this impacted on academic performance significantly. A student's fit with the institution can also lead to early withdrawal. This often comes down to personal preferences and the expectations a student has when enrolling at an institution for the first time. Lastly,

when personal issues tend to result in early withdrawal they tend to be significant and life altering. Personal reasons can include health issues, pregnancy, and personal bereavement.

The outlook for the reduction of dropouts, during 2017, is distinctly positive. The number of UJ students who have received NSFAS funding has greatly increased in 2017, and this will create more financial stability, which will contribute in turn to academic success.

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, energy and focus, to this continuous endeavour.

ACADEMIC DEVELOPMENT CENTRE (ADC)

ADC is a Centre consisting of three departments, namely ADC Access, Academic Development Innovation (ADI) and Professional Academic Staff Development (PASD). In addition to these units, both the coordinators of the UJ First Year Experience (FYE) as well as the Senior Student Experience (SSE) are located in ADC. The recently 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 2016 ADC enjoyed a productive year, characterised by continued progress in building partnerships with faculties as well as strengthening and sustaining equitable services on the various UJ campuses. The strategic foci of ADC involved the widening and the deepening of the Centre's impact on student success through integrated programmes. ADC contributes to all the UJ strategic objectives by supporting undergraduate students and the professionalisation of teaching practice 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 English Language Programme (UJELP) as well as the work of the SANRC. In the 2016 UJ Undergraduate Student Survey, almost 95% of respondents reported that ADC support is helpful, and that ADC staff act professionally towards students.

ADC Access, responsible for ADC's extended diploma programmes, continued their excellent work in 2016. The work of ADC Access is focused mainly on the Doornfontein Campus, and also extended to the Soweto and the Bunting Road Campuses. During the year, ADC Access taught approximately 624 first-year students − registered in FEBE, Management and Humanities. The module success rates of 14 of the 15 extended diploma groups were above 80%, with six of them performing at above 90%. Three major additional highlights for Access in 2016 are: (a) the success rates of extended diploma offerings were found to be at their highest level (87.1%) since 2009, in spite of the extended diploma students not meeting the regular entry requirements, (b) ADC Access secured bursaries to the value of R1 277 498 for extended diploma students who did not qualify for NSFAS funding, and (c) ADC Access also worked closely with FEBE to design and prepare the new extended qualifications for the Faculty.

During 2016 the **Academic Development Innovation** department (ADI) continued to embed itself into the academic fabric of UJ through a variety of initiatives. ADI staff taught 2 649 students in five credit-bearing modules, including a number of customised faculty-based 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. ADI continued with collaborative offerings to ensure the maximisation of its contribution to student success efforts at UJ, including:

The offering of the University of Johannesburg English Language Programme (UJELP), which has now become an established service at UJ and was offered in conjunction with the UJ International Office.

In 2016, ADI managed an additional mentoring project sponsored by British Petroleum South Africa (BPSA) aimed at improving the academic performance of their bursary students. During 2016 all students involved in the programme passed their academic year.

During 2016, the newly established Intensive Revision Programme (IRP) was coordinated from within ADI in collaboration with the faculties and support divisions. In line with UJ strategic goals, the main aim of the IRP is to provide additional academic input to students who qualify for supplementary exams. Initial research into the effectiveness of the IRP shows the promise of the programme as IRP attendees performed substantially better in the supplementary exams than non-attendees.

Professional Academic Staff Development (PASD) continued in 2016 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, as well as new and more experienced academic staff. This was achieved principally by means of workshops, individual consultations, and the Postgraduate Diploma in Higher Education. During 2016, the first three modules of this innovative PG Diploma were offered for the first time to a cohort of UJ staff. The initiative is mainly driven from PASD and offered in collaboration with the Faculty of Education and the Centre for Academic Technologies (CAT).

Workshops for academic staff, which included the academic preparation programme for new staff, including Assistant Lecturers, were attended by more than 450 staff members. During 2016, a total of 960 tutors and 53 senior tutors received developmental training and, in addition, 1 275 tutors attended check-in sessions during the year. In order to ensure an integrated and effective tutorial programme, a number of workshops for academic staff on the optimal use of tutors in the academic domain were offered. The trend of high levels of teaching evaluations being conducted at UJ continued in 2016 and a total of 819 hard-copy teaching and module evaluations were completed. In addition to this, 150 online evaluations were completed during the pilot phase of the new online TE (teaching evaluation) system, and the Faculty of Engineering and the Built Environment initiated a faculty-wide TE pilot project. It is anticipated that the online system will be fully rolled out in the second half of 2017. In addition to this online development, centralised reporting and information systems are being tested to make aggregated TE information available to management.

During 2016 the UJ First Year Experience (FYE) continued its leading role in the field of first-year transitions in South Africa. The data-informed FYE approach at UJ was continued with 2 900 completed Student Profile Questionnaires during 2016. These data were used to create a profile of the newly entering UJ students as well as more

focused reports. The trends have confirmed that many UJ students are first generation university entrants from poor families who are worried about having enough money to complete their studies. For a second consecutive year, the UJ FYE office in conjunction with PASD hosted a highly successful regional FYE conference, with a variety of UJ speakers sharing their expertise and experiences. The UJ FYE also made substantial progress in engaging a variety of professional staff in the support divisions with regard to their role in creating the preferred student experience at UJ.

The FYE strategic committee identified four additional focus areas during 2016 to guide the next phase of the FYE Excellence programme. These new focus areas were the establishment of a variety of faculty-based student mentor programmes; first-year lecturer development and support; strengthening the online resource availability through the website, www.findyourway.uj.mobi as well as the SUCCESS 101 online module; and an institutional student tracking system, Blackboard Predict. The UJ Senior Student Experience (SSE) introduced a seminar series aimed at better equipping senior students for the world of work and postgraduate studies, which was conducted throughout the year. Furthermore, in order to reach more senior students, six online modules specifically aimed at SSE goals were developed and made available on www.findyourway.uj.mobi. During the last term of 2016, the SSE seminar took place, at which UJ staff members shared best practice on matters relating to senior undergraduate support.

One of the major highlights of 2016 for ADC was the further development of the South African National Resource Centre for the First Year Experience and Students in Transition (SANRC), which is now fully operational. The second highly successful national First Year Experience Conference was hosted by the SANRC during May 2016. This annual event was once again very well attended by academic colleagues from across SA. The SANRC also completed the first phase of two national research projects, namely the FYE inventory and the International Survey of Peer Leadership (ISPL).

CENTRE FOR ACADEMIC TECHNOLOGIES (CAT)

The Centre for Academic Technologies supports the provision and development of innovative and evolving technologies for teaching and learning to foster a 21st-century skilled academia through the smart use of academic technologies. After the appointment of a new director in January 2016, CAT activities and staff responsibilities were refocused to make the most of the existing expertise and competencies. In this context, members of staff were encouraged to improve and expand their skills, knowledge and use of innovative academic technologies.

Networking and Research
In 2016, CAT made a concerted effort to network locally, regionally and internationally by giving academic and technical papers at conferences and workshops, as well as participating in activities of professional bodies. CAT is involved in two collaborative research projects: (a) an ongoing investigation of handheld devices for teaching and learning (T&L) at UJ, UCT, WITS, UFS and Sol Plaatje, and (b) a project with Bristol University, the UJ Chair for T&L, Rhodes and Fort Hare on "rurality": how do rural students transition to university, and what skills and ways of knowing do they bring?

Online Programme and Module Development
Towards the end of 2016, CAT became an integral part of the UJ strategic initiative to develop and offer wholly online programmes. In partnership with academic departments, CAT is well advanced in the development of innovative and exemplary online curricula. During 2016, CAT was involved in the development of eight online programmes, and this will expand rapidly in 2017. CAT, in collaboration with content experts, also started the development of a set of common ground modules that will give students the opportunity to choose ten free credit short courses focusing on personal growth and academic success, history and politics, science and engineering, and arts and culture. Many of these modules foreground an African context and are infused with ideas, stories, examples, authors and people from Africa.

Learning and Teaching with Tablets
At least 90% of UJ first-year students use a variety of devices (laptops, tablets and smartphones) in and out of lectures for learning, according to the 2016 student e-learning survey. 2016 was the second year of distributing iPads to qualifying NSFAS first-year students. A total of 2 455 iPads were distributed to first-year NSFAS students during 2016. All students received basic instructions in the iStore on how to use the iPad, while a series of training events were organised by the iStore for staff and students. For 2017, new processes of iPad distribution are in place: (a) an accurate first-time list of eligible students will be sourced from Student Finance (b) and students will be notified by a bulk SMS and email, and a popup on uLink will alert students that they are eligible for an iPad.

Staff and Student Support
CAT staff conducted workshops and developed online self-help manuals and videos to help students and staff with the use of uLink, Blackboard Learn and MS Office suite. During the First Year Seminar, CAT staff introduced over 1 000 students to uLink and the Blackboard LMS during training sessions on all four campuses. The CAT Helpdesk staff process and manage staff and student enquiries. An osTicket system is used to keep records of the 3 000+ queries. The majority of these were students' requests for support with access to Blackboard modules. Large TV screens on all four campuses display information slides directing students to CAT, ADC and PsyCaD services. UJ took the first steps in 2016 to implement Blackboard Predict, an evidence-based data driven intervention system to identify, inform and retain students at risk of dropping out. Full rollout of Blackboard Predict will occur in 2017.

Teaching and Learning Professional Development
Staff training sessions offered by CAT in 2016 did not focus only on technical training but included pedagogical direction to staff for blended teaching and learning. CAT promoted and supported the use of more Blackboard functionalities during training, including online assessments, assignments, and using the Bb Grade Centre. CAT is in the process of designing a professional development module to assist academic staff with the integration of tablet use in their classroom teaching. A paper-to-online workshop was developed to prepare staff to move to fully online programmes. Over 350 academic staff members attended staff development workshops in 2016, either one-on-one or in groups. In November 2016, an agreement was signed with Eiffel Corp to train 180 staff members from FEFS and Management for Level 1, and 80 staff members for Level 2 of Blackboard Teaching and Learning Certification. The training should have a considerable impact on our blended T&L strategy.

Technical Support and Development: uLink and Blackboard
CAT is responsible for the development and upkeep of uLink, UJ's single sign-on access to a student and staff portal. During 2016, the uLink functionality was increased, adding features such as links to Gradnet and VitalSource to ensure that students are able to download their e-books in a much simpler way in 2017. In terms of uLink use, there were over 10 million individual logins in 2016; during the core ten academic months in 2016 uLink had approximately 33 000 daily individual student logins. In the 2016 Undergraduate Student Survey, almost 82% of the respondents use the Blackboard/uLink service daily. More than 95% of the respondents feel that the uLink services provide sufficient user support, good information resources, and a user-friendly logon procedure.

In 2016, over 80% of individual UJ modules were registered on Blackboard. In 2016, we had a total of 5.6 million individual logins to Blackboard. During the core months of each semester in 2016, we had over 650 000 unique logins to Blackboard per month, thus almost 22 000 different logins per day.

CAT Lab: Supporting Innovation in Teaching and Learning
The CAT Lab (UJ's Teaching and Learning Innovation Laboratory) is housed in the B5 Building and was fully functional by the end of 2016. Three staff members are available to build artefacts and train staff in such activities. The CAT Lab has been instrumental in building a contingency plan for UJ to move entirely online, in the event of disruptions to the academic programme.

E-textbooks facilitated by Gradnet for UJ Students
In 2016, UJ made R18 million available for e-textbooks to first-year students across faculties, as well as to second-year students in the Faculties of Law and Education. A total of 12 829 students qualified to receive a total of 76 different e-textbooks; 61,2% of the students redeemed their books. Publishers have indicated that UJ's e-textbook project involved the most downloads of all academic e-textbooks in South Africa.

CENTRE FOR PSYCHOLOGICAL SERVICES AND CAREER DEVELOPMENT (PsyCaD)

In 2016 PsyCaD continued to provide a wide range of services to students, staff and the broader community. Services provided are on three levels, namely:
Primary interventions, including preventative programmes, awareness campaigns and workshops;
Secondary interventions, including individualised interventions such as advisory services, individual, group and couples therapy provided to students and the community;
Tertiary interventions, including referrals of clients that require hospitalisation, which entail a close working relationship with the Helen Joseph and Chris Hani Baragwaneth Hospitals. PsyCaD also has a partnership with Akeso Clinic for emergency hospitalisation and with Life Esidimeni for substance abuse rehabilitation.

In 2016 approximately 9 500 students received therapy and 6 700 students were assisted with walk-in enquiries. In addition to therapeutic services, the Career Development unit within PsyCaD has progressively developed a strong focus in

preparing the students for the world of work. This is done by means of individual sessions, workshops and online material. In the 2016 UJ Undergraduate Student Experience Survey, the vast majority of respondents reveal positive sentiments regarding their experience with the PsyCaD services. Almost 96% of the response group feel that the psychological services are offered in a professional way. More than 91% of the respondents either 'Agree' or 'Strongly Agree' when asked whether the career counselling was done effectively.

Psychological Services
In 2016 the Therapeutic, Psycho-educational and Academic Services teams merged, to provide a single point of entry for counselling and workshops, including individual therapy, couples therapy, group therapy and psycho-educational workshops. There is also an advisory (walk-in) service where students can receive immediate brief support and be directed to the appropriate resources/service. Support groups are available on request. The aim of these services is to provide students with the tools to improve their personal and academic functioning. This process can be beneficial towards personal growth and development, impacting studies positively. Specific focus areas were reprioritised with a focus on service delivery via the Advisory, Therapy and Workshop processes. Another initiative was in the online environment where students can now access and utilise some of PsyCaD's services on demand. The strategy to develop a PsyCaD online resource presence arose primarily due to the need to enhance and improve student accessibility and engagement with PsyCaD services. The UJ Blackboard Learning Management System (LMS) is an excellent platform for engaging with students, in that students are increasingly familiar with Blackboard as the principal means of access to learning and communication.

Collaboration with the residences and faculties remains a priority, with many therapy and workshops referrals stemming from their close relationship with PsyCaD. The Advisory process continued this year with a focus on both screening and resolution of any emotional, academic or psycho-social issues that students and staff were experiencing. Many of these sessions resulted in further therapy sessions which has allowed many of our students and staff to be at their optimum. For those students that were battling academically, F5 and F7 assessments were undertaken to establish both academic and career goals. The Academic Recovery Plan (ARP), introduced in 2015 as an alternative academic counselling support for F5 and F7 status students, was successfully expanded in 2016. Some of the main processes include:

Disability Services
Increasing attention has been given to addressing issues of access, retention and the progression of students with disabilities. It is the constant mission of the unit to advocate for and provide equal opportunities for students with disabilities. The unit directly facilitates support for students with disabilities through advice, support and academic accommodations in partnership with departments and faculties, thereby assisting students with disabilities to have barrier-free access to teaching and learning. The support of students with disabilities is a systemically complex activity and thus the Disability Services unit coordinates and integrates 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. In 2016, there were **354** students with disabilities registered with the institution. During this period, **290** students with disabilities were directly supported by

the Disability Services unit in various ways. This amounted to **603** appointment-based, consultative sessions consisting of academic, psycho-social, assistive device, as well as access-driven support. In addition, **704** walk-in queries were also facilitated.

One of the main achievements for 2016 was a R2.2 m grant that was received from the Fuchs Foundation for a community project in Soweto. The grant will go towards establishing a resource centre for people with disabilities, assisting learners with visual impairments with mathematics, and psychometric assessments of learners with barriers to learning.

Training and Development Service
The Training and Development Service unit is primarily responsible for the training of intern psychologists. PsyCaD is an accredited internship site for both Educational and Counselling internships. In 2016 PsyCaD trained 5 Educational Psychology interns and 8 Counselling Psychology interns. All intern psychologists' duties are carried out under the supervision of registered psychologists in PsyCaD within the relevant registration category. The 13 intern psychologists were selected from various universities and commenced with their internship at PsyCaD in January 2016. The Training and Development Services unit was also audited by the HPCSA to approve and renew accreditation of the internship programme. This was a success for the unit where feedback indicated that PsyCaD's Training and Development unit has set the "gold standard" for Educational and Counselling psychology internships. The intern psychologists are involved in all psychological services rendered by PsyCaD on all four UJ campuses, to ensure student success rate and eventual graduate output. In 2016 the interns completed a total of **2 211** therapy sessions. In addition, PsyCaD assists Campus Health Clinics by availing the services of intern psychologists to provide HIV Counselling and Testing (HCT) and Termination of Pregnancy (TOP) counselling sessions on all four campuses. In total, **489** HCT and 5 TOP sessions were offered by PsyCaD's intern psychologists during 2016. Furthermore, the interns man the 24-hour Crisis Line and assisted **374** callers throughout the year. From these, 13 were suicide-related calls and all 13 callers were successfully assisted.

Assessment Service
The Assessment Team predominantly provides a support service to the other teams by supplying either the assessment tools, or the manpower for psychological assessments. During 2016, the Assessment Team conducted **1 307** assessments. This equates to a 58% overall increase from 2015 (829 assessments).

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

Career Services offered a range of services in 2016, including Career advisory services (n=1397), Career Resource Centre (n=1100), Career Fairs in Law, Commerce, Engineering and a General Career Fair. The Career Services unit has

dramatically increased its strategic partnerships with employers, resulting in the Graduate Recruitment Programme 2016.

SPECIAL PROJECTS WITHIN ADS

In addition to the programmes with the three Centres within ADS, the division was responsible for a number of additional special projects.

DHET Teaching Development Grant and the Foundation Grant (2015-2016 cycle)
ADS was responsible for DHET reporting and audits for 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 Lecturer Programme.

National Benchmark Test (NBT)
UJ requires all its first-year students to write the NBT, ideally prior to their registration as students. 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). 20 680 UJ applicants wrote the NBT in the 2015/16 cycle, of whom 3 493 registered as students in 2016.

UJenius Club
The UJenius Club encourages undergraduate students to strive for excellent academic success while offering a variety of intellectual, social, professional and career development opportunities. The aims of the UJenius Club are achieved in partnership between ADS, the nine faculties and other divisions within UJ. Since 2012 the UJenius Club has celebrated the best and brightest young minds, who achieved an annual average of 75% with no module below 70% in the year preceding their membership. In 2016, 586 students were accepted into the UJenius Club, up from 392 in 2015, an increase of 67%. Of this cohort, 71.2% were enrolled for degrees, while 28.8% were enrolled for diplomas.

In 2016 UJenius participated in the Undergraduate Awards for the first time. Undergraduate students all over the world were invited to submit research to an international judging panel. Two UJenius members, Nqolokazi Nomvalo and Nicholas Harvey, were lauded as "Highly Commended Entrants" and attended an awards ceremony held in Dublin, Ireland. The University of Johannesburg is the only institution in Africa to participate in this internationally acclaimed initiative that includes most of the top-ranking universities globally.

UJ Winter School
UJ hosted its second successful "Enriching Minds: Winter School" during the first week of the university's three-week enrichment period, from 11-15 July 2016. Attendance more than doubled in 2016, and is partly attributed to presentations being offered on all four campuses. Participants provided positive feedback and emerged from their

presentations enthused and enriched. The final UJ Winter School Programme consisted of 32 presentations and 20 unique topics, ranging from one-hour presentations to a 6-hour workshop. The three best attended topics were:
Gene in a bottle
Stepping up – playing in a bigger league
Introduction to Health Sciences

As a feedback and quality measure, participants were invited to complete a feedback form after the presentations. Feedback was received from 204 participants. Comments and feedback will be taken into consideration in the planning of the 2017 Winter School.

Work Integrated Learning and Service Learning
The UJ Work Integrated Learning (WIL) and Service Learning (SL) Forum meets twice annually and provides management reports on WIL and SL at UJ; maintains awareness of national (and international) developments that may impact on WIL and SL, and capitalise on opportunities to advance WIL and SL at UJ. The strategy of a streamlined WIL and SL management system with a standard approach (as far as possible) within faculties remains a point of focus.

WIL and SL activities within UJ were supported, with ongoing interaction with companies to identify WIL opportunities for the 6 131 students registered in the 73 WIL modules. The 2 081 SL placements in the 32 SL modules are managed by the faculties. UJ had 8 262 students completing WIL and/or SL modules as part of their academic programmes during 2016.

Accelerated Academic Mentorship Programme
Implemented in 2015, AAMP focuses on providing 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. By the end of 2016, AAMP had a total of 249 participating academic members of staff, 54% of whom are Black South African candidates, and 53 are female candidates. The 2016 AAMP included the following key areas of academic work, structured so as to accommodate individual development needs: research development, teaching development, leadership development, and community & industrial involvement. AAMP also included further enrichment initiatives such as writing retreats, seminars with experts, overseas conference attendance, and visits to prestigious universities. The programme has had early successes, in that 28 AAMP candidates were promoted by the end of 2016: 9 to Senior Lecturer, 13 to Associate Professor and 6 to Professor.

Assistant Lecturer Programme
Initiated in 2014 as part of the Global Excellence and Stature strategic initiative, UJ has embarked on a bold project to develop a new generation of academic staff by providing contract Assistant Lecturer posts in flagship programmes and departments. By the end of 2016, 71 Assistant Lecturers had been appointed, 77% of whom are Black South Africans. The goal is to migrate Assistant Lecturer candidates into permanent positions as these become available, and in 2016, 16 Assistant Lecturers were promoted into permanent Lecturer positions.

New Generation of Academics Programme

In 2015, DHET initiated nGAP. Universities were required to motivate for posts, and in Phase 1 (2015) UJ received and filled posts in Mathematics, Geology, Childhood Education, Accountancy, Strategic Communication, Philosophy and Mining Engineering. In Phase 2 (2016), UJ received and filled four posts, in Civil Engineering Science, Psychology, Human Anatomy and Physiology, and Architecture, thus bringing the total number of nGAP scholars to 11. Phase 3 is underway in 2017, and it is likely that UJ will receive further posts. The terms of this excellent initiative are that DHET provides full funding for three years, and partial funding for a further three years, on condition that the appointments are permanent. nGAP makes generous provision for academic and professional development for the candidates.

OPERATING CONTEXT, GOVERNANCE AND RISK MANAGEMENT

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 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.
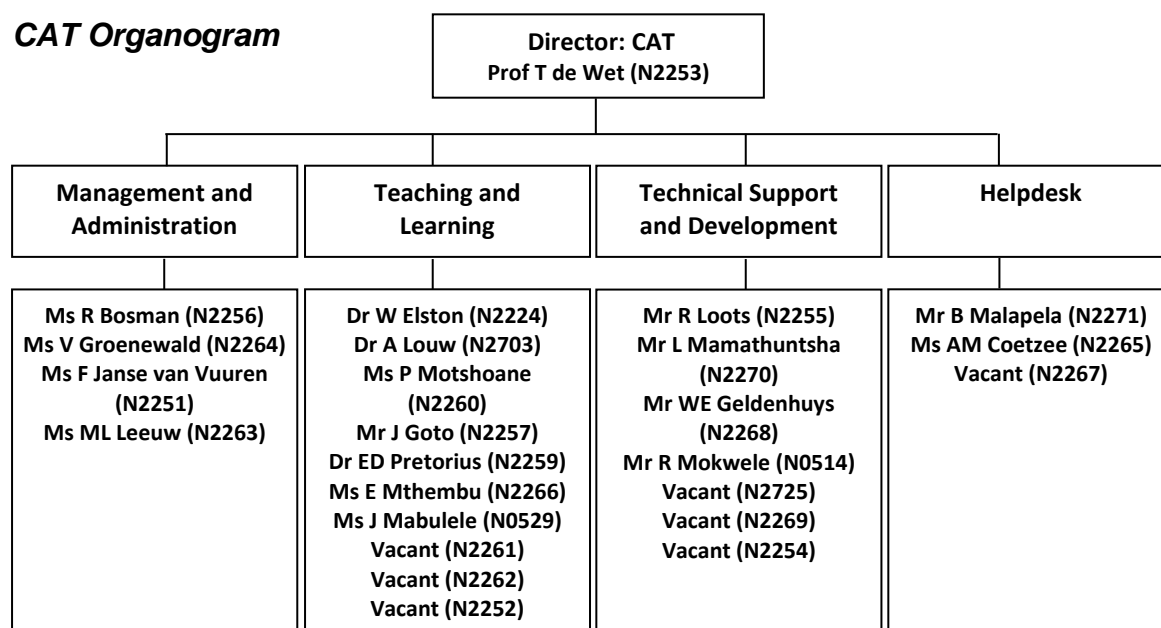
ADC Organogram

January 2016

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

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(N 0364)

Finance Mr Tshepo Tau (APK)
(N 0384)

FYE Mrs Soraya Motsabi (APK)
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Dr Guy Mihindou (APK)
(A 0090)

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

Head: PASD *(Professional Academic Staff Development)
Ms Kibbie Naidoo (APK)
(N 0124)

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

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

Secretary
Ms Mpho August (DFC)
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Snr Admin Officer Access Programmes
Ms Belinda Olivier (DFC)
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Admin Officer Access Programmes
Ms Thobeka Mangaliso (DFC)
(N 0385)

Admin Officer Access Programmes
Ms S Disoloane (DFC)
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Senior Coordinator Academic Literacies & Development
Mr Kabinga Shabanza (APK)
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Senior Coordinator Learning Development / SSE
Ms Paulina Makibelo (APK)
(A 1157)

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

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

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

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

Senior Coordinator Subject Specialist
Vacant (AM) (DFC)
(A 0087)

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

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

Mr Hervé Mitoumba Tindy (APK)
(N 0390)

Ms Ntombi Mdunge (SWC)
(D 0010)

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

Learning Development Facilitator (Lecturer)

Dr Welcome Kubeka (Soweto)
(N 0378)

Ms Venessa Damons (APK)
(N 0396)

Dr Cithra Bheamadu (APK)
(N 0395)

Ms Rose Adegoke (APK)
(N 0375)

Ms Jo-Anne Mooney (APK)
(N 0397)

Ms Lebo Phiri (APK)
(D 0009) DoE Funded

Ms Annatjie Pretorius (APK)
(N 0365(

Ms Mapelo Tlowane (APK)
(D 0013)

Ms Sonja Broschk (DFC)
(D 0002) DoE Funded

Ms Razia Mayet (DFC)
(D 0008) DoE Funded

Coordinator: Tutor Development
Vacant (JU) (APK)
(N 0381)

Facilitator PASD
Ms Charlotte vd Merwe (APK)
(N 1191)

Facilitator
Mr Bongani Mashaba (APK)
(N 0398)

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

ACCESS LANGUAGE & LITERACIES

Learning Development Facilitator

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

WORKPLACE PREPARATION

Ms Nadine Dharsey (DFC)
(N 0402)

Mr Sego Matlala (DFC)
(N 0404)

Ms Fahmida Cachalia (SWC)
(N 0388)

Mr Nama Bernard Kone (DFC)
(D 0004) DoE Funded

Mr George Mavunga (SWC)
(N 0403)

Dr Mark Winter (DFC)
(D 0014)

Facilitator: Subject SPecialist
Vacant (AB) (DFC)
D 0012

Mr Phineas Ntsoele (DFC)
(D 0005) DoE Funded

SUBJECT SPECIALIST

Language/Literacy Facilitator
Ms Mathilda le Roux (APK)
(N 0369)

Ms Miriam Lear (APK)
(D 0006)

Mr Rirhandzu Maluleke (APK) (A 0059)

LANGUAGE LITERACY

LEARNING DEVELOPMENT

▪ **DOE Funded**

The **Centre for Academic Technologies** (CAT) supports the provision and development of innovative and evolving technologies for teaching and learning to foster a 21st-century skilled academia through the smart use of academic technologies. CAT's activities include staff and student training and support in the online teaching and learning environment, as well as the design and development of fully online and blended academic programmes. The UJ learning management system, Blackboard, is hosted through *Blackboard Managed Hosting* on servers in Amsterdam with constant monitoring, reporting and maintenance and a 24-hour backup, as well as online security. CAT has a well-qualified and experienced Blackboard technical team.

CAT Organogram

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                          Director: CAT
                       Prof T de Wet (N2253)
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Management and Administration	Teaching and Learning	Technical Support and Development	Helpdesk
Ms R Bosman (N2256) Ms V Groenewald (N2264) Ms F Janse van Vuuren (N2251) Ms ML Leeuw (N2263)	Dr W Elston (N2224) Dr A Louw (N2703) Ms P Motshoane (N2260) Mr J Goto (N2257) Dr ED Pretorius (N2259) Ms E Mthembu (N2266) Ms J Mabulele (N0529) Vacant (N2261) Vacant (N2262) Vacant (N2252)	Mr R Loots (N2255) Mr L Mamathuntsha (N2270) Mr WE Geldenhuys (N2268) Mr R Mokwele (N0514) Vacant (N2725) Vacant (N2269) Vacant (N2254)	Mr B Malapela (N2271) Ms AM Coetzee (N2265) Vacant (N2267)

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
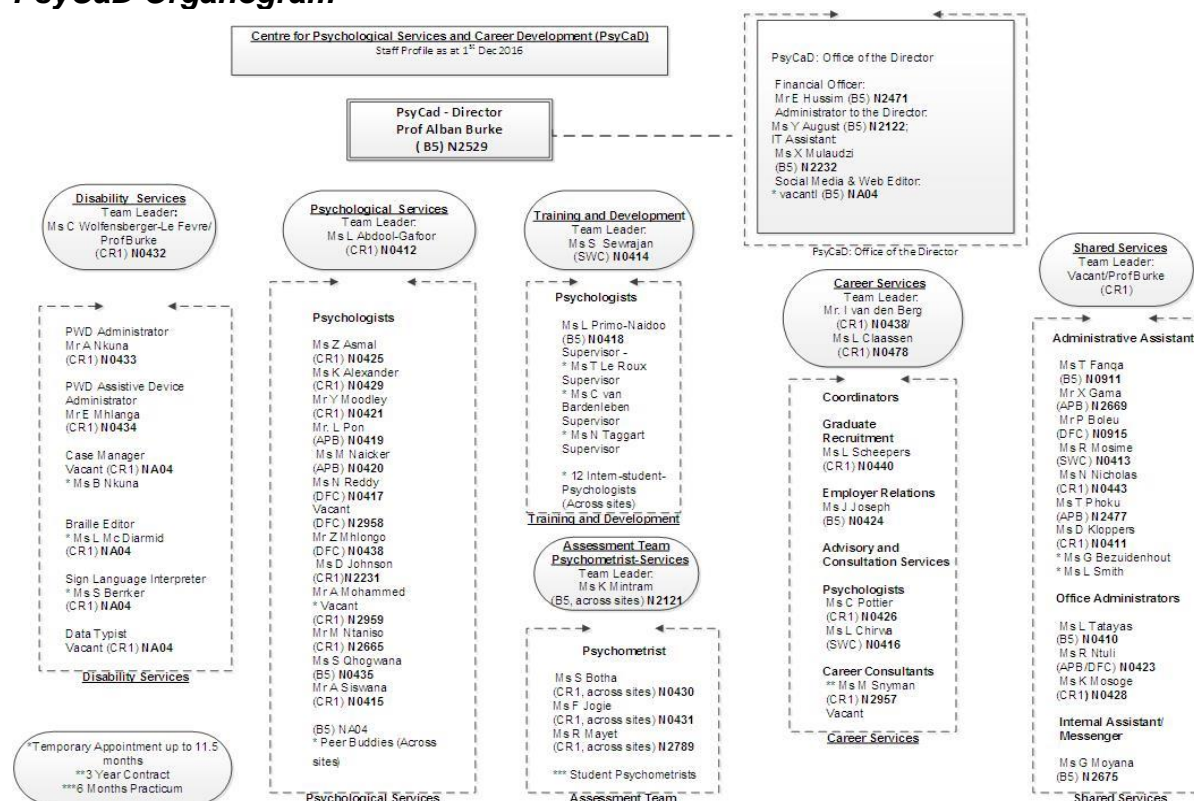
Governance Structures and Quality Management

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). In addition to the four strategic meetings the UJ FYE has 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. These 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 needed most 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.

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 to a hosted environment has led to minimal downtime, a total of 3 minutes, for example, in 2016.

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.

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.

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 2016 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. UJELP was rolled out as a short learning programme (SLP) during 2016, which allowed non-registered international students to enrol for a nine-month language development course that aims to 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 has been 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 was paid to the dropout rate by way of targeted interventions such

as the Intensive Revision programme. The UJ First Year Experience programme particularly contributed 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 launch of the Postgraduate Diploma in Higher Education (PGDipHE), which enrolled its first students in 2016.

In terms of Strategic Objective 3 (Heightening UJ's International profile), the main contribution made by ADC was the further 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. The SANRC also signed a three-year partnership agreement with the National Resource Centre for the FYE in the United States.

Strategic Objective 4 relates to "creating a student-friendly learning and living space". Through the nationally leading UJ FYE and SSE initiative an extremely student-friendly environment has been created for the very diverse first-year student population at UJ. ADC will aim through all its efforts, specifically 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.
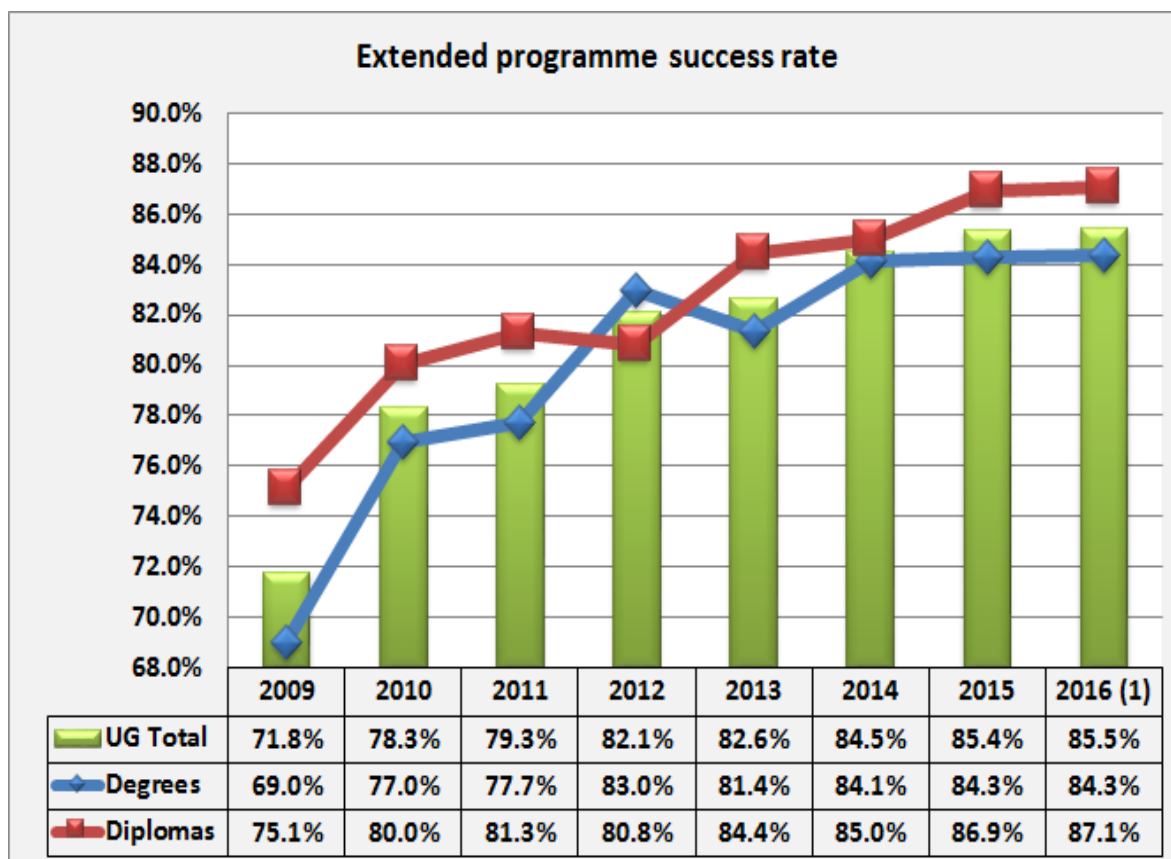
The following section will show the contributions of the various ADC departments towards the University's strategic goals.

ADC Access

The Academic Development Centre: Access manages the initial year(s) of 15 extended 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 advisory 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 2016 ADC Access also played an active role in securing DHET funding for the extended Bachelors of Engineering Technology and the Bachelor of Construction qualifications.

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 2016 the success rate for 2016 for undergraduate students was an excellent 85.5%. The success in the extended diploma offerings increased even more to 87.1% in 2016.

Extended programme success rate

	2009	2010	2011	2012	2013	2014	2015	2016 (1)
UG Total	71.8%	78.3%	79.3%	82.1%	82.6%	84.5%	85.4%	85.5%
Degrees	69.0%	77.0%	77.7%	83.0%	81.4%	84.1%	84.3%	84.3%
Diplomas	75.1%	80.0%	81.3%	80.8%	84.4%	85.0%	86.9%	87.1%

The following tables indicate the 2015 and 2016 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 2015	Module Success Rate 2015	Registrations 2016	Module Success Rate 2016
N Dip: Building (Ext)	48	82%	56	89%
N Dip: Engineering Metallurgy (Ext)	29	93%	49	96%
N Dip: Engineering Mechanical (Ext)	43	83%	36	82%
N Dip: Engineering Industrial (Ext)	79	94%	71	92%
N Dip: Civil Engineering (Ext)	35	85%	43	90%

Programme Name	Registrations 2015	Module Success Rate 2015	Registrations 2016	Module Success Rate 2016
N Dip: Electrical Engineering (Ext)	63	95%	47	96%
N Dip: Operations Management (Ext)	56	93%	36	84%
N Dip: Management Services (Ext)	56	85%	42	86%

Faculty of Humanities

Programme Name	Registrations 2015	Module Success Rate 2015	Registrations 2016	Module Success Rate 2016
N Dip: Public Relations (Ext)	47	94%	66	87%

Faculty of Management

Programme Name	Registrations 2015	Module Success Rate 2015	Registrations 2016	Module Success Rate 2016
N Dip: Human Resource Management (Ext)	66	86%	64	93%
N Dip: Management (Ext)	32	87%	17	82%
N Dip: Small Business Management (Ext)	40	75%	42	72%
N Dip: Logistics (Ext)	57	95%	35	85%
N Dip: Transportation (Ext)	41	92%	20	88%

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 2015 to 2016. The average success rate in the eight extended programme groups was 89.4%. In the Faculty of Humanities the success rate in the Public Relations extended diploma was also above 80%. In the Faculty of Management the average success rate in the five extended programme groups was 84% in 2016. 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%.

During a year in which the financial difficulties that students face were nationally and systemically highlighted, ADC Access went to particular trouble to assist extended

diploma students in this regard. As a result, ADC Access secured twenty-three bursaries to the value of R1 277 498 for extended diploma students. R1 044 427 from Kaefer Energy Projects (Pty) Ltd and R233 070 from the ABB Education Trust.

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 has been customised and presented in the Faculty of Economic and Financial Sciences and the Faculty of Humanities and involved 600 students in the various programmes during 2016. ADI also provided "Language for …" courses in the Faculties of Science, Economic and Financial Sciences, and Law and these courses involved 2 049 students from both extended programmes and mainstream modules. In most instances, the modules are yearlong 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 2016 continued to be very good. In the Faculty of Economic and Financial Sciences (APS3000 and APS0X00), 96% and 99% success rates were achieved respectively, in each instance 3% higher than the previous year. In the Faculty of Humanities (UNIPEXT) the success rate increased by 6% from 2015 with a rate of 93% being achieved during 2016. 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 an 80% success rate. In the Language for the Economic Sciences students performed in a similar manner with a success rate of 88% in LES0X00 and 91% in LES3000.

ADI also delivered a variety of student learning development and literacy development services. In line with the concerted efforts to provide equitable services on all four campuses, focused work from ADI staff ensured that APB and APK campuses experienced continued growth in terms of the number of integrated workshops facilitated. On the Bunting Road Campus (APB) the number of students involved in integrated workshops went from 873 in 2015 to 2 830 in 2016 and on the Kingsway Campus (APK) attendees of similar workshops went from 691 in 2015 to 2 767 in 2016.

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 sessions have increasingly been replaced with faculty-specific integrated workshops which are developed with input 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 ADI has led to institutional participation in integrated

23

workshops increasing from 8 188 students in 2015 to 8 540 in 2016. In addition 132 newly developed integrated academic literacy interventions, including emailed check-in and student check-in sessions, were also conducted involving 959 students, mainly on Doornfontein Campus (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 strategies, report writing skills, technical assignment preparation, and the writing process. Another 928 students, who could not be assisted using the available online resources or by attending workshops, were seen in individual consultations across the four campuses.

ADC also actively contributed to the UJ First Year Seminar (FYS), which is a compulsory orientation programme for all new first-year students. Academic Development and Innovation facilitated sessions on transition to university, time management, academic networking, and an introduction to the services offered by ADC. A total of 12 FYS sessions across six faculties on three campuses (APK, DFC and SWC) were conducted.

- **Intensive Revision Programme**
  One of the main new innovations contributing to improved student success and throughput was the Intensive Revision Programme (IRP). The IRP was implemented for the first time during 2016. The IRP is a focused intervention with the primary purpose of increasing the module pass rate, and thus secure a positive effect on the throughput rate and attenuate the dropout rate. In 2016, approximately 100 modules were selected, including priority modules, gateway modules and other key modules as identified by the faculties. The IR programme offered a series of structured academic interventions a week prior to the supplementary exams in order to assist students with their preparation for this assessment opportunity. ADC was responsible for organising the IRP and for making all the required logistical arrangements.

  A core element in the IRP approach is to ensure a research based process is followed through which the initiative is evaluated. The performance of IRP attendees was very encouraging with attendees on average performing 6.5% better than students who did not attend IR sessions.

  In addition to the above, the different subdivisions within ADI reported the following contributions:

- **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 offer one-on-one and group writing consultations, online consultations, and academic literacy workshops. In 2016, there was a slight increase in the number of consultations and of students seen as compared to the previous year, with 4 465 consultations offered to 6 652 students.

| Campus | Number of consultations | | | | | |
	2015			2016		
	UG	PG	TOTAL	UG	PG	TOTAL
APK	1 150	383	1 533	1 375	303	1 678
APB	610	193	803	797	261	1 058
DFC	652	188	840	761	259	1 020
SWC	627	113	740	462	247	709
TOTAL	**3 039**	**877**	**3 916**	**3 395**	**1 070**	**4 465**

| Campus | Number of students seen | | | | | |
	2015			2016		
	UG	PG	TOTAL	UG	PG	TOTAL
APK	1 732	319	2 051	2 215	353	2 568
APB	1 142	210	1 352	1 302	342	1 644
DFC	1 256	206	1 462	1 063	266	1 329
SWC	1 123	113	1 236	940	171	1 111
TOTAL	**5 253**	**848**	**6 101**	**5 520**	**1 132**	**6 652**

- **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.

  UJELP administers tests on listening and reading, grammar and vocabulary, speaking (oral presentation) and writing. These tests are intended to place students at a specific level of the programme: Elementary A1 & A2, Intermediate B1 & B2, and Advanced C1 & C2. The programme offers English language classes to international students who have taken the Placement Test and would like to complete a language course in order to apply for admission to the University.

- **Research Development within ADC: Academic Development Symposium 2016**

  ADI initiated an Annual Research colloquium, which was initially held in 2013 and continued in 2014, and was subsequently changed to the ADC Symposium in

2015. In 2016 the symposium improved significantly, and a UJ Teaching and Learning Innovation Conference is being considered for 2017. In 2016 colloquium attendance grew substantially and included staff from across ADS, as well as from Faculties such as Education, Management, Science and Humanities.

- **Writing in the Disciplines (WID)**
  During 2016 ADI embarked on changing its offerings/interventions strategy from the usual writing across the curriculum (WAC), based on generic offerings, to writing in the discipline (WID) with material, workshops and other interventions more focused on the field and discipline of the students. The intention was to move away or reduce significantly the generic interventions to emphasise learning in the context of specialised fields of knowledge.

  ADI in partnership with PASD organised a set of workshops aimed at lecturers and heads of departments on integrating writing into various disciplines. The following workshops were offered to the academic staff members:
  - *Critical thinking in teaching and learning*
  - *The role of metacognition and its application in teaching and learning*
  - *Writing in the discipline: the importance of planning and integration*
  - *Writing in the discipline: designing effective tasks*

- **Sit-in writing consultation session with Industrial and Human Resource Honours, Master's and PhD students**
  The writing centres held two sessions with Human Resource Honours students in Industrial Psychology/HR: one at the beginning of their proposal writing process and the other towards the end of the year, when the students have completed writing a full proposal. The Honours programme coordinator hailed the programme as one of the most successful she has ever seen and the lecturers were pleased by the amount of progress made by students who worked with writing consultants during these full-day sit-in sessions. The initiative will be repeated in 2017.

- **Other activities**
  The following activities took place in 2016: the well-established MAPS mentoring programme, a mentoring programme in the Faculty of Engineering and the Built Environment, the Residence Academic Advisor programme and community engagement projects. ADI was also instrumental in new mentoring programmes, one of which was sponsored by BPSA and the other in collaboration with the Faculty of Management**.**

Programme	Number of attendees	Number of sessions
MAPS Mentoring programme	67	52
Mentoring for Faculty of Engineering and the Built Environment	25	18
Mentoring for the Faculty of Management	235	4
Mentoring for BPSA	48	12
Residence Academic Advisors programme	230	2
TOTAL	**605**	**88**

Professional Academic Staff Development (PASD)

Globally, academic development divisions play a critical role in the professionalisation of teaching in higher education. At UJ Professional Academic Staff Development (PASD) plays a major role in enhancing teaching and learning. This small unit within the Academic Development Centre has a staff compliment of seven permanent[1] staff members (six for professional support and one administrative). PASD provides developmental opportunities for academic staff, tutors and academic heads of departments to develop their educational expertise in order to become better facilitators of learning. We do this by:

- Creating opportunities for epistemological access to the knowledge, language and tools/techniques relating to curriculum development, teaching, learning and assessment in higher education for academic staff and tutors. The positioning of tutor development within academic staff development enhances the alignment of the roles of tutors and academic staff within a disciplinary context. This provides opportunities for facilitated engagement in smaller groups, lightening the load of academic staff, extending learning opportunities for students in a coherent way, and developing tutors as potential future academics. It is important to note that increasing numbers of staff attending the academic preparation programme began their careers as tutors in their disciplines which reinforces the notion of beginning the development process at tutor level.
- Assisting with career development and the professionalisation of teaching in higher education (through the short learning programmes, PGDipHE and workshops).
- Providing development opportunities for newly appointed HODs as academic leaders.
- Encouraging and supporting the development of the Scholarship of Teaching and Learning.

The sections that follow outline the highlights in PASD for 2016.

- **Professional Development Workshops for Academic Staff**
  PASD hosted and facilitated a number of workshops for academic staff members in 2016 as listed in the table below. The workshops were well-attended by a total of 480 staff members.

Workshop	Number of Attendees
Academic Preparation	52
Academic Preparation	53
Academic Preparation	49
Teaching in HE: Challenges and Opportunities	11
Portfolio Development for Promotion	17
HOD: Orientation Workshop	15
Teaching philosophy	6
Portfolio Development for Promotion and Teaching Philosophy	14

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[1] Two temporary staff members were employed to assist with tutor development training and the workload related to Teaching and Module Evaluations.

The Role of Metacognition and its Application in Teaching and Learning	2
Teaching and Learning with Technology	8
Blended Learning	5
Assessment for Learning	19
HOD: Strategic Planning and Budgeting	13
Academic Preparation	21
Academic Preparation	25
Academic Preparation	25
Writing in Disciplines	11
HOD: Quality and Governance	10
Portfolio Development	17
HOD: Performance Management	12
Teaching Philosophy	3
Tutor Development	17
Integrating Tutorials into the Curriculum	13
Deepening Student Engagement	13
Integrating Critical Thinking in T&L	10
Exploring your Personal Teaching Philosophy	7
Planning and Designing your Module	12
Assessment for Learning	9
Large Class Teaching	11
TOTAL	**480**

All PASD workshops are evaluated by participants, and more than 97% of staff who attended, rated the workshops useful or very useful as indicated in the table below.

Total Response	Very Useful	Useful	Limited Use	Not Useful
427	305	110	12	0
Percentage	71.43%	25.76%	2.81%	0

In addition, qualitative feedback was also overwhelmingly positive. The examples below illustrate this:

 "*Well-structured and delivered. Very useful information presented on promotion and procedures.*" (Portfolio Development Workshop, 16 August 2016)

 "*The Facilitators are very good with their Presentation and the session helped me and my presentation skills and communications with my students. Thank you.*" (Tutor Development workshop, 24 August 2016)

"*The Teaching Philosophy Workshop was very meaningful and I have benefited tremendously. Most crucial was provided with all the resources I need to put together into my portfolio.*" (Teaching Philosophy, 28–29 July 2016)

"*[The presenter] is always thought provoking and excellent. Meeting, discussing with other lecturers who have such radical views was interesting and an eye-opener. We need more workshops like this.*" (Teaching in HE: Challenges and Opportunities, 24 February 2016)

As with previous years participation at the Academic Preparation Programme (APP) for new staff was excellent, with 154 staff attending over three days. PASD is in the process of developing the APP and the related follow-up programmes into a comprehensive short learning programme for new academic staff.

PASD also hosted an orientation programme for new academic heads of departments. In 2016, there were few new HODs appointed and 15 attended the induction programme. The orientation programme and the related follow-up workshops are designed to support HODs who are new to the position to manage various aspects of departmental practice effectively. Workshop topics included Strategic Management, Managing Learning with Technology and Performance Management.

PASD's goal to work collaboratively was evident in its partnership with staff in ADI to offer four workshops to make staff aware of how they could reinforce academic skills development in the context of the discipline. The Role of Metacognition and its Application in Teaching and Learning, and Integrating Critical Thinking in Teaching and Learning are two examples. Collaborative work was also evident in the partnerships created with Faculties. One such workshop was on *Difficult Dialogue*, aimed to address the challenges of diversity in the classroom, which was co-facilitated with Prof Kim Berman in FADA. PASD continued to work with the Faculty of Humanities by facilitating workshops on portfolio development and assisting with the reviewing of teaching portfolios for promotion and for faculty teaching excellence awards. The collaboration with FEFS on the development of effective tutorial programmes for academic staff was very successful and PASD intends to extend this collaboration with other faculties in 2017.

- **Tutor Development**
  The tutor system at the University of Johannesburg plays an integral part in teaching and learning by creating meaningful learning opportunities for students. Changes in the higher education context are placing much greater demands on academic staff and tutors. There is a growing need for academic staff and tutors to be supported, developed and mentored in order to implement effective tutor programmes. Tutor training has therefore been designed to help tutors create environments which are conducive to student engagement and learning. In 2016, the number of academic staff, senior tutors and tutors mentored increased (see tables below). The model of using experienced tutors to conduct and co-train new tutors was also continued. 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 2016

Faculty	Tutors	Senior tutors
Law	52	2
Management	123	9
FEFS	146	13
Science	298	10
FADA	30	
Humanities	153	15
Health Sciences	37	1
Education	85	3
FEBE	21	
Library	12	
ADC	3	
TOTAL	**960**	**53**

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

Tutor attendance in 2016	
APK	853
APB + FADA	110 + 31
DFC	69
SWC	212
TOTAL	**1 275**
Certificates Issued	**882**

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

Staff Workshops and Individual Consultations 2016

Faculty	Number of Staff Members
Law	8
Management	12
FEFS	5
Science	15
Humanities	14
Health Sciences	4
FADA	4
FEBE	3

Education	5
Academic Prep	45
TOTAL	**115**

- **Portfolio Development for Promotion and Scholarship of Teaching and Learning**
  PASD continued to play a role in assisting staff with the development of teaching portfolios. In 2016 new staff were encouraged to document their journeys as teachers of the discipline when they first started at UJ. PASD supported this process by offering workshops on how to conceptualise and write a teaching philosophy. This represents a significant shift to seeing portfolios as a "living" document rather than one that is purely for summative evaluation of lecturers.

  The recognition of teaching and learning in the University has also raised awareness of the importance of developing the scholarship of teaching and learning (SoTL). PASD in collaboration with the Chair of Teaching and Learning continued to support staff in this area. This collaboration will result in an international SoTL in the South Conference at UJ in July 2017. PASD staff have been involved in facilitating workshops on SoTL and in supporting staff who receive funding from the Teaching Innovation Fund.

- **Postgraduate Diploma in Higher Education (PGDipHE)**
  An especially exciting development towards the professionalisation of teaching in higher education in 2016 was the launch of the postgraduate diploma in higher education PGDipHE). Three modules we offered, including Curriculum Development in Higher Education, Teaching and Learning in Higher Education, and Assessment in Higher Education. This two-year, part-time programme is offered in collaboration with the Faculty of Education and the Centre for Academic Technologies (CAT). Initially, eight students registered for the programme. However, three students had to deregister as a result of work pressure. Feedback from students submitted as part of their final assessment task indicates that they experienced the programme as a meaningful learning opportunity. Given the positive feedback and the growing recognition of teaching and learning in the institution and in higher education, we anticipate that more students will register for the programme in subsequent years.

- **Participation in the Accelerated Academic Mentorship Programme (AAMP)**
  Staff in PASD participated in the AAMP and presented several workshops on both teaching and learning in HE, and on developing teaching portfolios and philosophies. In addition they assisted a number of individuals to prepare their applications for promotion.

- **Teaching and Module Evaluations**
  In 2016, 819 hard-copy teaching and module evaluations were conducted. This was seemingly a slight decline in the number of teaching evaluations conducted in 2015. However, an online teaching evaluation system was piloted and more than 150 academic staff members across faculties opted to conduct their evaluations online. The Faculty on Engineering and the Built Environment also introduced an internal online evaluation process, resulting in a decline in requests

from that Faculty. If all the online evaluations are added to the hard-copy evaluations, more than 1 000 TEs were conducted during 2016.

A partnership between FEBE and PASD was also formed to improve the proposed online evaluation system. In 2016 PASD began storing all evaluation reports on Microsoft OneDrive. The move was essential to collate individual academic staff, departmental and faculty reports on an ongoing basis which would also allow academic staff, HODs and Deans to have access to the reports in real time. Through the use of OneDrive, lecturers would have access to all of their UJ evaluation reports in one folder. HODs have access to all the reports in their department while Deans have access to all the Faculty reports sorted according to departments. This initiative has been well received by many HODs and Executive Deans.

Hard-copy Teaching Evaluations conducted by Faculty

Faculty	Evaluation Type	Semester 1	Semester 2	Totals	Totals per Faculty
Art, Design & Architecture	Teaching Evaluations	12	19	31	46
	Module Evaluations	3	12	15	
ADC	Teaching Evaluations	1	3	4	4
FEFS	Teaching Evaluations	21	76	97	122
	Module Evaluations	3	22	25	
FEBE	Teaching Evaluations	42	41	83	133
	Module Evaluations	22	28	50	
Education	Teaching Evaluations	7	21	28	33
	Module Evaluations	1	4	5	
Humanities	Teaching Evaluations	39	50	89	110
	Module Evaluations	9	12	21	
Health Sc	Teaching Evaluations	3	15	18	24
	Module Evaluations	1	5	6	
Law	Teaching Evaluations	7	26	33	54
	Module Evaluations	1	20	21	
Management	Teaching Evaluations	38	52	90	113
	Module Evaluations	8	15	23	
Science	Teaching Evaluations	63	54	117	180
	Module Evaluations	31	32	63	
Year-end Totals					
Module Evaluations				312	

Teaching Evaluations	507	819

- **Presentations and Recognition of PASD Staff**
  PASD staff are active researchers and they often contribute to SoTL research at UJ. The following presentations and publications emanated from PASD during 2016:
  - ➢ Nelia Frade co-presented a paper "Adaptive Learning in Higher Education: Lessons from the South African Economics Classroom" at the ADS Symposium, September 2016.
  - ➢ Nelia Frade also 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. The six institutions were UJ, UKZN, CUT, UFS, US and NMMU. The research report provides some insights into the important role that peer leaders play in South African institutions of higher education. The national rollout of the ISPL will take place during 2017.
  - ➢ Kibbie Naidoo published an article "Against Theoretical Evangelism: Imagining the possibilities of a critical approach to theorising in Professional Academic Development" in the South African Journal of Higher Education.
  - ➢ Kibbie Naidoo together with Brenda Leibowitz and Razia Mayet wrote a chapter which was accepted for publication "Teaching in and for social justice". In R. Osman and D. Hornsby (Eds), *Transforming higher education: Towards a socially just pedagogy*. Palgrave.
  - ➢ Kibbie Naidoo together with Brenda Leibowitz and Razia Mayet presented a paper "Teaching and learning is an emotional and cognitive journey that students and teachers embark in together: Considering the significance of relationality in SoTL for social justice", at the ICED/HELTASA Conference in Cape Town in November.
  - ➢ Kibbie Naidoo chaired a panel discussion on "The Influence of Rurality on Student Trajectories through Higher Education – a Contribution from the South" at the ICED/HELTASA Conference in Cape Town in November.
  - ➢ Vanessa Merckel presented a paper at the HELTASA conference in November "Why do you make white people feel so uncomfortable in your class: Some thoughts on teaching social justice in higher education."
  - ➢ Bongani Mashaba, Vanessa Merckel and Kibbie Naidoo presented a paper, "Talking to be heard, listening to be changed: Dialogue as creative exchanges in Academic Development" at the ICED/HELTASA conference in November 2016.

- **Representation on national and international committees**
  PASD staff represented the university on the following national and international committees:

  - ➢ Nelia Frade is the co-convenor for the Tutoring and Mentoring HELTASA SIG.

- Nelia Frade is part of the TDG: Tutoring and Mentoring committee responsible for developing a good practice guide for higher education.
- Vanessa Merckel is a member of the HELTASA executive committee.
- Vanessa Merckel is advisor on the TAU HELTASA Fellowship programme.
- Kibbie Naidoo is a representative on the steering committee for the TAU HELTASA Fellowship Programme.
- Kibbie Naidoo is a member of an internationally funded, ESRC research programme on South African Rurality in Higher Education.
- Kibbie Naidoo is co-convenor of the Southern African Learning and Teaching (SAULT) Forum.
- Kibbie Naidoo and Vanessa Merckel served on the UJ Decolonisation task team.
- Bongani Mashaba and Kibbie Naidoo serve on the SoTL in the South Conference Planning Committee which is scheduled for July 2017.

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 2016. The Student Profile Questionnaire (SPQ) was conducted upon arrival and aimed to give a picture of the newly entering student cohort. During 2016 the SPQ was completed by 3 002 first-year students. The data were compiled into UJ and Faculty reports and disseminated. Some interesting findings are shown in the following graphs.
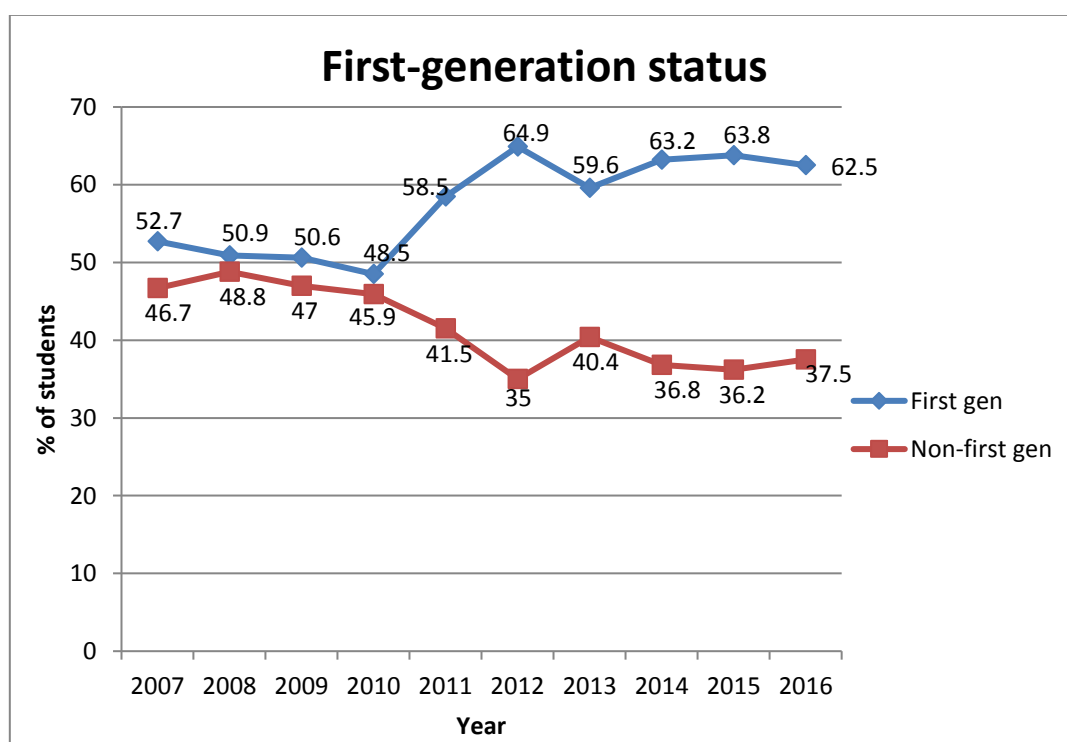
The graph above indicates that the proportion of first-generation students among UJ first-years continued to be very high with 62.5% of students self-identifying as being first-generation university entrants. A further analysis indicated that 39.7% of the newly entering students are the very first in their families to come to university. This has

profound 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 graph below shows, for example, the number of books students reported having read during the previous year. Students reporting that they had read fewer than 10 books in the year preceding their entry into university have gone up from 41.8% in 2013 to 49% in 2016.

Number of books in the house where you grew up
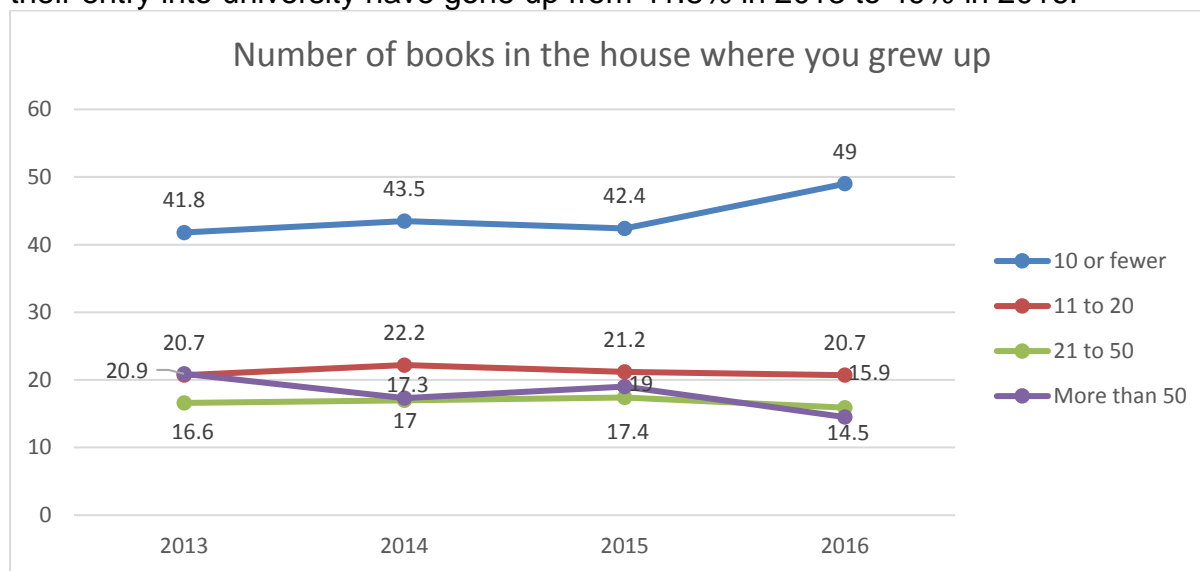
- **The First Year Experience as a Year-long Programme**
  During 2016 the FYE initiatives continued to form a seamless first-year experience for UJ students throughout the whole year, as illustrated by the activities below.

  ➤ **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 2016 First Year Seminar, presented during January to all new students as part of their orientation. All faculties actively participated in the programme.

  ➤ **The Excellence Programme**
    The Excellence Programme is a new initiative which is aimed at strengthening 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.

➢ **Other initiatives**
  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.

During 2016 a collaborative process involving faculties and support divisions resulted in four new FYE focus areas being identified that will guide the deepening and further implementation of the UJ FYE during 2017 and beyond. These new focus areas are:
- Developing a UJ student tracking system.
- Developing more mentoring programmes in the various UJ faculties.
- Providing more support and development for first-year lecturers at UJ.
- Improving the availability of online support for first-year students.

Senior Student Experience (SSE)

The implementation of the Senior Student Experience (SSE) grew during 2016. Faculties and support divisions now have a much clearer sense what the initiative is all about. As a way of building momentum, the UJ SSE identified four priority areas to focus on in 2016, namely: academic support; preparing students for effective postgraduate studies; preparing students for the world of work and developing graduate attributes; involvement of senior students. Activities and some of the initiatives undertaken during this year include the following.

- **Initiatives to strengthen academic support**
  Academic support has been strengthened in various ways depending on faculty needs and context. Some examples include the expansion of tutorials from first-years to include more undergraduate students; piloting of digital learning resources (such as textbooks) and investigating their impact on student success (in the Faculty of Law, for example, this has been linked to improved student success rates); improved monitoring and referrals to support of F5- and F7-students whose appeals were successful; the use of faculty-based writing consultants to assist students with assignments.

- **Preparing students for postgraduate studies**
  The focus of the SSE initiative on preparing students for postgraduate studies helps to create a more effective transition into this next phase of students' academic careers. One intervention in this regard is the implementation and support of higher levels of undergraduate research experiences. Preparation workshops are also being arranged in various faculties with targeted interventions

aimed at preparing students for postgraduate studies. The research period in the middle of the year was used by various faculties for developmental activities for their students. This was done in conjunction with the SSE office and the UJ Winter School.

- **Preparing students for the world of work and developing graduate attributes**
  Students who do not register for postgraduate studies usually move to the world of work. The SSE in conjunction with faculties is focussing on assisting students with preparing for this transition. These efforts focus on a few areas, including Work Integrated Learning (WIL) and Service Learning (SL) as strategies to develop work readiness skills. Various vocationally orientated qualifications also prepare their students by ensuring that the "Learning to be" philosophy is enacted and integrated into the student experience. This approach includes the building of a professional identity among these students from their first year through modelling of behaviour, discussing professional practice and industry visits.

  Career Services (CS) located in PsyCaD worked closely with the SSE office to facilitate face-to-face seminars covering a variety of topics in this regard. CS has connected students and employees during the annual career fair, which provided students with employment opportunities. Other services the unit offered include workshops requested by faculties to develop a range of skills: CV writing, interview skills, job searching strategies, presentation skills, entrepreneurship, employee etiquette, confidence building to successfully enter and progress within the workplace, development of career maturity and adaptability in order to create a smooth transition between university and the world of work. In addition, the unit has an online presence where students can post their CVs and search for available jobs.

- **Senior student's involvement**
  At UJ, senior students are seen as crucial allies in achieving the goals of the university. Senior students are appointed in different capacities such as mentoring, tutoring, writing consultants, teaching assistants and Residence Academic Advisors (RAA). Faculties also appoint senior tutors and tutors to assist students with learning content. The Unit for Tutor development is involved in training and development of these students. The training empowers them with the skills that are necessary to perform their duties in enhancing the learning of others. The SSE office is striving to improve the training and quality of use of these senior students as well as assisting the development of a culture of volunteerism at UJ.

- **Initiatives to address barriers to persistence as well as students' wellness in senior year**
  The UJ SSE office worked with DIPEM to enrich the Undergraduate Student Experience Survey (UGES). As a result, the 2015 survey provided important information that is being used to guide the UJ SSE. Initial results have shown that aspects such as the lack of food, financial needs, transport and accommodation are still challenges for many UJ students. A variety of efforts aimed at the provision of food and financial support are in place and, in addition, ADC, PsyCaD and Campus Health Services continue to make a difference in addressing personal and emotional challenges faced by our students.

- **Student wellness in the senior years**
  UJ Campus Health and the Institutional office of HIV and Aids have hosted several health and wellness campaigns, among other, TB screening and voluntary testing and counselling throughout the year. They encourage students to live healthy lives and to test regularly regarding different health issues. Students who do not feel well can have a consultation with a nursing sister. Health care services are available across the four UJ campuses**.**

- **Online modules**
  One initiative in 2016 entailed the development of an online learning resource for senior undergraduate students. The six modules, namely Project Management, Effective Planning in the Workplace, Preparing effectively for Postgraduate Studies, Assertiveness Skills and Confidence-developing Strategies, Innovative, Creative and Critical Thinking and Problem-solving Skills, have been completed and are accessible on www.findyourway.uj.mobi under the heading "Success beyond graduation".

- **Seminars conducted in the first semester of the year**
  The UJ SSE coordinator conceptualised and facilitated seminars for the senior students. The seminars served as a means to interact and empower the students with the skills and confidence necessary to enable them to reach their full potential and prepare for goals beyond graduation.

  In the first semester, nine SSE seminar sessions where held across the four UJ campuses. The SSE coordinator facilitated six of the nine sessions while Career Services facilitated the remaining three sessions. The sessions attracted 56 students. The challenges faced are uptake by students and lack of venues, especially at APB and DFC.

- **Seminar session conducted during the enrichment period**
  During the enrichment period, the SSE coordinator took part in the Winter School project that was coordinated by the ADS special project office. The SSE coordinator facilitated eight informative and thought-provoking sessions across the four UJ campuses that attracted 60 participants. The topics that were covered are Project Management as well as Leadership and Networking.

  Throughout 2016, 23 sessions took place, attended by 183 participants.

Period	Number of sessions	Number of participants
Semester 1	12	56
Enrichment period (July recess)	8	60
Semester 2	3	67
TOTAL	**23**	**183**

- **Collaboration with external stakeholders**
  The UJ SSE office collaborated with Hybrid Holdings. The contribution was meant to assist a student to earn a bursary to assist with tuition for the following year (2017). The collaboration focused on enhancing the financial skills of students. The coordinator presented a session entitled "Money matters: Be financially

savvy", as well as "An introduction to trading". The experience offered students the opportunity to learn about trading, while at the same time standing a chance to win a bursary upon completion of the trading marathon.

- **Staff Seminar**
  One of the highlights for UJ SSE during 2016 was hosting the first UJ SSE Staff Seminar. The seminar was used to showcase best practice with regard to SSE at UJ. The seminar took place on 16 November 2016 and was very well supported and received by the 49 attendees. Members of staff from faculties and support divisions delivered seven thought provoking and insightful presentations and the discussions were productive and enriching.

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 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. Some SANRC highlights for 2016 include:

- **SANRC FYE Conference 2016**
  During May 2016, SANRC hosted the second national First Year Experience conference. The specific target audience of the SANRC FYE Conference was academics, practitioners, experts and educational professionals from all universities in South Africa, who are involved in student transitions, student success and academic development.

The conference was attended by 90 FYE academics, practitioners and educational professionals from different universities in South Africa. The various presentations and discussions were very fruitful and are indicators of the growing South African FYE community.

- **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 FYE focused issue was published as volume 4, issue 1 of 2016 and was titled: The first-year experience, student transitions and institutional transformation. The table of contents of the *JSAA* 4(1) is given below:
  • The first year experience, student transitions and institutional transformation: Thierry Luescher
  • Preface by the guest editor: Annsilla Nyar
  • The first-year experience, student transitions and institutional transformation: Birgit Schreiber, Thierry M. Luescher, Teboho Moja
  Research Articles
  • The contours of inequality: The links between socio-economic status of students and other variables at the University of Johannesburg: André van Zyl
  • The case for an integrated approach to transition programmes at South Africa's higher education institutions: Dallin George Young
  • Peer leadership as an emerging high-impact practice: An exploratory study of the American experience: Jennifer R. Keup
  • Do tutors matter? Assessing the impact of tutors on first-year academic performance at a South African university: Tracey Morton McKay
  • Understanding gaps between student and staff perceptions of university study in South Africa: A case study: Faeeqa Jaffer, James Garraway
  • First-year seminar intervention: Enhancing first-year mathematics performance at the University of Johannesburg: Melanie Jacobs, Estherna Pretorius
  Interviews and Dialogue
  • Teaching and learning and the first-year experience: Interviews with Brenda Leibowitz and John Gardner: Gugu Wendy Khanye
  Book Reviews
  • Funston, M. Gil & G. Gilmore (Eds). (2014). Strong starts, supported transitions and student success. UK: Cambridge Scholars Publishing: Birgit Schreiber
  • Bitzer, E. (Ed.). (2009) Higher education in South Africa: A scholarly look behind the scenes. Stellenbosch: Sun Press: Annsilla Nyar

- **SANRC National Good Practice Guide for FYE**
  SANRC, in collaboration with the Cape Peninsula University of Technology (CPUT) planned and collected the submissions for a national FYE good practice guide to be published during 2017. The guide included submissions from five South African universities at the forefront of planning and implementing first-year support in various forms.

- **SANRC coordinating an inter-university national campaign about university orientation**
  SANRC is working closely with Academic Development and Support: Special Projects and the FYE office at the University of Johannesburg with regard to a national inter-university orientation campaign. The first planning meetings and institutional submissions were received and the first phase of planning the national campaign made substantial progress during 2016. The SANRC FYE Conference 2017 will be used as an important space to promote national best practice in the matter of orientation for first-year students. This will be done in the form of a national orientation summit to be held during the conference.

- **SANRC FYE Inventory of FYE Initiatives in South Africa**
  During 2016 the SANRC FYE inventory investigation was conducted. This included data collected from 21 South African public universities about the efforts that are in place to support first-year student success. The inventory report will be produced during the first half of 2017 and a presentation on the preliminary results was very well received at the 2016 Higher Education Learning and Teaching Association of Southern Africa (HELTASA) conference held in Cape Town.

- **Further Establishment of SANRC**
  Since its inception in March 2015 SANRC has been hard at work in establishing a national footprint for the new Centre. During 2016 good strides were made in this regard and SANRC is now a well-recognised part of the South African Higher Education landscape.

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.

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 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 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. The CAT helpdesk staff process and manage staff and student enquiries. An osTicket system is used to keep record of the 3 000+ queries. The majority of these were students' requests for support with access to Blackboard modules. 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 from 8 February to 17 March 2016. Senior students and staff members in need of training were also welcome to attend. Sessions were presented on all four campuses (see table below).

    The aim of these sessions was to provide students with a basic understanding of computers to enable them to use and work in Blackboard. Training 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. Students were also assisted with getting started on their tablets in order to access uLink and Blackboard.

Computer and Tablet Literacy Workshops presented by CAT First Term: 8 February − 17 March 2016					
Campus	APK	APB	DFC	SWC	Total
Number of computer literacy sessions	7	9	6	6	28
Number of tablet literacy sessions	4	5	7	7	23
Number of one-on-on combined computer and tablet literacy sessions for students with disabilities	2	-	-	-	2

Total number of sessions presented					53
Number of students trained in basic computer usage	109	33	15	87	244
Number of students trained in basic tablet usage	19	1	5	6	31
Number of students with disabilities trained in one-on-one combined computer and tablet literacy sessions	2	-	-	-	2
Total number of students trained					277

➢ **CAT helpdesk activities**

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.

• **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 2016 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 offered by CAT in 2016 did not focus only on technical training, but included pedagogical direction to staff for blended teaching and learning. CAT promoted and supported the use of more Blackboard functionalities during training, including online assessments, assignments, and using the Bb grade centre. CAT is in the process of designing a professional development module to assist academic staff

with the integration of tablet use in their classroom teaching. A paper-to-online workshop was developed to prepare staff to move to fully online programmes. Over 350 academic staff members attended staff development workshops in 2016, either one-on-one or in groups. In November 2016, an agreement was signed with Eiffel Corp to train 180 staff members from FEFS and Management for Level 1, and 80 staff members for Level 2 of Blackboard Teaching and Learning Certification. The training should have a considerable impact on our blended Teaching and Learning strategy.

Technical Support and Development

CAT is responsible for the development and upkeep of uLink, UJ's single sign-on access to a student and staff portal. During 2016, the uLink functionality was increased, adding features such as links to Gradnet and VitalSource to ensure that students can download their e-books in a much simpler way in 2017. Regarding uLink use, there were over 10 million individual logins in 2016; during the core ten academic months uLink had approximately 33 000 daily individual student logins. The 2016 Undergraduate Student Survey indicated that almost 82% of the respondents use the Blackboard/uLink service daily. More than 95% of the respondents feel that the uLink services provide sufficient user support, good information resources, and a user-friendly logon procedure. In 2016, over 80% of individual UJ modules were registered on Blackboard, and we had a total of 5.6 million individual logins to Blackboard. During the core months of each semester, we had over 650 000 unique logins to Blackboard per month, thus almost 22 000 different logins per day.

CAT Special Projects

CAT staff were involved in a number of projects during 2016. One of the important projects was iPads for NSFAS first-year students. CAT developed processes with Student Finance and NSFAS staff to distribute 2 455 of a possible 2 520 Apple mini iPads to NSFAS students. Other projects for 2016 were:

- **CAT Lab: Supporting Innovation for Teaching and Learning**
  The importance of blended learning has become a powerful reality in teaching and learning in higher education and therefore the production of good quality online artefacts is a priority at UJ. The construction of the high-tech production laboratory for developing teaching media artefacts, in the B5 Building, has been completed by the end of 2016.

  With the help from expert staff and using the latest technology, lecturing staff can design and develop quality materials for delivery into their online modules. The technology on offer in the Lab includes 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 is supported by editing software that delivers and maintains high aspect ratio and produces an excellent professional product.

- **Student Electronic Device Survey 2016**
  CAT conducted an online survey of UJ students' use of electronic devices. A total of 3 497 UJ students completed the survey – ranging from first-year to post-graduate students. Eighty three percent (83%) of the responses were from undergraduate students.

  A high percentage of students (77,5%) indicated that they use their devices on a daily basis for study purposes, a further 14,8% use their devices at least three times weekly, while a mere 2,6% indicated that they never use their devices for any learning activities. This means that the majority of students (92,3%) regularly make use of some type of device for learning purposes. Privately owned laptops (25,6%), UJ computer laboratory desktops (25,7%) and tablets (23,3%) are used less than smartphones (38,9%). This indicates that smartphones are the most widely used device during lecture times. Almost eighteen percent (17,7%) of students indicated that they do not have a device to use during lectures.

  Just more than a quarter of students (25,7%) make use of the computer labs (library and student computer labs) across campuses. The 92,3% of device usage on a daily/almost daily basis is an indication that students are often online for study purposes while on campus. UJ thus requires stable Wi-Fi accessibility for all students on all campuses in most/all areas. Wi-Fi coverage was rated as good by 51,8% of students, 41,9% rated the coverage as fair, while 7,2% indicated coverage was poor. Students were asked if they know which operating system their device is using. While almost 37% did not know, others indicated an android operating system (39,9%), while 14,9% said they were using an iOS (Apple) device, with 11,8% using a Windows device.

  Parents are the biggest source of finance for student devices (40,8%), while 18,5% of students indicated that they paid for their own devices. UJ (8.4%), NSFAS (10.4%) and other sources (9.3%) financed the rest.

  Over eighty percent (80,6%) of students accessed Blackboard, while 64,6% of students accessed uLink for non-Blackboard activities. This is an indication of Blackboard usage by lecturers. 40,3% also indicated that lecturers are using the online class register facility on uLink and 61,9% are undertaking online assessments (including surveys) as well. Although not all lecturers require students to use a device in class time, most require their students to do online research or access Blackboard outside of lecture times.

  The indication from students (87,9% against 78,1% in 2015) is that their device is instrumental during lectures at UJ. Only 5,1% are of the opinion that a device is not essential for learning during lecture time and again these could be the students that do not own a device or their courses do not require input during lectures, using a device.

  Against the 93% from last year's survey, 97,5% of students are of the opinion that the use of a device is instrumental in their learning journey at UJ – confirming the increased use of devices.

- **Staff Electronic Device Survey 2016**

  An online survey was conducted to determine the use of handheld devices by academic staff in classrooms and the availability of electronic study guides.

  All 317 staff members responding to the survey use one or more Blackboard (Bb) tools or other technology for teaching and learning. As is the case elsewhere in the world, the use of information and communication tools are the highest − 94% use technology to make announcements to students and 91% use email, the Bb calendar or SMS for communication. The results are also high for the use of technology to report assessment results (72%) and e-learning guides to students (70%).

  Other areas where technology is used by more than half of the respondents include information storage in Bb's content collection area (e.g. PDFs and PowerPoint slides) (64%) and displaying web content in class (55%). Areas where there is a significant increase in technology use, compared to 2015, include using technology for group projects (47%), the Bb grade centre (44%), e-submissions of assessments (44%), group assignments (40%), e-textbooks (39%), and the use of social media for communication (37%). Overall there is an improvement in technology use − many categories of use increased by ten percent or more compared to 2015, for example, group discussions (31% vs 16%), group assessments by students (25% vs 10%), the use of Bb assessment rubrics (23% vs 10%), and online interactive marking (22% vs 14%).

  However, even when taking into consideration the varied nature of teaching and learning across subjects and faculties, the use of technology and/or Blackboard tools is low in most categories − fewer than three out of 10 staff members who responded, answered positively on most questions (see Table below). Although the academic staff responding to the survey are mostly using technology for administration and communication, there is a positive shift in the use of technology for teaching and learning activities in many categories, for example, electronic assessments (quizzes and rubrics) and identifying at-risk students, collaboration (team teaching and group work), transformation (authentic tasks, re-represen-tation of concepts and e-production of artefacts). However, many technologies and tools are underutilised, and there is considerable room for CAT to introduce, train and support academic staff.

  The table below displays responses to questions in five different domains from the 2014, 2015 and 2016 surveys:

  Technology use by UJ academic staff for teaching and learning – 2014 to 2016 (Positive responses as a percentage)

Administration		2016	2015	2014
Application	Taking register (uLink's registration tool, Blackboard quiz or class survey)	24%	32%	17%
	Blackboard quizzes	31%	-	-
	Class surveys	23%	-	-
Integration	Using the Blackboard grade centre	44%	33%	28%
	Student e-submissions	44%	28%	27%
	Blackboard user reports	33%	16%	13%

Creation	Online interactive marking	22%	14%	15%
	Assessing students who might be at risk	29%	20%	14%
	Peer online assessment	9%	4%	4%

Information		**2016**	**2015**	**2014**
Application	Announcements (Blackboard, uLink, SMS, email)	94%	90%	81%
	Reporting test/assignment results	72%	70%	60%
	Distribution of e-rubrics for assessment	31%	27%	27%
	E-learning guides	70%	73%	60%
	E-textbooks	39%	20%	-
	Storage of information in Blackboard's content collection area	64%	-	-
	Storage of other information (other Cloud services)	30%	24%	-
Integration	Display of web content during class	55%	41%	49%
	Student use of UJoogle/Google to find information	48%	30%	40%
	Discussion forum	21%	15%	18%
Creation	Use of Blackboard electronic rubric for assessment	23%	10%	8%
	Use of Twitter feed in class	3%	2%	4%
	Exploring institution research databases during class	26%	11%	14%
	Using research software during class	19%	7%	10%

Communication		**2016**	**2015**	**2014**
Application	Use of email, calendar and SMS	91%	73%	73%
	Use of social media (Facebook, Twitter, WhatsApp)	37%	19%	-
Integration	Social networking	26%	12%	22%
	Group discussions	31%	16%	17%
Creation	Online tutorial facilitation	12%	13%	18%
	Group assessments by students	25%	10%	9%

Collaboration		**2016**	**2015**	**2014**
Integration	Group assignments	40%	24%	8%
	Team teaching	16%	9%	17%
	Online discussions	15%	8%	11%
Creation	Team teaching	20%	6%	7%
	Intra-institutional interactions	3%	2%	1%
	Inter-institutional interactions	6%	-	-
	Peer reviews	22%	4%	4%
	Group projects	47%	16%	20%

Transformation		**2016**	**2015**	**2014**
Creation	Re-representation of concepts	36%	11%	13%
	Authentic tasks and assessment	50%	18%	17%
	E-productions of relevant learning artefacts	26%	4%	5%

Professionalisation		**2016**	**2015**	**2014**
Application	Data analyses using research software	26%	-	-

		21%	-	-
	Use of "tools-of-the-trade", for example CAD, Adobe Creative Cloud, etc.	21%	-	-
Integration	Use of data from computer-generated output for reports	25%	-	-
	Use of "tools-of-the-trade", for example CAD, Adobe Creative Cloud, etc.	19%	-	-
	Training or professional development (for example web conferences, online module development) using a mobile device	22%	-	-
Creation	Data analyses using research software such as ATLAS.ti, Stata, SPSS	28%	-	-
	Use of "tools-of-the-trade", for example CAD, Adobe Creative Cloud, etc. to develop useful artefacts	16%	-	-
Google Drive		**2016**	**2015**	**2014**
	Use Google Drive for T&L	28%	-	-

Complete List of CAT Projects in 2016

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.
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 rollout, 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.
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	Attending and contributing to this 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. Given the fact that it is a professional support service unit, the alignment is not possible for all UJ strategic objectives. 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.

Psychological Services

Psychological Services is an amalgamation of the Therapeutic, Psycho-educational and Academic Services teams. It focuses on different forms of counselling and workshops, including individual therapy, couples therapy, group therapy and psycho-educational workshops. There is also an advisory (walk-in) service where students can receive immediate, brief support and be directed to the appropriate resources/ service. Support groups are available on request. The aim of these services is to provide students with the tools to improve their personal and academic functioning. The needs of students, faculties and residences are emphasised throughout this process ensuring that through emotional wellness, student retention and output is prioritised.

Given the pressures students face as they negotiate the demands of their academic and personal lives there appears to be a need for preventive and wellbeing approaches. Furthermore we recognise the value of affording students the opportunity to develop skills and strengths to improve self-regulatory behaviour, emotional regulation, coping behaviour and resilience.

During 2016 focus areas were reprioritised with a focus on service delivery via the advisory, therapy and workshop processes. In addition, there was a move towards an online environment where students could access some of PsyCaD's services off-campus. The strategy to develop a PsyCaD online resource presence arose primarily due to the need to enhance and improve student accessibility and engagement with PsyCaD services. The UJ Blackboard Learning Management System (LMS) was considered the ideal medium for engaging with students. This is an online environment that students are increasingly familiar with and regularly access and utilise as a medium of learning and communication.

Apart from creating a Blackboard module on the uLink interface, there was also a focus on the PsyCaD Facebook and Twitter pages. In addition, the PsyCaD website was redesigned to be more user-friendly. All of this reflected the PsyCaD rebranding move to make ourselves more easily accessible to our University community.

The year began with an unanticipated protest via the Fees Must Fall movement. This affected PsyCaD's capacity to interact with all first-year students via the First Year Seminar (FYS) workshops. The online environment was used to provide support to students and staff.

Collaboration with the residences and faculties was a priority this year with many therapy and workshops referrals stemming from the relationship with these two entities. The distribution of a poster in faculties and residences that guides students to our services has assisted in delineating our services from those in other support units at UJ. The support for Orange Carpet students and the Peer Buddy mentoring process have resulted in further support towards academic retention and throughput.

The Advisory process continued in 2016 with a focus on both screening and resolution of any emotional, academic or psychosocial issues that students and staff were experiencing. Many of these sessions resulted in further therapy sessions which allowed many of our students and staff to function at their optimum. For those students that were battling academically, F5 and F7 assessments were undertaken to establish both academic and career paths and goals to provide academic success. The Academic Recovery Plan (ARP), which was introduced in 2015 as an alternative academic counselling support for F5 and F7 status students, was successfully used again in 2016. For those students who were not able to cope with or wished to withdraw from their studies, exit counselling was provided to ensure that alternative solutions and new goals were set for their futures. In all interactions, referral was made to the 24-hour Crisis Line and the online material that is available to support students in the comfort of their own homes. In 2016, 6 491 advisory sessions, 6,970 counselling sessions and 1 050 exit counselling sessions were held.

Psychological 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 and the First Year Extended (FYE) Program**
  With the Fees Must Fall movement the original First Year Seminar (FYS) was minimised, but students could only receive a quick, brief orientation on the Find Your Way (FYW) online resource. This website was accessible to registered students and staff and provided information and support regarding studying at UJ and the available support services, including a video on the services offered by PsyCaD. Eighteen FYS workshops were presented by PsyCaD across the four campuses: four on APB, nine on APK, three on DFC and two on SWC.

  PowerPoint material on various psychological topics was also available on the FYW site for students and lecturers. During Academic Development Centre Access (ADC Access) orientation for all Diploma students, PsyCaD assisted with presentations and was also a point on the ADC Access Amazing Race. This created awareness among Diploma students of PsyCaD's services. Ongoing FYE support was provided via the online resources on the FYW website, workshops and therapy referrals from faculty.

  In 2017 PsyCaD will continue with all the projects run in 2016. In addition the PsyCaD Success Calendar will be available on the PsyCaD uLink portal, which will have time-specific content for first-years to consult at their own pace. All first-year students will also receive the PsyCaD 24-hour Crisis Line sticker on their lanyards for easy access.

- **Faculty Liaison**
  The Faculty Liaison Process (FLP) is a PsyCaD-specific strategic process, which forms part of the global PsyCaD processes (i.e. Psychological Services, Career Development, Training and Development, Workshops, Peer Buddies, etc.). The FLP offers a range of services, including having psychologists from each campus assigned to each faculty to: establish and maintain working relations with faculties and their respective departments; facilitate communication between faculty officers, heads of administration, staff and students; represent PsyCaD within the

faculties; assist and support faculties with some of the decision-making processes concerning the wellbeing of students, the improvement of academic performance, personal and career development.

The FLP operations and functions primarily include:
➢ Establish effective communication (i.e. regular/periodic meetings) between PsyCaD and Schools/Faculties and Departments;
➢ Make, and assist in, decisions regarding student re-admissions, exclusions and support;
➢ Orientate and inform faculties and departments about PsyCaD Services – current services and resources, and the development of new services and resources (i.e. Online Workshops).

As part of the FLP, the faculty representatives for the Faculties of Engineering and Management, participated in the Faculty Appeals Committees in reviewing and assisting with student's appeal applications from F7s (exclusions). The Faculty Appeals Committee process highlighted the challenges faced by faculties in assisting and tracking the at-risk students. Both Faculties expressed a concern about identified students who continue to experience challenges but fail to make use of the support services available to them.

Furthermore, there appears to be a lack of an effective system and a passive response/non-response from the identified students. In addition, it was reported that some students prefer to liaise directly with the Student Representative Council (SRC) in soliciting support and solutions to some of their challenges. It also appeared that the SRC has no processes in place to keep track of the students and nature of challenges, thus making it difficult to monitor students' progress and types of intervention applied.

- **Academically Underperforming Student Support Initiatives**
  The demand for psychometric evaluations and written feedback reports to faculty regarding referred academically at-risk (F5) and academically excluded (F7) students has gradually diminished over the past few years. This has partly been attributed to changing management of these students and processes within faculty.

  We therefore shifted our focus from relying on psychometric evaluations to using a structured form of counselling support, the Academic Recovery Plan (ARP), which was initiated in 2015.

  PsyCaD professionals have reportedly found the ARP to be increasingly useful during their counselling sessions with their clients, particularly with the re- admitted F7 students. Tracking and monitoring the number of students benefitting from this form of support had been challenging as PsyCaD professionals have exercised their personal preference and judgement with utilising the ARP, either within counselling sessions or as a service during walk-in sessions.

- **PsyCaD Online Project**
  With the growing number of registered students and the ever increasing demand for PsyCaD professional services, we also realised the need to explore alternative options for the delivery of our services. Psycho-educational outreach in various

forms and self-help material have long been the mainstay of PsyCaD resources. Therefore, by consolidating and augmenting much of the existing material under a single student-friendly online resource platform, aligned to the current trends in accessing information and learning, appeared to be a move in the right direction. The project aimed to use as many online platforms as possible.
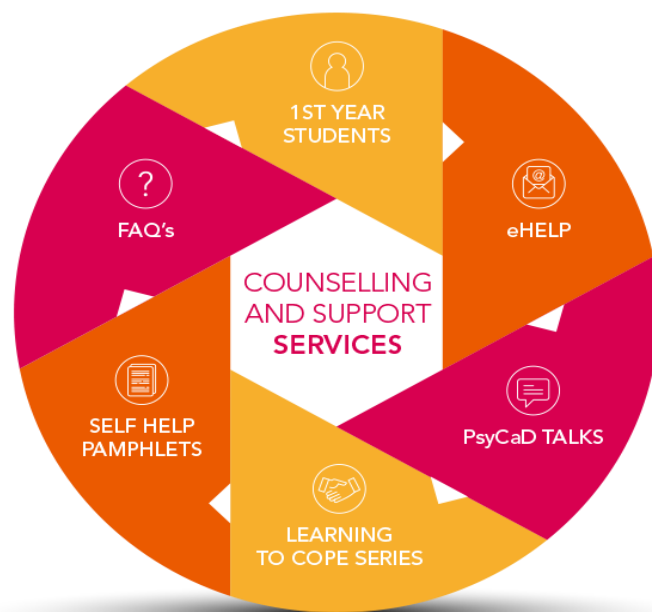

The aim and purpose of this project is to:

➢ expand the PsyCaD services footprint and reach on Campus;
➢ expand and define the existing PsyCaD online presence;
➢ develop an easily accessible and relevant online support resource;
➢ increase student awareness of counselling support services;
➢ increase use of online information and interventions to support students;
➢ develop the facility to initiate contact with PsyCaD via an online portal;
➢ empower students to gain some insight and explore solutions to their concerns prior to enlisting professional help;
➢ develop the capacity for student self-directed study and self-regulated behaviour;
➢ reduce dependency and improve student self-efficacy;
➢ empower students to take self-responsibility for their personal and academic lives;
➢ build collaborative partnerships with faculty and residences;
➢ collaborate with UJ stakeholders and develop a directed and targeted approach to ensure meaningful uptake by students and not depend solely on voluntary uptake of services.

The project got underway through the collaborative efforts of other UJ stakeholders, namely the Graphic Studio who designed the images for the platform and the CAT professionals, who assisted with the audio-visual recording as well as the editing and uploading of the content onto the Blackboard LMS.

The content was divided into two separate, distinct and clearly identifiable focus areas charting the students' journey through the academic life cycle: Career Development and Personal Development.

Themes covered under Counselling and Support Services (personal development) reflect some of the key adjustment and emotional challenges students commonly face and include information and helpful support strategies.

➢ **Description of Counselling and Support Services**

Services	Description
FAQs	A list of frequently asked questions and answers aimed at providing information and debunking some of the myths regarding counselling as well as understanding the role of counselling in supporting student success.
E-help	A general once-off enquiry service that students can conveniently access without an appointment and receive a written response from a PsyCaD professional within working hours. This service also offers a degree of anonymity to prompt those students to seek assistance when they might otherwise have hesitated.
First-year Students	A short explanatory video introducing PsyCaD services. Additional monthly themed and targeted support information and activities available to students making the transition into University life.
PsyCaD Talks	Video clips, articles and blogs to help students understand and cope with some of the transitional and developmental challenges of being a student.
Learning to Cope Series	Short psycho-educational video presentations aimed at supporting students to learn and develop lifelong key personal skills to help manage a range of destabilising emotions.
Self-help Pamphlets	Quick and easy tips for students to develop a self-regulatory coping style and thereby manage academically related stressors, and improve motivation and performance.

Career preparation, planning and development form an integral part of the student's development as employable graduates and transitioning into the world of work. In this regard providing timeous information and developing key skills, abilities and attributes form an important part of the Career Services mandate. Themes covered in this regard include the following.

> **Description of Career Services**

Services	Description
E-enquiries	Provides direct contact with PsyCaD Career Services professionals in order to address specific career-related queries.
Career Calendar	Access to and information on daily career-related events and activities on and around campus.
Workplace Readiness	The Career Services Work Readiness Programmes have 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. This online workplace readiness series specifically focuses on the development of professional CV writing, interviewing skills, business etiquette, work readiness skills as well as job searching skills and strategies.
YourCareer Portal	The Career Services YourCareer portal has been developed to provide online career solutions to UJ students. Students can access vacation and part-time work including a wide range of other vacancies in various different sectors, access the CV builder to create a professional CV and cover letter, and view the Career Services Annual Recruitment Programme.
Career Resources	Online career-related resources to provide students with access to information related to various career development tasks. These tasks are targeted to allow students to reach career actualisation and management within the different sectors and fields.
FAQs	Frequently asked questions relating to the PsyCaD Career Services main functions and processes.

> Moving forward and future planning :
> o To market, create awareness and launch the PsyCaD online resource programme during 2017 within the wider university community.
> o The e-help service will be piloted for the first time. Monitoring and tracking student uptake and the efficacy of the service.

o Generating awareness among PsyCaD professionals that the key to successful self-help resources is to regard them as ways for professionals and their clients to extend the range and effectiveness of face-to-face work.
o To consolidate and further develop the existing framework.

- **Advisory and Counselling Service Consultations**
  As indicated in the tables below 6 491 clients consulted with PsyCaD professionals during the year. First-year students (53.3%) continued to be the largest group accessing PsyCaD Advisory Services, followed by second-year (15%) and third-year students (12.9%).

  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 − 27% of clients
  ➢ referral for follow-up therapy − 24% of clients
  ➢ referral to additional career related interventions − 30% of clients
  ➢ academic guidance or study skills information and support – 13.3% of clients
  ➢ referral to ADC − 4.1% of clients

Number of Advisory Service Clients from 2011 to 2016

Year	2011	2012	2013	2014	2015	2016
TOTAL	1 175	3 175	4 716	5 665	6 773	6 491

Reasons for Referral (%)

Reasons for Referral	2011	2012	2013	2014	2015	2016
Improving academic performance	0	11.5	15.1	12.7	12.4	13.3
Faculty referral (F5)	2.8	0.7	0.4	0.9	0.9	0.7
Faculty referral (F7)	1.8	1.8	3.2	8.1	5.1	2.3
Subject/Course advice	0	3.1	3.2	5.8	3.4	2.1
Career advice	66.3	31.4		8.7	8.5	30.0
CV writing; Interview skills				6.8	7.6	7.0
Interview skills	0	0	31.3	0.8	1.3	2.3
Career planning				1.6	4.1	1.8
Disability or special needs	0.3	0.8	0.5	1.2	1.7	0.5
Financial concerns	0	0	5.2	7.4	6.2	8.5
Personal/Emotional reasons	1.7	29.5	33.2	39.7	44.1	27.2
Academically at-risk referral	0	0	0.8	0.5	0.2	0.3
Other	18.1	16.8	7.0	4.5	4.7	4.0
No indication	9.0	4.1	0.1	1.4	0	0.0

Recommendations made to Clients (%)

Recommendations	2011	2012	2013	2014	2015	2016
Provided counselling and support		12.5		9.5	28	9.5
Provided academic guidance/study skills /information			3.2	3.8	6.7	3.8
Referred to available group interventions				10.7	1.5	0.6
Provided career guidance or information		21.5	9.9	6.5	9.1	6.5
Referred for career counselling	34.0			6.6	1.9	6.6
Referred for career assessment				36	1.4	36
Referred to Career Consultant or Career Resource Centre		6.6	2.4		2.0	2.5
Referred to Career Services digital platforms				1.0	1.1	1
Referred to Academic Development Centre (ADC)	0.8	6.3	57.1	1.3	4.1	1.3
Referred to therapy	10.7	25.5	10.2	8.4	23.5	24.2
Crisis intervention				3.0	1.1	3
Referred to Office: PwD			10.2	0.2	1.0	0.2
Referred to Faculty	16.1	13.7	4.3	1.1	5.3	1.1
Referred to Student Finance or NSFAS Office	0.2	9.4	5.2	1.6	1.8	1.6
Referred to Student Enrolment Centre			2.3	7.2	0.1	0.1
Referred to SRC	0	0	0.3	0	0.5	0
Referred externally				2.2	1.0	1.2
Other	38.2	4.5	4.2	0.8	6.3	0.8
Campus Health			1.3	0	0.5	0

Number of Advisory Service Consultations per Year of Study

Year of study	2012		2013		2014		2015		2016	
	Number	%	Number	%	Number	%	Number	%	Number	%
Not indicated	672	47.5	32	16.8	16	0.3	4	0	2	0.0
Extended	0	0	0	0	7	0.2	16	0.2	5	0.1
First	724	22.2	1 448	31	1 735	37.5	2 518	37	3 458	53.3
Second	397	12.2	949	20.4	1 087	23.5	1 611	23.8	975	15.0
Third	339	10.4	979	21	1 128	24.4	1 510	22.3	840	12.9
Fourth	93	2.9	306	6.8	415	9.0	650	9.6	732	11.3
Honours	112	3.4	142	3.3	191	4.1	398	5.9	411	6.3
Masters	26	0.8	25	0.8	2	0.0	54	0.8	46	0.7
Doctorate	20	0.6	3	0.1	44	1.0	12	0.1	22	0.3
TOTAL	**2 383**		**3 884**		**4 625**		**6 773**		**6 491**	

- **Exit Counselling**

The figures below are indicative of trends over the period 2013 to 2016. There appears to be a slight decline in number of students consulting with PsyCaD prior to cancelling their studies during 2016.

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 2016 results suggest that the highest number of exit counselling sessions (86.1%) were recorded in Semester 1 and fewer (13.9%) in Semester 2. This also indicates a drop in cancellations during the second semester.

The top reasons for cancellation of studies over a three-year period consistently remain: financial, career choice and academic-related reasons. During 2016:

➢ 19.9% 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).
➢ 17.6% of students presented with career-related concerns (changing course/ institution). Students experienced dissatisfaction often due to inappropriate initial study choices.
➢ 3.9% of students withdrew due to academic underperformance, mainly during the second semester.
➢ First-year students (54%) continued to be the largest group of students withdrawing.

Number of Exit Counselling Sessions per Month and Year

Per Month	2013		2014		2015		2016	
	Number	%	Number	%	Number	%	Number	%
January	16	1.8	23	2.2	18	2.0	19	2.0
February	194	21.8	298	27.9	326	35.8	273	28.5
March	99	11.1	143	13.4	182	20.0	141	14.8
April	122	13.7	143	13.4	120	13.2	128	13.4
May	109	12.3	126	11.8	83	9.1	106	11.1
June	69	7.8	61	5.7	34	3.7	55	5.7
July	134	15.1	125	11.7	70	7.7	110	11.5
August	59	6.6	62	5.8	47	5.2	56	5.9
September	48	5.4	41	3.8	18	2.0	36	3.7
October	38	4.3	40	3.7	12	1.3	30	3.1
November	1	0.1	5	0.5	0	0.0	2	0.2
December	0	0	1	0.1	0	0.0	0	0.0
Total students	**889**		**1 068**		**910**		**956**	

Reasons for Course Cancellation

Reason	2013		2014		2015		2016	
	Number	%	Number	%	Number	%	Number	%
Not indicated	12	1.3	213	24.5	83	9.1	103	10.7
Adjusting to university	29	3.3	13	1.5	8	0.9	17	1.7
Difficulties with the course content	42	4.7	26	3.0	29	3.2	32	3.4
Difficulties managing course expectations and demands	0	0.0	55	6.3	57	6.3	37	3.9
Language medium used in the course	9	1.0	0	0.0	3	0.3	4	0.4
Poor academic progress	57	6.4	26	3.0	28	3.1	37	3.9
Health reasons	21	2.4	51	5.9	33	3.6	35	3.7
Personal/Emotional well-being	52		55	5.1	37	4.1	41	4.3
Financial reasons	187	21	232	26.7	182	20.0	190	19.9
Work circumstances	145	16.3	102	11.7	93	10.2	104	10.9
Death in family/student	24	2.7	13	1.5	9	0.9	15	1.6
Changing course	193	21.7	193	22.2	177	19.5	168	17.6
Approved study interruption	13	1.5	17	2.0	7	0.8	12	1.3
Registration at another college/university	92	10.3	60	6.9	83	9.1	78	8.2
Living conditions/ Accommodation/ Transport	5	0.6	32	3.7	27	3.0	21	2.2
Other	155	17.4	35	4.0	54	6.0	62	6.4
Total students	**889**		**1 068**		**910**		**956**	

Course Cancellations per Faculty

Faculty	2013		2014		2015		2016	
	Number	%	Number	%	Number	%	Number	%
Not indicated	3	0.3					1	0.1
Art, Design and Architecture	1	0.1	1	0.1	13	1.4	15	1.6
Economic and Financial Sciences	136	15.3	94	11.3	132	14.5	171	17.9
Education	87	9.8	88	10.6	99	10.9	112	11.7
Engineering and the Built Environment	149	16.8	172	20.6	89	9.8	148	15.5
Health Sciences	86	9.7	57	6.8	13	1.4	63	6.6
Humanities	202	22.7	133	16.0	115	12.6	151	15.8
Law	27	3	29	3.5	23	2.5	27	2.8

	129	14.5	159	19.1	241	26.5	177	18.5
Management	129	14.5	159	19.1	241	26.5	177	18.5
Science	69	7.8	100	12.0	101	11	91	9.5
Total students	**889**		**1 068**		**910**		**956**	

Course Cancellations per Year of Study

Course Cancellations	2013		2014		2015		2016	
	Number	%	Number	%	Number	%	Number	%
Not indicated	12	1.3	246	23	83	9.1	115	11.9
Extended	0	0	1	0.1	9	0.9	3	0.3
First	504	56.7	529	49.5	516	56.7	516	54.0
Second	147	16.5	88	8.2	117	12.9	117	12.3
Third	71	8	65	6.1	51	5.6	62	6.5
Fourth	61	6.9	77	7.2	49	5.4	62	6.5
Honours	73	8.2	50	4.7	77	8.5	67	7.0
Masters	20	2.2	11	1.0	7	0.8	13	1.3
Doctorate	1	0.1	1	0.1	1	0.1	1	0.1
Total students	**889**		**1 068**		**910**		**956**	

First-years' Reasons for Course Cancellations

Reasons for Course Cancellation	2013		2014		2015		2016	
	Number	%	Number	%	Number	%	Number	%
Course/Career path change	150	30.0	83	15.7	146	32.1	127	24.6
Finances	136	27.0	12	2.3	97	21.4	83	16.1
Did not indicate	0	0.0	398	75.0	59	13.0	153	29.7
Other	73	14.6	4	0.8	25	5.5	35	6.8
Difficulties with course content		0.0	2	0.4	20	4.4	8	1.6
Work circumstances	54	10.8	6	1.3	19	4.2	28	5.4
Managing course expectations		0.0	4	0.8	17	3.8	9	1.7
Personal/emotional well-being	8	1.6	5	1.0	17	3.8	12	2.3
Health	12	2.4	2	0.4	14	3.1	11	2.1
Living circumstances/transport	3	0.6	3	0.6	14	3.0	9	1.7
Poor academic progress	24	4.8	3	0.6	13	2.9	15	2.9
Adjustment	18	3.6	8	1.5	6	1.3	13	2.5
Death family member/student	14	2.8	0	0.0	5	1.1	8	1.6
Approved study interruption	10	2.0	0	0.0	2	0.4	5	1.0
Total students	**502**		**530**		**454**		**516**	

- **Peer Buddy Mentoring Programme**

  Since 2011 PsyCaD has run a project called the Peer Buddy programme – students (peer buddies) are trained and given opportunities to offer support and information, on behalf of PsyCaD, to fellow students within the UJ community. Peer buddies are second- or third-year students who have performed well academically, who have applied and been successfully selected to form a part of the Peer Buddy programme.
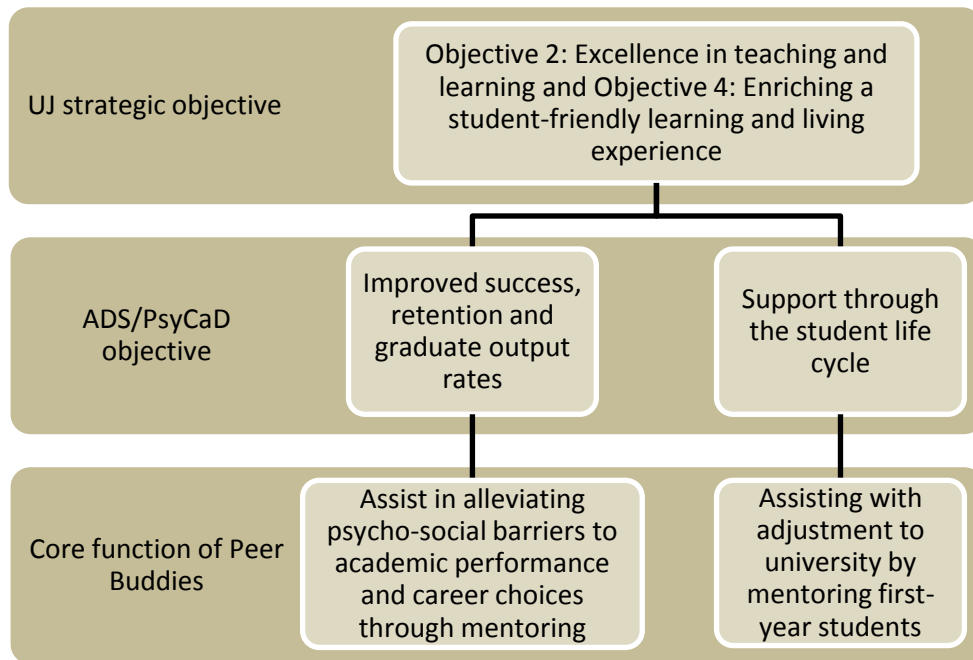
  Peer buddies, over the past five years, have seemingly served principally to perform *activities* rather than build significant longer-term helping *relationships*. While peer helpers in any institution are very likely to have occasional tasks and projects, it seems that their primary goal should be to increase the number of human resources within service institutions. At PsyCaD they should be trained to offer psycho-social support to students within the university community through mentoring or lay-counselling, over a longer period of time. This appeared to be key gap in the Peer Buddy programme in previous years.

  Consequently, it was decided to conduct a pilot Peer Buddy programme, centred on mentoring activities between February and October 2016. The objective was to mentor at least 50 first-year students throughout 2016, with a minimum of 150 mentoring sessions. Sixty-six first-year students were mentored in 2016, and a total of 302 mentoring sessions were conducted across all UJ campuses. Twenty-six peer buddies have been selected for the 2017 Peer Buddy programme, and the goals for 2017 include:
  - 156 first-year students to be mentored (each peer buddy to mentor 3 people per semester)
  - 624 mentoring sessions throughout the year (each mentee to have at least 4 mentoring sessions)
  - 156 support groups to run in the year (one support group a month per peer buddy for 6 months)
  - One joint UJ community project

  The Peer Buddy programme is conducted across all four campuses. Peer buddies, as students of the University, conduct their relationship-building activities in residences, student day houses, on campus lawns, in lecture venues, in the libraries, at campus bus stops and at the various student centres. In this way the Peer Buddy programme in embedded in everyday university life.

  The core functions of the Peer Buddy programme are derivatives of university and institutional objectives and goals, as seen in the diagram below:

UJ strategic objective	Objective 2: Excellence in teaching and learning and Objective 4: Enriching a student-friendly learning and living experience	
ADS/PsyCaD objective	Improved success, retention and graduate output rates	Support through the student life cycle
Core function of Peer Buddies	Assist in alleviating psycho-social barriers to academic performance and career choices through mentoring	Assisting with adjustment to university by mentoring first-year students

Based on the above-mentioned functions of the Peer Buddy programme, the aim and objective of the project for 2016 was: To instigate the implementation of a pilot site-based, cross-age programme with one-on-one mentoring processes, from which first-year students of the UJ community can gain additional developmental opportunities.

The goals for 2016 were:
➢ At least 50 first-year students to be mentored, one mentee per peer buddy.
➢ A minimum of 150 mentoring sessions throughout the year – each mentee receiving at least 3 sessions of regular mentoring.
➢ Four group meetings for reflection and ongoing evaluation – one meeting per term.
➢ Provide intern psychologists an opportunity to develop group skills.

- **Workshops**
PsyCaD offers group workshops that are aimed at providing much needed support throughout the student life cycle. PsyCaD staff members facilitate the workshops. The content of the workshops provide information and an opportunity for face-to-face group interaction on a variety of psychological topics. The workshops are offered on all campuses and are usually requested by faculties and departments based on identified needs. All workshop requests are sent to the Psychological Services division and are coordinated by a psychologist.

These workshops also offer an opportunity for collaboration and network between PsyCaD and faculties in offering integrated support to students. During this process PsyCaD is also provided with an opportunity to reach out to a larger group of students, which creates a forum where students can ask questions and learn more about available support within PsyCaD.

During 2016 55 workshop requests were received, with the majority from the Faculty of Science. Of these 55 requested workshops PsyCaD delivered 26 (53 %). A number of factors contributed to PsyCaD not providing the workshops as requested. These included disruptions during the student protests, request

submission on short notice with subsequent unavailability of staff due to other commitments, as well as cancellation by some of the faculties.

Workshops offered to faculties included:
➢ An introduction to PsyCaD
➢ Stress and time management
➢ Dealing with sexual harassment
➢ Leadership development
➢ F5 and F7 talk
➢ Effective team and conflict management
➢ Bouncing back and motivation
➢ Emotional intelligence
➢ Coping with stress and anxiety

Some of the workshops will be made available online and faculties are encouraged to find ways of encouraging students to take time to learn more from the online workshops. A scientific research component needs to be built into the content development and method of delivery for the workshops in order to ensure a needs-based and relevant support process for students.

- **Orange Carpet Student Support**
  The PsyCaD Orange Carpet (OC) programme was a pilot programme launched in January 2016. Valuable information was gathered and several OC students were provided with support by means of consultations, emails and Peer Buddy mentoring. Based on the information obtained during 2016, a different approach will be taken in 2017 to serve OC students more effectively and efficiently.

  The core function of this programme is to contribute toward meeting UJ Strategic Objective Four: "Enriching Student-friendly Learning and Living Experience", by supporting these students through psycho-social counselling, guiding them to accessing resources such as loans, bursaries, meal assistance, academic support and career guidance. By so doing it was hoped that the risk of dropout or failure of these high achieving students would be mitigated.

  As such the secondary function of the programme was to retain high achieving students, supporting them in becoming outstanding graduates who are able to contribute to UJ's Strategic Objective One: "Excellence in Research and Innovation".

  A questionnaire together with contact details was distributed to all OC students at the FYS presentations. The aim was (1) to make OC students aware of PsyCaD services and (2) to gain insight into some of their needs, including funding, accommodation, transport, meal assistance and career choice, and mentoring requests related to the Peer Buddy programme.

  Upon analysis of the information received, it was clear that not all questions were understood, thus feedback was not as clear as hoped for. However, the following information was obtained:

  ➢ A total of 59.30% of registered OC students (who attended FYS) responded to the questionnaire. *Note: Not all faculties participated in the FYS.*
  ➢ Apart from the OC merit bursary, 30.31% of respondents had no additional funding.
  ➢ Only 27.12% of respondents live in on-campus accommodation.

➤ Further analysis indicated that 6.91% of the respondents living off-campus had no additional funding and were making use of public transport. Together with information obtained in consultation sessions it was revealed that these factors have a negative impact on the OC student's ability to perform academically.

Queries received related to refunds, benefits, book vouchers, OC student but not registered as such, additional funding, confusion over what OC means, accommodation, PsyCaD services, payment of merit bursary, academic performance, NSFAS tablets, career choice, and exemption from exams. These queries were, where possible, managed. Matters directly connected to the Orange Carpet campaign were raised by the OC students; however they had no contact person in the department of Student Marketing and Recruitment to direct their queries to.

- **Residence Support**
  The Residence Liaison programme aims to contribute towards the UJ Strategic Objective Four: "Enriching Student-friendly Living and Learning Experience".

  In 2016 the programme was adjusted such that individual psychologists were no longer responsible for liaising with specific allocated residences. The programme coordinator was to conduct such liaison.

  The core function of the Residence Liaison programme is to provide psycho-social-emotional support, which is preventative and/or curative in nature, to UJ resident students and the resident managers/wardens. The primary format of support takes the form of workshops, group interventions and crisis interventions.

  It is hoped that the programme can in future continue to contribute toward mitigating factors such as poor academic performance, risky behaviour and social/emotional distress, such as suicide.

  At the beginning of 2016, 33 emails were sent to residence managers/wardens to establish contact, to confirm that they still held the relevant position, and to offer PsyCaD services. Twenty responses were received. This is a marked improvement on previous years.

  Although a number of requests for workshops (15) were received, only 50% (8) were fulfilled. The low delivery rate is due to short notice periods, requested dates and times being on weekends, public holidays or late evenings. Another significant factor is that of poor follow-up from residences with alternative dates or times.
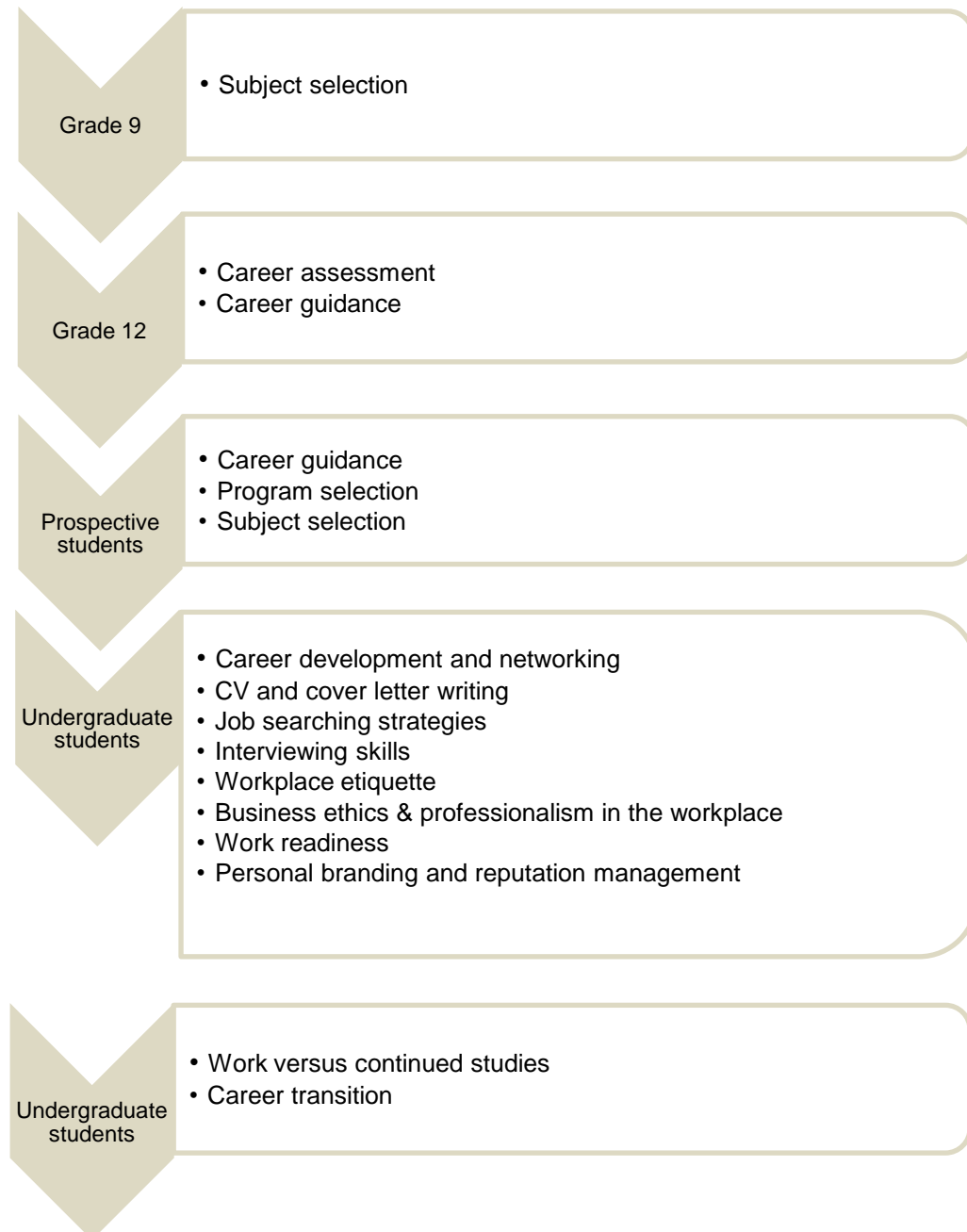
  Several requests for crisis interventions were made directly to the PsyCaD Director and/or Team Leaders and support was provided. A number of these interventions were done after hours and in off-campus accommodations.

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
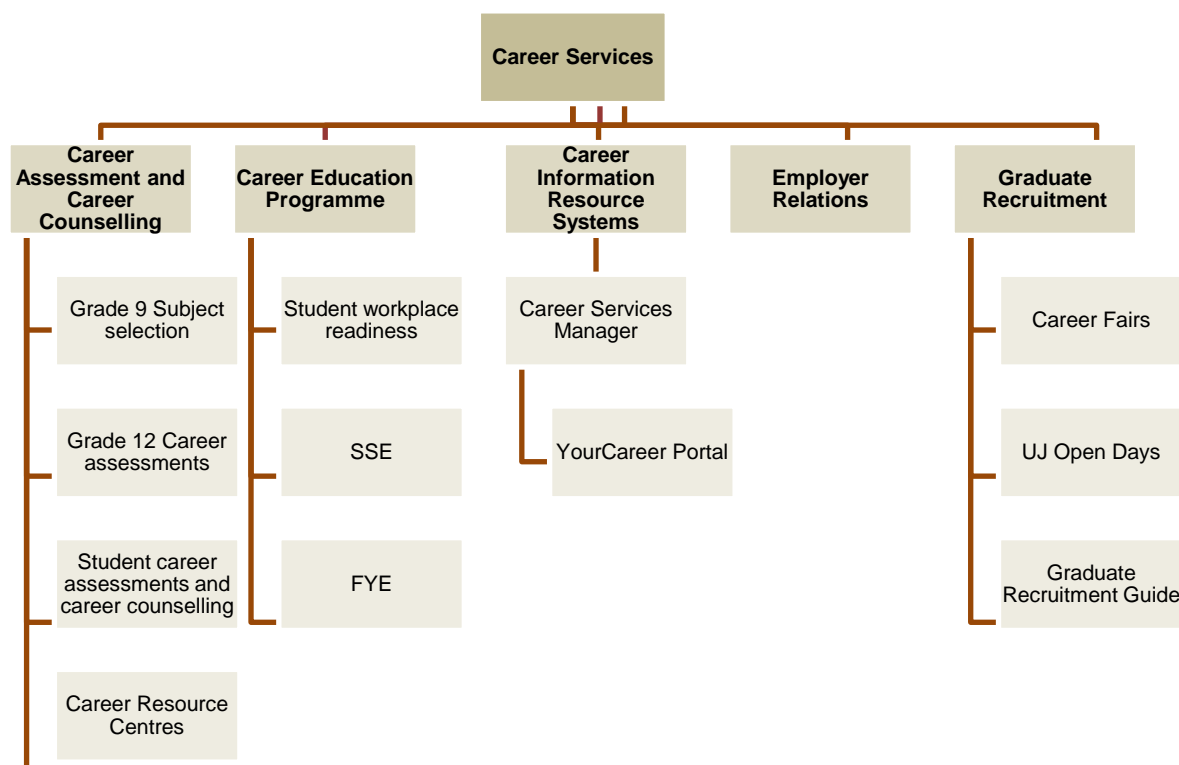
The following can be reported for each domain in 2016:

- **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. During 2016 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 Psycho-logists/Student Psychometrists and Masters Psychology students.

  Within the career advisory process, there seems to have been an overall decline in the statistics from 2014 to 2016. This decline correlates with the overall decline in general advisory statistics.

Summary of Client Profile for Career Advisories

Clients	Registered UJ students	1 111
	Prospective students	219
	Staff	5
	External clients	62
Total		**1 397**
Faculty	Art, Design and Architecture	14
	Economic and Financial Sciences	271
	Engineering and the Built Environment	143
	Health Sciences	41
	Humanities	226
	Law	32
	Management	261
	Science	106
	Education	22
Total		**1 116**
Year of study	1st	358
	2nd	182
	3rd	359
	4th	79
	BTech	32
	Honours	60
	Masters	16
	Doctorate	3
	Not indicated	22
Total		**1 111**
Reason for consultation	Subject choice/Course advice	215
	Career advice	517
	CV writing	387
	Interviewing skills	64
	Career planning	306
Total		**1 489**
Professional recommendation	Career guidance or information	867
	Referred for career counselling	120
	Referred for career assessment	148
	Referred to the Career Resource Centre	121
	Referred to career services digital platforms	88
Total		**1 344**

The majority of students who presented for career advisory sessions were in need of career advice; assistance with constructing their CV and cover letters as well as career planning. A more qualitative analysis of the data revealed that the reasons for visits were usually a combination of difficulties experienced. The following themes were also identified as common reasons for visiting Career Services: poor academic performance, financial concerns and difficulties, as well as personal/emotional difficulties.

The figures below provide an indication of the number of students that presented for various reasons to career advisory sessions in 2015 and 2016.

Reasons for visit 2015–2016
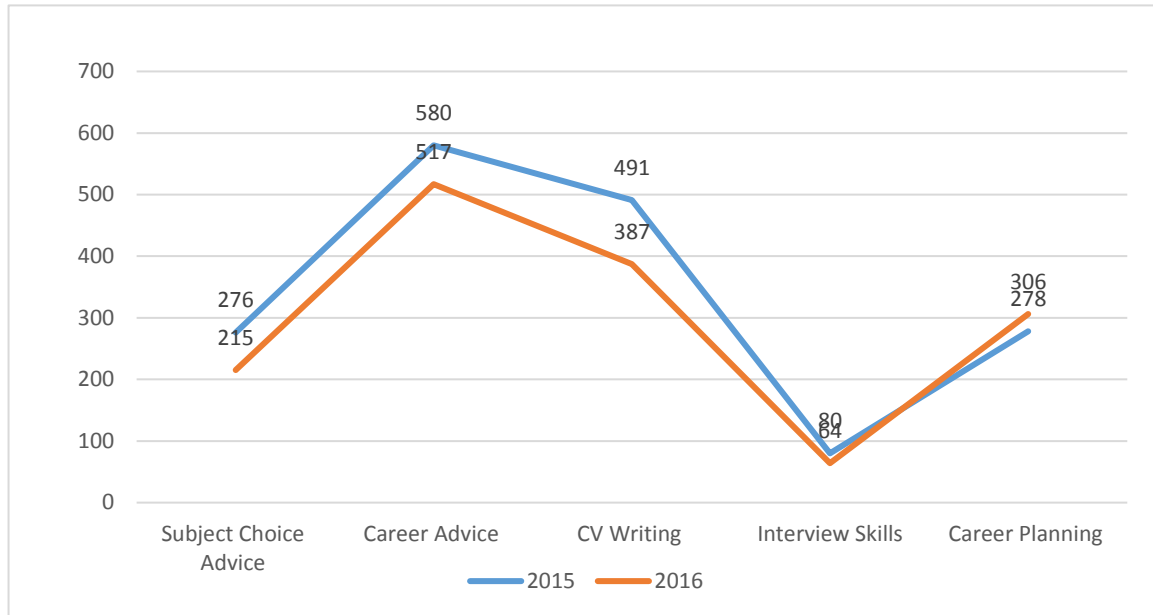
A quantitative analysis of career advisory statistics revealed that for the past three years, the majority of the students who made use of the career advisory services came from the following Faculties: Economic and Financial Science, Management and Humanities. There could be various reasons for this which would need further research to be verified. The Career Services unit has established relationships with these faculties and is working closely to provide students with the relevant interventions to further promote their career development.

Utilisation of Career Advisory per Faculty 2015–2016
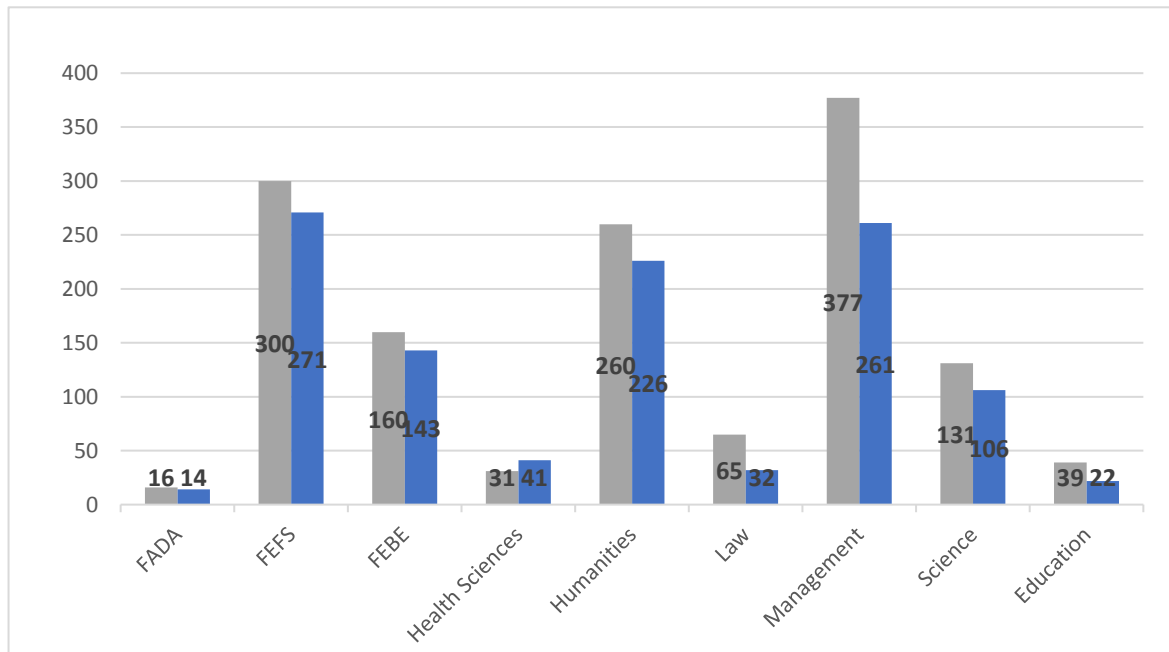
- **Career Guidance and Consultation**

  The Career Services unit provides students with one-on-one career guidance, consultation and counselling sessions in order to assist them with their career development needs. Students can either make an appointment to consult with a professional with regard to their career development concerns/difficulties or can be referred through Career Advisory. A career guidance or consultation session differs from a career advisory session in that the duration of the session is longer (30–50 minutes a session). Career guidance and consultation sessions address the following: career guidance, subject choice selection, career planning, constructing CV and cover letters, developing interview skills, job searching strategies, and networking skills, among others. This is an essential service that is highly valued by the UJ student population.

- **Career Resource Centres**

  Well-equipped Career Resource Centres (CRCs) at the PsyCaD sites (except B5) 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. During 2016 no student assistants were appointed, resulting in a decline in overall statistics across all PsyCaD sites.

  A total of 1 100 visitors were logged across all CRCs for 2016. The breakdown of visits per campus and per faculty for 2013−2016 are indicated in the tables below:

Career Resource Centre Visitors per Campus

	2013	2014	2015	2016
APB	441	259	263	81
APK	1 093	673	719	610
DFC	1 069	1 101	918	350
SWC	241	446	212	53
Unknown	53	58	44	6
TOTAL	**2 897**	**2 537**	**2 156**	**1 100**

Career Resource Centre Visitors per Faculty

Faculty	2013	2014	2015	2016
Art, Design and Architecture	4	25	4	6
Economic and Financial Sciences	725	441	384	233
Education	40	51	47	33
Engineering and the Built Environment	993	876	830	320
Health Sciences	62	76	84	18
Humanities	400	282	206	253

Law	74	40	28	16
Management	306	263	321	137
Science	167	153	100	30
Unknown	126	330	152	54
TOTAL	**2 897**	**2 537**	**2 156**	**1 100**

- **Career Fair Information Stand**
  The Career Fair information stand was developed for the Law, Commerce and General Career Fair that took place from 19−21 April and 15−17 August 2016 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:
  ➢ **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 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.

➢ **Workplace Readiness Programme/Career Education** − Career Services' Career Education workshops are presented during the year on all four campuses. In the first semester of 2016, a number of workshops were presented in preparation for the Commerce and Law Fairs that were hosted in April. 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 searching 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 2016.

In addition to this, Career Services also contributed to 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. This stage also encourages students to develop their CV writing, cover letter writing and interviewing skills. This stage is also known for development and establishment of work-related networks and engaging 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, the Career Services unit was asked to present two lectures relating to final-year students' career and student life cycle.

Career Services Work Readiness Initiatives 2016

Career Services Work Readiness Initiatives	Number of Workshops	Number of Attendees
CS Career Education Workshops	16	17
Faculty Requests	32	1 050
UJ Winter School	4	3
Faculty of Science, Citizenship Module, Public Lecture Series, Third-year Students (Norman Burger)	2	382
Faculty of Science, SCIT, First-year Students (Norman Burger)	10	341
Community Requests (Sassa Elf) (Susanne Taylor)	1	14
TOTAL	**65**	**1 834**

Career Information Resource Systems

- **YourCareer Portal**
  At the end of 2016 we had 10 280 students and 760 companies registered on the YourCareer Portal.

  A total of 130 advertisements and 730 student job applications were received by the companies.

YourCareer Job Applications 2016

	2015		2016	
Job Type	**Applications**	**Job Postings**	**Applications**	**Job Postings**
N/A	100	13	47	44
Bursaries	7	1	0	1
Casual/Vacation work (Includes: Promotional opportunities)	825	27	407	22
Graduate jobs (Final-year and/or graduate positions, Degrees and Diplomas)	1 476	94	254	49
Students with disabilities	43	4	1	4
Work experience (Includes internships)	740	32	21	10
TOTAL	**3 191**	**171**	**730**	**130**

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.

The graph below indicates the amount of sessions and users until 5 October 2016. It should be noted that the CSO will be replaced with PsyCaD's new website as launched at the end of 2016.
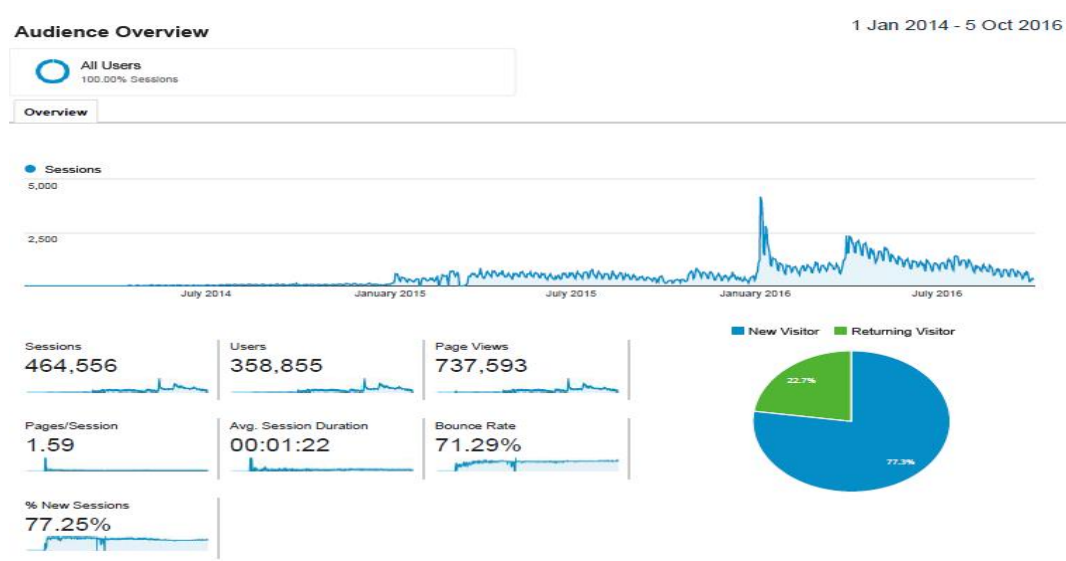
- **Pace Career Centre – Online Career Guidance Programme**
  Informed study and career decision-making forms a substantial part of any young person's future. With rising unemployment among our youth population, and with employers placing great emphasis on finding and employing well qualified graduates 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.

- **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 2016 the following key focus areas were identified:
➢ Identify the number of employers active in the UJ Career Services space.
➢ Consolidate an effective employer records management system and database.
➢ Develop programmes that ensure the participation of influential corporates in order to create competitive graduates.
➢ Create networking opportunities between employers and students.
➢ Increase student recruitment and placement rates.

➢ Identify a number of employers recognised for their outstanding participation and support in the recruitment and careers space.
➢ Develop an employer benefits programme.

In 2015 the Employer Relations Coordinator has laid the foundation for the process of conducting audits of current employer partners. In 2016, the aim was on achieving five Strategic Objectives as linked to the portfolio's key focus areas:

➢ **Strategic objective 1: Build strategic partnerships and alliances with employers**
  o Conducted more than 100 client visits and more than 15 telephonic discussions with employers.
  o Sent out more than 1 200 emails regarding the 2016 graduate recruitment programme (GRP).
  o Communicated with and serviced more than 450 clients via email, regarding GRP 2016.
  o Head-hunted more than 100 law firms, of which many are small firms that do not have the capacity to attend a career fair. The vast majority advised they would prefer to place an advert on the portal (the list has been attached to the report).
  o More than 150 employers visited UJ as part of the GRP.
  o In 2016 Career Services was part of the following networks: Business France network; Africa Careers Expo 2016; member of SAGEA and Universum; The Mail & Guardian Critical Thinking Forum of Employers (engaged 89 employers); Resolution Circle (5 employers); Universum network; South African Graduates Association (SAGEA) (150 employers).
  o Partook and attended the Youth Commemorating Class of 1976 at Nasrec. Engaged with more than 80 employers, 45 of which were government departments whom we contacted to attend the General Career Fair. Six of these attended and the rest advised budgetary constraints prevented their participation.
  o Engaged with UJ Career Services Simplicity Employer database of 750 employers.
  o Attended the South African University Careers Summit and benchmarked with 22 University Career services departments.
  o Attended the Department of Career Services Conference and engaged with 56 career services providers.
➢ **Strategic objective 2: Grow employers by increasing services and supporting employers**
  o Met target and grew by more than 20 new companies in 2016 (two companies per faculty).
  o Met target of retaining current employers/current businesses aligned to career fairs, company presentations, industry talks and GRP 2016 activities.
      Met targets through collaborative hosting and/or attending the following networking events: Sanlam and Houston-Brown & Jackson Faculty Engagement breakfast (fully sponsored by Sanlam), five SAGEA Employee Engagements, two Mail & Guardian Critical Thought Networking Sessions, and the GradStar event (connected with 5 employers and 15 top achieving UJ students).

- **Strategic objective 3: Develop an employer programme: facilitate sustainable partnerships with employers and partners**
  - Showcased Career Services on UJFM with employers (KPMG & Guarantee Trust).
  - YouTube clips with employers who attended the Law Career Fair, Commerce Career Fair, General Career Fair and Engineering Expo.
  - Secured the participation of top Magic Circle and Silver Circle Law firms at the Law Career Fair linked to global law rankings.
  - Secured the participation of Top SAGEA Aspirational employers, 20 out of list of 25 employers attended.
  - Head-hunted 14 new interdisciplinary employers and secured partaking in the GRP 2016, based on Universum results in 2015.
  - Top Employers Institute: 45 out of 80 Top employers 2016 partook in the GRP 2016.
- **Strategic objective 4: Build strategic partnerships and alliances with the UJ community**
  - Facilitated more than 29 employer career connections between employers and faculties via email and in person.
  - Attended to more than 22 faculty employer requests regarding recruitment.
  - Increased the number of employers recruiting at UJ due to the increased number of companies that participated in the GRP 2016.
- **Strategic objective 5: Increase marketing and communications of the UJ brand**

  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 and campus visibility. Employers can also advertise in the interactive Career Services Recruitment Guide, which is distributed to our final-year students in print form and online through our website. This guide is also mailed to our Alumni database, which is inclusive of executives in major corporates.

  The Career Services Recruitment Guide affords employers the opportunity to advertise their brand and its recruitment opportunities; and our website will feature articles that showcase employers' involvement in career development at UJ.

  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 employer engagement marketing and communications strategy has transpired into a fully-fledged set of programmes that will market the partnerships formed with employers in 2016. This will include annual programmes that focus on advertising 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 charged at a cost, MOA and signing ceremonies, and an annual award ceremony.

Graduate Recruitment Programme

In 2016 the annual Recruitment Programme proved once again to be very successful. Career Services hosted three on-campus Career Fairs and one Career Expo of which the Engineering Technology Career Fair was hosted for the second time. All the events were attended well by the companies and students. In total 119 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 2016 Commerce and Law Career Fairs attracted 49 companies (30 for the Commerce Career Fair and 19 for the Law Career Fair). Companies were requested to complete our online graduate recruitment programme feedback survey via the YourCareer portal.

- **General Career Fair 2016**
  The General Career Fair was held on 15−17 August 2016 in the Foyer on the Auckland Park Kingsway Campus. This was once again the highlight of the Recruitment Programme as we hosted 73 companies in total over the three days of the event.

- **Company Recruitment Drive for 2016 – Across all Faculties**
  A total of 119 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
2015	26	85	24	55	23	29	51	58	56
2016	23	74	23	59	27	24	48	43	44

- **Engineering Technology Fair 2016**
  The Engineering Technology Career Fair took place on 24 August 2016 at the Perskor Building on the Doornfontein Campus. 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 14 companies participated in the Career Fair. The students on the Doornfontein Campus attended the event well.

- **Company presentations**
  A total of 12 on-campus company presentations were hosted between March and September 2016 on APK. One presentation was hosted on the Soweto Campus and one presentation on the Doornfontein Campus.

- **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 2016:
  ➢ 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 2016 an Orange Carpet event was hosted on the APK Campus, as well as a number of Mini Open Days on APK and 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 2016
  ➢ 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 2016

  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 Cynthia Pottier and Ms Manda Snyman of Career Services, were developed with the aim of informing Grade 9 learners about career decision-making, and 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?

Training and Development Services

- **Training of Intern Psychologists**
  Training and Development Services is primarily responsible for the training of intern psychologists. PsyCaD is an accredited internship site for both Educational and Counselling internships. In 2016 PsyCaD trained 5 Educational Psychology interns and 8 Counselling Psychology interns. All intern psychologists' duties are carried out under the supervision of registered psychologists in PsyCaD.

  The 13 intern psychologists commenced with their internship at PsyCaD in January 2016. They are affiliated with the following universities: University of Johannesburg, University of Witwatersrand, University of Pretoria, Midrand Graduate Institute and University of Kwa-Zulu Natal.

  As an accredited internship site, 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. Much focus during the year was therefore placed on the specific training requirements unique to each registration category. The Training and Development Services unit was also audited by the HPCSA to approve and renew accreditation of the internship programme. Feedback indicated that PsyCaD's Training and Development Services unit has set a gold standard for Educational and Counselling psychology internships.

  The intern psychologists have set diary requirements to ensure they receive sufficient practical exposure as well as continuous multidisciplinary training throughout the year, relevant to their scope of practise. 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. Their output is indicated in the table below.

Intern Psychologist Statistics for 2016

Type	Number
Therapy Sessions	2 211
Assessments	259
Play Therapy Sessions	82
Advisories	1 768
Crisis Line Calls	374

- **Assisting Campus Health Services**
  In addition, PsyCaD assists Campus Health Clinics by availing the services of the intern psychologists to provide HIV counselling and testing (HCT) and Termination of Pregnancy (TOP) counselling sessions on all four campuses. A total of 489 HCT and 5 TOP sessions were offered by PsyCaD's intern psychologists during 2016. This does not comprise the total number of clients seen by Campus Health services during 2016.

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

  The purpose of the 24-hour Crisis Line is to provide immediate psychological assistance to both UJ students and staff at any time, day and night. The psychologist's main aim is to provide crisis intervention and trauma debriefing with the intention of minimising the potential for psychological trauma and to therefore increase a sense of safety and stabilisation within the individual. Services offered through this line include telephonic counselling, referrals to applicable emergency services, and recommendations and referrals to various organisations and resources to assist with the presenting crisis or query. The 24-hour Crisis Line is established and well known in the UJ community. This is due to the intensive marketing programme that PsyCaD has put into place. The 24-hour Crisis Line is marketed through posters and a sticker that is extensively circulated at various forums.

  During 2016 the 24-hour Crisis Line has assisted 374 callers throughout the year. Of these, 13 were suicide-related calls and all 13 callers were successfully assisted. While 12 of these callers had only suicidal ideation, 1 caller had both suicidal ideation and a means to follow through – this client was hospitalised. The crisis line dealt with suicide-related calls most months of the year with the exception of January, February, July and December. The majority of suicide-related calls were received during May.

  Type of problems that callers were dealing with included relationship problems, poor academic performance as well as feeling depressed and/or stressed. April was the busiest month for the 24-hour Crisis Line, with 61 calls being received, mainly regarding relationship issues, poor academic performance and bereavement. Twenty-one staff members called the 24-hour Crisis Line during the year.

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: 354 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. • 704 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 16 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 and exam support: 290 students supported in 870 modules across all 4 campuses. • Support for students with visual disabilities: the amount of adapted and brailed pages amounted to over 1 750 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: 928 passengers with disabilities were transported. • 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 all the libraries on all the campuses. PsyCaD provided tutors to assist students with disabilities in the libraries.

In 2016 there were 345 registered students with disabilities at UJ. During this period, 275 students with disabilities were directly supported by Disability Services in various ways. This amounted to 603 appointment-based, consultative sessions consisting of academic, psycho-social, assistive device, as well as access-driven support. In addition, 704 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	2016
Number of students	176	243	242	301	345	354

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 2016

Disability category	APB	APK	DFC	SWC	Total
Communication (talking, listening)	1	4	3	0	8
Disabled but unspecified	0	8	4	0	12
Psychiatric	2	37	12	4	55

Hearing (even with a hearing aid)	3	8	3	5	**19**
Learning	3	73	17	4	**97**
Multiple	0	4	1	1	**6**
Physical (moving, standing, grasping)	8	52	4	9	**73**
Sight	6	49	22	7	**84**
TOTAL	**23**	**235**	**66**	**30**	**354**

As is evident from the statistics presented, the number of students with disabilities disclosing their status increased slightly from 2015 to 2016. Learning disabilities has the highest number of students, compared to the other categories. 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. During 2016, 157 students received concessions for tests and 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 assess-ment 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	2016
Appointment-based consultative sessions	441	609	587	603
Walk in enquiries	*	732	681	704

*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.

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 the unit wishes to focus on going forward. With regards to risk mitigation, the following 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 the unit'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 around 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.

The UJ Disability Services unit has always aimed to be among the front runners in supporting best practices in higher education of 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 committee. This association serves as the national body for all disability units/services within higher and further education. 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 to significantly, 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.

Assessment Team

The Assessment Team predominantly provides a support service to the other teams by supplying either the assessment tools, or the manpower for psychological assessments. During 2016, the Assessment Team conducted 1 307 assessments. This equates to a 57.66 overall percentage increase when compared to 2015 (829 assessments). The total income generated by assessment processes in PsyCaD amounts to R 482 389.35. The breakdown of these assessments is reflected in the table below.

Psychological Assessments in 2015 and 2016 per Site and per Type of Assessment

Site	Type of Assessment	Number tested 2015	Number tested 2016
APK C Ring 1	University Career Counselling	110	91
	School Career Counselling	51	8
	Transition Career Counselling	11	1
	Grade 10 Subject Choice	0	1
	F5 Assessments	13	1
	F7 Assessments	19	1
	Change of Course	0	8
	School of Tomorrow E & P Assessments	8	11
	LADS Assessments	16	15
	MASSEL Assessments	8	11
	Training Student Psychometrists	35	20
	Training Intern Psychologists	0	13
	Emotional Assessment	3	1
	IPPM Student Psychometrist Selection Assessments	122	126
	Grade 9 Subject Choice	11	0
	Company Assessment	2	13
	Change of Course	3	0
	FADA Selection Assessments	113	142
	External Project: Tracker	0	28
	External Project: GDE Gr 11 Career Counselling	0	52
	Open Day PACE Assessments	0	228
	UJ HR Workshop	0	25
	Training WITS Student	0	5
	At Risk FEBE Intervention (LASSI)	48	0
Subtotal		573	801
SWC	University Career Counselling	15	6
	School Career Counselling	3	0
	Psycho-Educational Assessment	0	1
	F5 Assessments	1	1
	F7 Assessments	0	3
	Open Day PACE Assessment	0	278
Subtotal		19	289
DFC	University Career Counselling	20	17
	Change of Course	1	0
Subtotal		21	17
APB	University Career Counselling	18	12
	School Career Counselling	3	0
	Emotional Assessment	0	5
	F5 Assessments	1	0

	F7 Assessments	1	0
Subtotal		23	17
APK B5 Building	School Readiness	1	0
	Subject Choice	15	15
	Career Choice (External)	17	46
	Career Transition Assessment	6	7
	Concession Assessment	12	15
	GDE (Psychometrist Assessment)	0	1
	FAIM	0	19
	SoT (School of Tomorrow)	0	1
	Esperanza	0	26
	Psycho-emotional	6	0
	Psycho-educational Assessment	133	53
Subtotal		190	183
TOTAL		**826**	**1 307**

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

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

EMPLOYEE PROFILE

ADC Employee Profile

ADC has endeavoured 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 61% in 2016.

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	4	2	1	3	3		5	8	**13**
P8: Coordinators	10	2	3	6	2		7	16	**23**
P10: Administrative Assistant III				1				1	**1**
P11: Departmental Secretary, Administrative Assistant III	3			1				4	**4**
P12: Administrative Assistant II	3						1	2	**3**
Subtotal	**20**	**4**	**6**	**13**	**6**		**15**	**34**	**49**
TOTAL				49				49	

Appointments and Resignations

During 2016 three new staff members were appointed in ADC: Ms Melanie Alexander, Mr Khaya Kheshwa and Mr Sego Matlala.

Four staff members left ADC (one because she was appointed as an nGAP scholar, one retirement and two resignations): Ms Lebo Phiri, Mapelo Tlowane, Ms Diana Tsotetsi and Ms Ntombi Mndunge.

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	8	25	10		3	3	9	2				

Staff Achievements

- **Publications**
  - ➢ Naidoo, K. (2016). Against theoretical evangelism: Imagining the possibilities of a critical approach to theorising in professional academic development. *South African Journal of Higher Education,* 30(6).
  - ➢ Van Zyl, A. (2016). The contours of inequality: A description of the links between socio-economic status (SES) and other variables at the University of Johannesburg. *Journal of Student Affairs in Africa*, 4(1).

CAT Employee Profile

CAT Employee Equity Profile Dec 2016	African	Coloured	Indian	White	Foreign Nat.	Disabilities	Male	Female	Total
P5: Director				1				1	**1**
P6: Systems Administrator (Vacant), Project Manager, Senior Instructional Designer Manager: Learning Technologies (Vacant) Manager III: Web and Mobile Application Development				3			1	2	**3**
P7: Instructional Designer	2			2			2	2	**4**
P8: Senior Instructional Developer, Quality Care Practitioner, Client Supporter: LMS	1			2				3	**3**
P9 − P10: Client Supporter, System Supporter (Vacant), Audio and Video Developer, Multimedia Designer, Secretary, Senior Client Supporter	3			2			4	1	**5**
P11 − P15: Videoconference Technician, Beverage Assistant	2					1		2	**2**
Subtotal	**8**			**10**		**1**	**7**	**11**	**18**
Total			**18**					**18**	

Appointments and Resignations

Three staff members resigned: Karin Steenkamp (N2725), Robert Molope (N2267) and Moses Rikotso (N2262).

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	1	4	2	1	0	1	1	0

Staff Achievements

- **Conference Presentations**
  - ➢ De Wet, T. *Teaching and learning with ICTs.* SAULT Forum Meeting, Windhoek, Namibia, 18–19 February 2016.
  - ➢ De Wet, T. *Teaching and learning with apps: Prospects and pitfalls.* JIAS Colloquium, Johannesburg, 12 August 2016.
  - ➢ Louw, A. *Zero gravity: when the traditional approach to e-learning is not the answer.* Mangosuthu University of Technology Colloquium, Durban, 5 May 2016.
  - ➢ Louw, A. *Going beyond digital in an online environment.* Mangosuthu University of Technology Colloquium, Durban, 6 May 2016.
  - ➢ Louw, A. *Re-envisioning teaching and assessment of 21st century skills: The challenge of relevance.* Mangosuthu University of Technology Colloquium, Durban, 5–6 May 2016.
  - ➢ Louw, A. *Addressing infrastructure for e-learning in South African developing universities.* Council for Higher Education, Address to Vice Chancellors, University of Pretoria, October 2016.
  - ➢ Motshoane, P. *More than agency: An analysis of the research supervision development in the South African higher education audit reports.* Quality in Postgraduate Research Conference, Adelaide, South Australia, 20–22 April 2016.
  - ➢ Morrison, R. & Motshoane, P. *South Africa's comprehensive universities postgraduate provisioning challenges.* Quality in Postgraduate Research Conference, Adelaide, South Australia, 20–22 April 2016.
  - ➢ Mthembu, KE., Mogotsi-Mabulele J. & Mokwele R. *Computer skills training for first-years at UJ,* ADC Symposium, APB, October 2016.
  - ➢ Mthembu, KE., Mogotsi-Mabulele J. & Mokwele R. *Computer skills training for first-years at UJ*, Up2U, Pretoria, 11 May 2016.
  - ➢ Nel, H. & Pretorius, E. *Student experiences in following an authentic learning approach in a fourth year Social Work module.* International Journal of Arts & Sciences Conference, Munich, Germany, 21–24 June 2016.
  - ➢ Janse van Vuuren, F. *Not only, just only – an integrated strategy and blended approach in support of newcomers at university in need of basic ICT and other academic skills.* SANRC First Year Experience and Students in Transition Conference at the Southern Sun, O.R. Tambo International Airport, Johannesburg, 25–27 May 2016

- **Publications**
  - ➢ Frick, L., Motshoane, P., McMaster, C. & Murphy, C. (Eds). 2016. *Post-graduate study in South Africa – surviving and succeeding.* Stellenbosch: Sun Press, University of Stellenbosch.
  - ➢ Mearns, M. & Loots, R. 2016. Preparing for supervision: Developing an online collaboration platform for teaching and learning research methodology. In: M. Fourie-Malherbe, R. Albertyn, C. Aitchison & E. Bitzer (Eds). *Postgraduate supervision: future foci for the knowledge society*, pp. 255–268. Stellenbosch: Sun Press, University of Stellenbosch.
  - ➢ Motshoane, P. 2016. The benefits of being part of a project team: a post-graduate student perspective. In: L. Frick, P. Motshoane, C. McMaster & C.

Murphy (Eds), pp.183–190. *Postgraduate study in South Africa – surviving and succeeding.* Stellenbosch: Sun Press, University of Stellenbosch.

➢ Motshoane, P. 2016. Book review: Thomson, P. & Kamler, B. 2016. Detox your writing: Strategies for doctoral researchers. London: Routledge. *Critical Studies in Teaching and Learning*, 4(2): 105–107.

- **Report**
  ➢ Van Rooyen, C. & De Wet, T. 2016 Discussion paper: Framework for a five-year strategy for learning and teaching with technology at UJ.

- **Workshop and Conference Attendance**
  ➢ Most CAT staff attended Up2U, the bi-annual inter-university colloquium focussing on Teaching and Learning with Technologies, University of Pretoria, May 2016 & Northwest University, November 2016.
  ➢ R Loots attended: Promising practices towards systemic interventions for student success, Second Siyaphumelela Conference and Workshops, Durban, 28–30 June 2016.
  ➢ A Louw attended: Learning Nerd Conference Blue Room, Kalleo Group, Fourways, 12–13 October 2016.
  ➢ J Goto, E Mthembu and P Motshoane attended: Ethics, Care and Quality in Educational Development HELTASA, Cape Town, 22–25 November 2016.
  ➢ F Janse van Vuuren: Part of the UJ delegation of 10 staff members who visited Academic Partnerships' head offices in Dallas, Texas, USA, 18–21 September 2016 in preparation of the fully online programmes UJ was to start developing in partnership with AP.

- **Awards**
  ➢ J Mogotsi-Mabulele: Post-graduate Certificate in Education, Unisa, 2016.
  ➢ J Mogotsi-Mabulele: Social Media Certificate, PRISA, 2016.
  ➢ R Mokwele: Social Media Certificate, PRISA, 2016.
  ➢ E Mthembu, J Mogotsi-Mabulele, R Mokwele and colleagues from ADC: ADS community engagement certificate of recognition for 10 years of partnership.
  ➢ Erica Pretorius: DPhil in the Department of Science and Technology in the Faculty of Education, 5 April 2016. Her thesis: *Learning communities for the professional development of Science teachers.*
  ➢ Erica Pretorius: Certificate of Achievement for doctoral graduate in Science Education, SciTechEd Top Achievers Event, 15 March 2016.

PsyCaD Employee Profile

Although there is a relatively satisfactory representation of race and gender in PsyCaD, the staff composition does not reflect the general, or 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. Given the fact that the core business of PsyCaD is delivering professional psychological services to the student population, the profile of the psychologists is important. Compared to 2015, there has been a slight increase in the percentage of psychologists from designated groups, i.e. from 67 to 71%. Within the

designated group, the most significant increase has been in the percentage of African psychologists, i.e. from 11 to 24%.

PsyCaD Equity Profile	African	Coloured	Indian	White	Male	Female	Total
P5: Director				1	1		**1**
P7: Coordinator III (Psychologists, including the Team Leaders)	5	4	6	6	5	16	**21**
P8: Coordinator II (Psychometrists, Financial Officer, Employer Relations)			3	2	1	4	**5**
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	8	2		1	4	7	**11**
P13 − P15: Internal Assistant	1					1	**1**
Subtotal	16	6	9	12	11	32	**43**
TOTAL		43			43		**43**

Appointments and Resignations

PsyCaD continues to be plagued by a relatively high staff turnover. During 2016 four permanent psychologists resigned of which two were team leaders. Although this is not ideal, it provided PsyCaD the opportunity to redress its equity profile by employing two African male and one African female Clinical Psychologist(s) and 1 African male Counselling Psychologist. The vacancies for Administrative Assistants were filled by a Black male and a White female who were both recruited from the HR list for contract employees.

PsyCaD had a total of 43 employees of which 40 (93%) were permanent and 3 (7%) temporary/contract employees. In addition to these there are a number of seasonal temporary appointments, 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. In 2016 there were 13 intern psychologists.
- 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.
- 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 2016 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.

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 of PsyCaD Staff per Peromnes Level

Highest Academic Qualification per Peromnes Level								
Peromnes	Permanent	Contract	Doctorate	Masters	Honours	Bachelors	Diploma	Grade 12
P5	1		1					
P7	19	2		21				
P8	4	1			5			
P9 − P10	4						1	3
P11 − P12	11					2	1	8
P13 − P15	1							1
TOTAL	40	3	1	21	5	2	2	12

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 further establishment of the SANRC and the second annual FYE conference were very well received. The SANRC also continued to cement its position as both a national and international leader. This strengthened the reputation of the UJ FYE and the work being done at UJ to enhance student success. The SANRC also worked closely with various South African higher education institutions.

Staff from ADC were also active on a variety of national forums: Dr Nelia Frade was re-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.

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 TUT and MUT. Dr André van Zyl was approached by NWU, TUT, and CPUT to present at conferences and symposiums on issues related to student success.

Centre for Academic Technologies − Community Engagement Projects 2016

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

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).		
27 June – 01 July 2016	Morakapula Santho Adult Education	29
	Number of teachers trained	**29**
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.		
25–30 March 2016 at APK	Riverlea FET College	45
3–7 October 2016 at APK	Riverlea FET College	28
	Number of students trained	**73**

Community Engagement reading project, Grade 8 learners at George Khosa High School		
May – November 2016	George Khosa High School	80
Number of learners trained		80
Total number of community members trained		182

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 was approached by various institutions and companies to provide career services to their communities. The aim of these community service projects was to provide career guidance to children from disadvantaged backgrounds, assisting them in making informed decisions regarding their career development, and making them aware of the various FET, SETA and higher education institutions.

In 2016 the Career Services Team provided career guidance to two institutions: Barclays Legal Initiative – Take a Boy Child to Work Day, and Rhema Child and Youth Care Centre – Career Day.

Disability Services

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 that 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 for learners in special schools is imperative. Disability Services has established relationships with several special schools in the university's feeder areas.

- **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 2016.

- **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.

- **Fuchs Regional Disability Resource Centre (SWC):** Disability Services has been fortunate to secure a R2.2m grant from the Carl and Emily Fuchs Foundation for a project that will stretch over four years and will be used for establishing the Fuchs Regional Disability Resource Centre (FRDRC) at UJ. The premise behind this centre is based on the call from government for learning institutions (both tertiary and basic) to consolidate and share resources to support issues of disability. This notion aims to readdress the inequalities of the past and in so doing provide standardised best practices across institutions. In Gauteng, there are vast differences between institutions when it comes to levels of support and the staff that provide the support. Often stakeholders that work within the field of disability are tasked with having to implement disability support from the start.

There are presently no governmental policies or procedures that standardise disability support and often these stakeholders are presented with the challenge of not having access, financial or otherwise, to resources to even begin this support. In addition, these stakeholders very often do not receive adequate training and exposure to holistic disability support, and find themselves overwhelmed and not knowing where to start. Therefore, this type of resource centre could potentially provide a centralised platform for stakeholders from all sectors (e.g. schools, NGOs, TVETs and universities) where resources (both hard- and software, as well as training material) could be stored and then used based on the presenting need. This would be in line with the views of HEDSA, the national disability unit association of South Africa, sharing best practice as the main driver to provide standardised support in the sector. Such a centre could be a vehicle to drive this collaboration.

The Fuchs Regional Disability Resource Centre (FRDRC) will be based on the Soweto Campus (SWC). This campus prides itself on being integrated within the community it serves and would be an ideal place for the proposed Fuchs Regional Disability Resource Centre. Currently, there are 15 special schools in the southern part of Johannesburg that could potentially benefit from this project. This means that many learners with various disabilities could be provided support ranging from access, to appropriate assistive devices, to adapted career counselling and assessment, and to direct future skill or tertiary prospects.

It is hoped that this Centre would provide stakeholders with a centralised platform on which to share and engage with assistive devices and resources required by those with disabilities. The 2016-2018 period would also allow for the Centre to actively build up its resources by approaching well established units, particularly around the development of training opportunities for these stakeholders. This training would enable the efficient use of the resources available within the Centre. 2019 would allow for direct intervention with learners with disabilities in terms of assessments they would require to direct their academic support.

Training and Development Services

In keeping with UJ culture and HPCSA requirements the interns were involved in two separate community initiatives. The first took the form of providing psycho-educational assessments, psychotherapy, and learning support to the primary school learners of Esperanza Primary School in Westdene. Through this intervention 26 children were assisted and supported. The second involved assisting Tracker with a social initiative to provide career assessments and guidance to underprivileged boys in the Magaliesburg area. Both intern psychologists and student psychometrists travelled to Magaliesburg to conduct the assessments and then again a month later to provide feedback. Through this initiative 28 high school boys received guidance and insight into study options and possible future careers.

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.

PsyCaD, in collaboration with the Department of Psychology, initiated a pilot community psychology project. In 2016, two groups of five master's students each ran two projects as part of their practical course requirements. The first was a partial needs assessment and visibility intervention during Women's Month designed to prevent gender-based violence. The second project involved suicide awareness. A needs analysis was followed by awareness initiatives on World Suicide Day.

The aims of this pilot project were to:
- provide a place where Community Psychology M1 students can have practical experience;
- utilise these students to carry out community outreach and prevention work on suicide and gender-based violence (GBV);
- prevent suicidal behaviour in the UJ community;
- prevent gender-based violence in the UJ community;
- conduct needs assessments on suicide and GBV in the UJ community;
- carry out preventive interventions through awareness raising days.

The key messages regarding suicide that were communicated, were about identifying the warning signs and action that should be taken thereupon. The key messages regarding GBV were about breaking the silence and increased reporting of cases. During the anti-suicide campaign 118 students signed the anti-suicide pledge, an unknown number listened on UJFM and 20 interactions on social media (posts, likes,

comments on Facebook) took place. During the GBV campaign 80 students interacted with the psychology students, an unknown number listened on UJFM, 193 interactions took place on social media (posts, likes, comments on Facebook and Instagram) and an unknown number viewed posters.

Assessments

The Assessment team, in conjunction with the Psychological Services, Career Services and Training and Development teams offered a wide range of assessments to 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, Subject choice, Company assessment and Community Assessment.

FINANCIAL REVIEW

<table>
<tr><td colspan="3">An Abridged Income and Expenditure Statement of
Academic Development and Support for 2016</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>60 962 744</td><td>58 487 360</td></tr>
<tr><td>Temporary salaries</td><td>13 931 854</td><td>12 400 904</td></tr>
<tr><td>Overtime salaries</td><td>4 317</td><td>16 301</td></tr>
<tr><td>Subtotal</td><td>74 898 915</td><td>70 904 565</td></tr>
<tr><td>Operational Costs</td><td>13 822 173</td><td>15 425 737</td></tr>
<tr><td>Capital Costs</td><td>381 693</td><td>229 946</td></tr>
<tr><td>TOTAL</td><td>89 102 781</td><td>86 560 248</td></tr>
</table>

Within Personnel Costs, a saving of R3 994 350 was achieved. Within Operations, there was an overspending of R1 603 564.

TRANSFORMATION, 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 were 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 implemented the first iteration of the Intensive Revision programme in 2016 to assist students who qualify in preparing their Supplementary Assessments.

Further similar interventions included:
- 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 to 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 2016, 8 262 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. This was specifically recognised during the evaluations performed by the Quality Enhancement Project (QEP) evaluators during their institutional visit and report. ADC's leadership position is clearly illustrated by the housing of the South African National Resource Centre for the First Year Experience and Students in Transition (SANRC) on APB. The SANRC has been exceptionally well received by the other South African higher education institutions and is continuing to grow in stature and influence.

The successful implementation of the Intensive Revision Programme (IRP) at UJ provides further evidence of the caring nature being developed at the institution. The IRP was successfully implemented before both sets of 2016 supplementary exams and evaluative research indicated that it was of real benefit to attending students.

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 2016, 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 *Techno Tips* are aimed at addressing concerns about how new technologies can be effectively integrated into a blended teaching and learning approach. Participating in 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 focused on basic computer and tablet skills training and include Grade 8 learners, FET students in Riverlea, and high school teachers.

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 committee. This association serves as the national body of all Disability units/services within higher and further education, and advocates for disability within higher education on a national level. Therefore the unit has access to the latest trends in support and access within South Africa.
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 2016 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 further establishment of the SANRC and the second successful national FYE conference organised by UJ. In addition to this, the development and successful first rollout of the Intensive Revision Programme took place and higher levels of online support were made available to students. 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. A particular highlight in this regard during 2016 was the first registration of a PGDipHE cohort. The high success rates in the Access department were encouraging and UJ continued to provide true access with success through the work being done in the diploma programmes. Preparation for the new extended Engineering diploma programmes was also successfully concluded in conjunction with colleagues from FEBE. Lastly, the nationally leading FYE and SSE initiatives continued to grow and deepen during 2016.

During 2017 ADC will maintain the momentum created over the past years and in addition, a number of exciting developments are envisioned. ADC will continue to support, strengthen and deepen successful and effective undergraduate teaching and learning at UJ.

CAT's contributions in 2016 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 2016, 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 2016 and will continue in 2017. 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 2017. The CAT Lab, in the B5 Building, was completed in November 2016 and will support staff with the development of online collaborative teaching media artefacts.

CAT instructional designers will play a key role in the support and development of online modules in partnership with AP in 2017. In addition, the short online "African citizen" modules that are planned for UJ students will be developed with CAT support. Important initiatives for 2017 include the "Blackboard Grades Journey" aimed at expanding the use of the Bb grade centre, and linking the grade centre with ITS; and the development and implementation of Blackboard Predict (data analytics) as a real time, early warning system for students in need of additional academic and social support.

Finally, CAT's intention for 2017 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 2016 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. In this regard 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. Progress has been made in this regard as is evidenced by the change of the website, greater social media presence and the online Blackboard module that was created.

One of the services that PsyCaD offers, and which features prominently in the UJ strategic objectives, is Career Services. During 2017 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 2017 for this team include:

- 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 2017.
- 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.

The overall focus of the totality of the Division of Academic Development and Support is to provide the most innovative and effective learning experience for our students. This includes a strong focus on reducing the dropout rate, which will be boosted by our implementation of Blackboard, thereby enabling us to make early interventions with regard to modules and students at risk. The second crucial component of our collective strategy is to make maximum appropriate use of technology for teaching and learning. This is a multi-pronged endeavour, including the implementation of wholly online degrees, the focus on 'blending' modules and programmes, the tablet and e-textbook rollouts, the training and empowering of staff and students, and the provision of rich materials online. ADS is at the forefront of change and development, and our goal is to maintain and increase UJs standing as the premiere university in South Africa for an enriched student experience.

WORK INTEGRATED LEARNING AND SERVICE LEARNING ANNUAL REPORT 2016

Strategic Directions and Progress

The UJ Work Integrated Learning (WIL) and Service Learning (SL) Forum meets twice annually and provides management reports on WIL and SL at UJ; maintains awareness of national (and international) developments that may impact on WIL and SL; and capitalises on opportunities to advance WIL and SL at UJ. The WIL and SL Forum provides reports to the UJ Senate Teaching and Learning Committee (STLC) at the May 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.

WIL and SL activities within UJ were supported, with ongoing interaction with companies to identify WIL opportunities for the 6 131 students registered in the 73 WIL modules. The 2 081 SL placements in the 32 SL modules are managed by the faculties. UJ had 8 262 students completing WIL and/or SL modules as part of their academic programmes during 2016.

Regular Faculty Experiential Learning committee meetings were held in the Faculty of Management (joined by the Faculty of Humanities). These meetings serve as a quality and information sharing mechanism. Securing of WIL placement opportunities and the preparation of students for the WIL workplace continue to be important development areas. Collaboration with the Centre for Psychological Service and Career Development (PsyCaD) Career Services unit is valuable, specifically for the workplace readiness workshops.

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. Employability remains a national focus, with the various forms of WIL seen as an avenue to promote skills development. UJ programmes with a work-integrated learning component (WIL) allow industry and the Sector Education and Training Authorities (SETAs) an opportunity to interact closely with 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

Functions of the WIL Coordinator, who also has an overarching responsibility for SL, 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/or departmental WIL representatives 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 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 at UJ. The PsyCaD Career Services unit supports the academic departments to provide workplace readiness workshops, which include job searching skills, CV writing and interview skills workshops. During 2016 a concerted effort was again made to host these workshops during lecture periods, which proved to be most effective.

WIL Activities in 2016

UJ had 6 131 students registered in the 73 WIL modules in 2016. Placement and monitoring of WIL lies with the faculties. Any company contacts identified are shared with the departmental WIL representatives, who follow up, approve the suitability of the companies and facilitate the introduction of the students.
- UJ participated in the Technology Localisation Implementation Unit (CSIR) project as arranged by the Southern African Society for Cooperative Education (SASCE). This project saw 100 WIL opportunities for Engineering students nationally at a monthly stipend of R5 445 for the duration of their Practical 1 and Practical 2 component.
- The WIL model successfully introduced to the ND Human Resource Management (HRM) students in 2013, was rolled out again in 2016.
- The model was again also extended to the ND Commercial Accounting programme (FEFS) students.

- UJ colleagues attended and presented at the World Association of Cooperative and Work-integrated Education (WACE) Research Symposium in Canada in June 2016 as well as contributing conference papers with the focus on WIL at other national and international conferences.
- UJ WIL is pleased to announce the rollout of the SASCE-initiated Japan International Cooperation Agency and DHET Employability Improvement Project, a two-year project funding the training of 350+ pre-WIL students in quality enhancement and productivity. The first 85 students received their certificates at an awards ceremony on 30 September. Appreciation to FEBE for hosting this project. Goodwell Muyengwa (UJ EIP Project Leader) and Susanne Taylor presented a paper documenting the students' experiences of the training: Employability Improvement – student impressions of the "new kid" on the skills development block.
- UJ hosted the second successful WIL Africa Conference in September 2016.
- UJ continued its participation in the Gauteng Provincial Skills Development Forum.
- Collaboration with more than 160 companies for WIL opportunities via the WIL office occurred in 2016.
- UJ hosted the first SASCE International Workshop on Assessment for WIL (25–26 August). Attendees from seven universities, TVET colleges and industry attended. One of the big "take homes" from the training was the new focus on "world readiness" rather than just "workplace readiness" of graduating students.

Service Learning in 2015 and 2016

UJ had 2 081 students in 32 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. The UJ ENACTUS team led by Joyce Sibeko is congratulated on winning the national competition. This forum is considered an ideal springboard for departments to pilot Service Learning programmes prior to formalising them. ENACTUS UJ had 884 members in 2016.

Possible Risk Factors and Interventions to be taken

As the UJ Programme Qualification Mix changes, replacing the programmes that included WIL components, fewer students would be participating in WIL in its current form. 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. Students sometimes 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 to be included in workplace readiness training from 2017.

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, a risk of delayed graduation and thus an impact on throughput occurs.

Key Strategic Objectives for 2017

The following key objectives have been identified for 2017:
- Interaction with SETAs, collaborating and contributing to the UJ SETA Project with UJ's Development Office, with the focus on bursaries, WIL, internship and research opportunities.
- International Office liaison, to assist with the employability of UJ students internationally and locally, but specifically focusing on the placement for WIL of international students.
- 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 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 2016

Report on NBTs 2015/16

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.

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.

A total of 20 680 UJ applicants wrote the NBT in the 2015/16 cycle, of whom 3 493 registered as students in 2016. For 2016, students were expected to have written the test by close of application at the end of September 2015. UJ Special Sessions are usually arranged to accommodate students who have not written the test. This was not done for the 2015/16 group, given the #FeesMustFall campaign, with the NBT website reflecting the message: First Year Applicants and Students who have not yet written the National Benchmark Test (NBT) will be advised of UJ Special NBT Session dates and venues after the 2016 registration. The omission of the Special Sessions may have contributed to the drop in number of students who wrote the NBT.

Future thinking on NBTs at UJ

UJ is to reflect on its requirement to make the NBTs compulsory for all programmes. The tests are costly, time consuming and necessitate travel to the test writing centre. In many cases the applicants may not be successful in their applications. Faculties to make the call on which programmes would require NBTs to be written, with this then to be enforced for the respective students. NBT results allow UJ/Faculties to:
- plan appropriate interventions
- support students effectively towards academic success
- place students
- identify and support at-risk students
- make curriculum adjustments
- conduct research

NBTs (2016/17 cycle)

The NBT remained compulsory for 2017 applicants, with the UJ NBT brochure indicating that NBTs should be written by the last date of application, namely 30 September 2016.

DHET TEACHING DEVELOPMENT GRANT AND THE FOUNDATION GRANT (2015−2016 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 106 000.00 and the Foundation Grant (FG) of R34 0117 000.00. 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 additional funds available for some of the projects. Specific examples are the additional budgets allocated to Tutors, Senior Tutors and 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 Fund and Activity 2, the UJ Teaching and Learning Chair;
- Programme 5: Managing the TDG, for which UJ did not request funding;
- Programme 6: University priorities, with 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; Deepening Student Engagement; Planning your Module; HOD workshops; Assessment; Assistant Lecturer Orientation; Plan your Module; Assessment; and Teaching Portfolio Development. The Accelerated Academic Mentoring Project (AAMP) was rolled out with more than 200 participants. PASD collaborated with the Faculties of Humanities and Health Science to host two faculty-specific seminars. The postgraduate diploma in higher education was offered for the first time in 2016. In Activity 2, ongoing training workshops were offered to staff and students on tablet use for teaching and learning and the use of Blackboard. Twelve tablets for Academic Development Centre staff and Faculty staff working on the project were purchased.

Continuation of the rollout of e-books occurred. Academic and academic support software licences were purchased.

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.

For Programme 3, 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 six 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 71 Assistant Lecturers further supported the UJ's objective of 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 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).
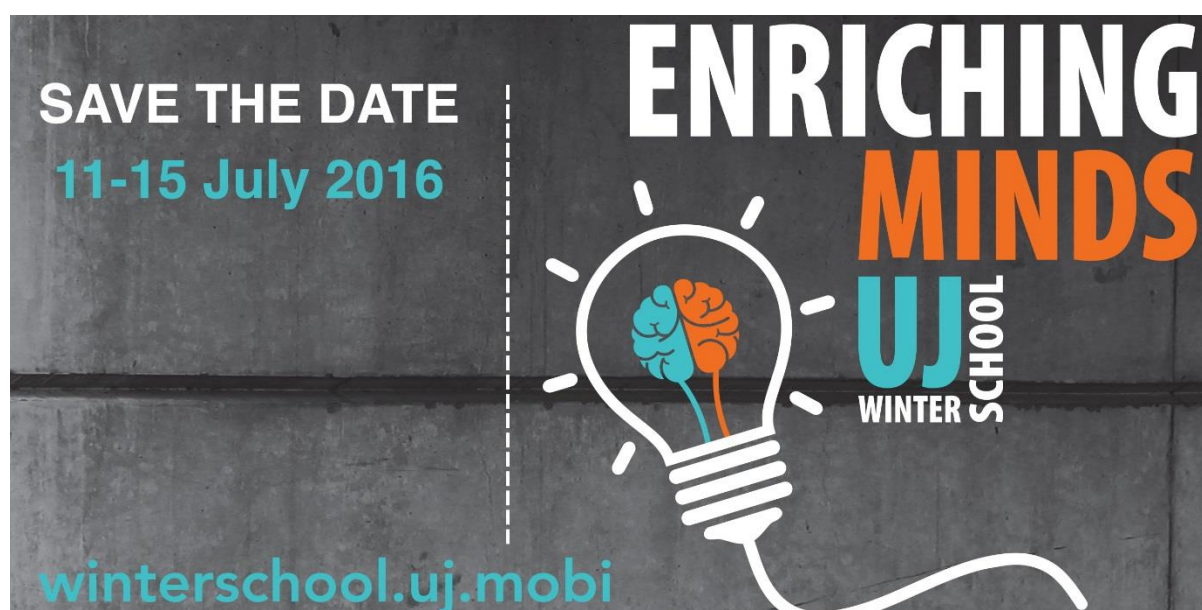
ENRICHING MINDS: UJ WINTER SCHOOL 2016 REPORT

UJ hosted its second successful Enriching Minds: Winter School during the first week of the university's three-week enrichment period, from 11–15 July 2016. Attendance more than doubled in 2016, which was very pleasing and is partly attributed to presentations being offered on all four campuses. Participants provided positive feedback and emerged from their presentations enthused and enriched.

Presenters were invited from all Faculties, the Division: Academic Development and Support, and Advancement. The final UJ Winter School Programme consisted of 32 presentations and 20 unique topics, ranging from one-hour presentations to a 6-hour workshop. An innovation for 2016 that worked well was the collaboration with the Senior Student Experience (SSE) Coordinator, Paulina Makibelo. This practice will continue in 2017 as it proved an invaluable opportunity to market the SSE and make participants aware of initiatives and development opportunities that exist for UJ students. The sessions also showcased the teaching and learning resources to the academics who attended the sessions. Winter School presenters received an honorarium, with some declining payment donating their honorarium to the University's "missing middle" fund.

Marketing was done according to the agreed plan: via social media, Circulars, Blackboard, advertisements in two Caxton publications and through UJFM. Private Schools have expressed interest in receiving notice of the UJ Winter School in future. A total of 5 472 unique visitors accessed the Winter School mobi site, of whom 950 clicked through to the booking system, with 467 attending. For 2016 attendance by students and staff was free, with public sessions ranging from being free, R50.00 or R100.00 for the six-hour workshop. The three best attended topics were:
➢ Gene in a bottle
➢ Stepping up – playing in a bigger league
➢ Introduction to Health Sciences

As a feedback and quality measure, participants were invited to complete a feedback form after the presentations. Feedback was received from 204 participants. The booking, payment and on-campus registration received a rating of Excellent by 55%; 43% and 78% respectively. The presentations were rated as Excellent by 95% of participants with 100% indicating that they would attend another Winter School at UJ. Comments and feedback will be taken into consideration in the planning of the 2017 Winter School.

Reflection
Despite best effort and marketing, the Winter School offering still attracts few participants from the broader community. The multi-campus format and collaboration with SSE will certainly be retained and expanded on. The Winter School will also feature in the First Year Experience Toolkit for 2017 to reach the first-year students as well. The suggestion to include some live-streaming sessions will be incorporated to reach a broader audience with this technology input. Co-curricular offering on Workplace Readiness or Entrepreneurship with a UJ attendance certificate will be considered as a valuable employability tool.

UJENIUS ANNUAL REPORT 2016

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 studies. The club encourages undergraduate students to perform at the top of their respective qualifications and promotes further intellectual, social, professional and career development for academically acclaimed students.

Management

The UJenius Club is managed by a committee consisting of the Executive Director: ADS, Prof Rory Ryan, and staff members from each division of ADS: Kerri Ann Alexander (PsyCaD), Paulina Makibelo (ADI) and Emily Mthembu (CAT). Kerri Alexander handed over the reins to Graham Dampier (ADS) at the end of 2016. This committee oversees all club operations between February and October of every year. Below is a brief list of the club activities for 2016:

- During 2016 various committee meetings were conducted to plan club events, evaluate the progress of the club and discuss new club procedures.
- The coordinator had individual meetings with stakeholders at UJ. These meetings served to build relationships within UJ and externally. The internal relationships facilitated increased benefits for UJenius members. The coordinator continued to develop a strong relationship with the Undergraduate Awards organisation at the University of Dublin.
- Four events were organised for UJenius members to reward and encourage students to achieve greater academic success and to engage with each other as well as with stakeholders within UJ.
- Numerous student and faculty-wide queries were answered regarding the function and purpose of the UJenius Club.
- 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 2016 included the nine faculties at UJ, the Alumni Network, the Library and Information Centre, the Postgraduate Office, the Undergraduate Awards Program (University of Dublin), and the Career Services at PsyCaD. These partnerships are reviewed annually to ensure that students benefit from these stakeholders.

Membership

In 2016 there was a total of 582 members, 195 more than in 2015. If numbers continue to increase, the already limited budget will be insufficient for organising all the events planned for 2017 and onwards. The majority of the members were registered for degree studies at UJ (417 degree and 165 diploma students), although there has again been an increase in the number of diploma students.

Total number of UJenius members from 2013 to 2016
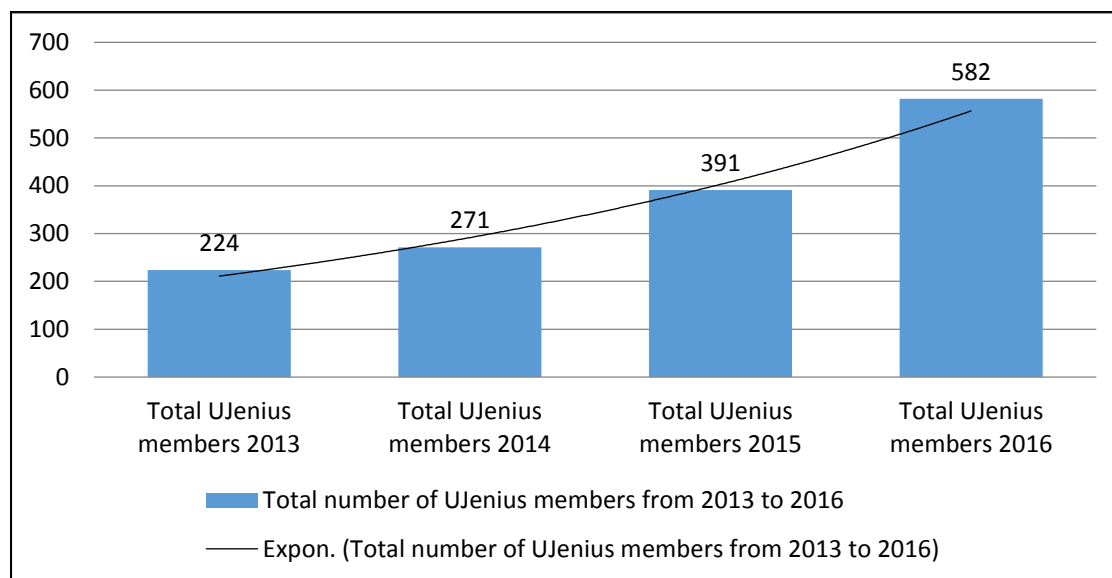
Total number of UJenius members per faculty from 2013 to 2016
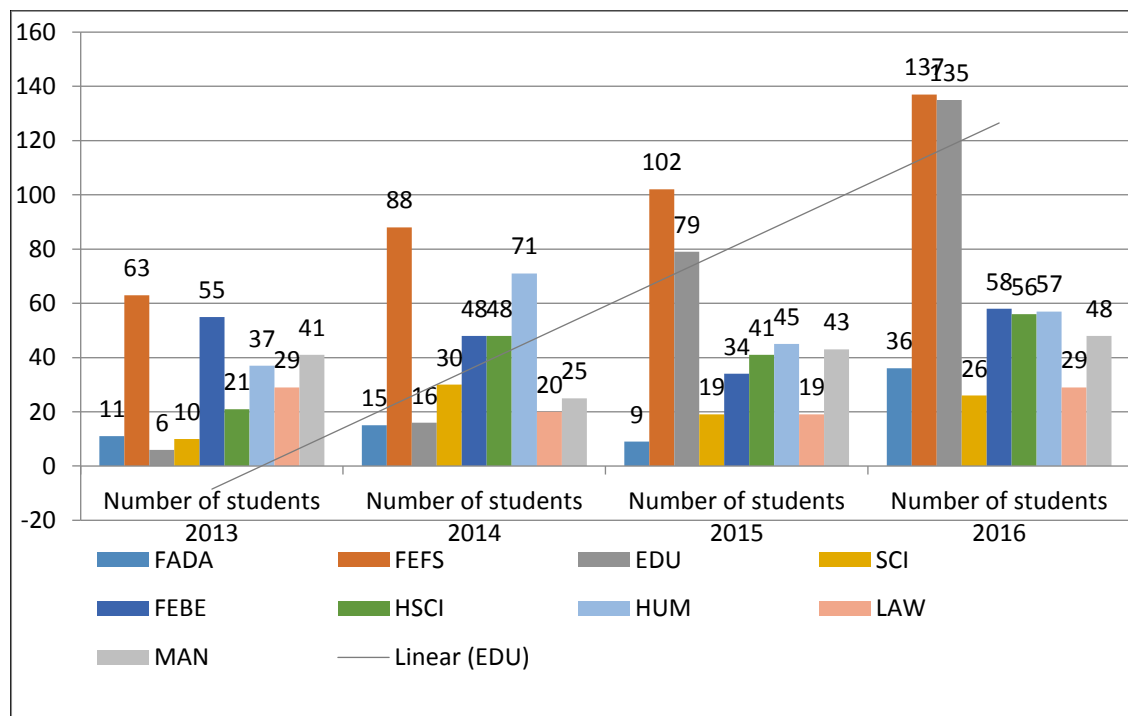
Faculty	Total number of students	Number of degree	Number of Diploma	Number of BTech	Number of extended
Humanities	57 (9.79%)	37 (6.35%)	4 (0.68%)	0	16 (2.74%)
FADA	36 (6.18%)	14 (2.40 %)	11 (1.89%)	11 (1.89%)	No option
Management	48 (8.24%)	17 (2.92%)	30 (5.15%)	1 (0.17%)	0
Science	26 (4.46%)	22 (3.78%)	3 (0.51%)	1 (0.17%)	No option
Law	29 (4.98%)	29 (4.98%)	No option	No option	No option
Health Sci	56 (9.62%)	14 (2.40%)	33 (5.67%)	9 (1.54%)	0
FEBE	58 (9.96%)	5 (0.85%)	46 (7.90%)	1 (0.17%)	6 (1.03%)
FEFS	137 (23.53%)	107 (18.38%)	29 (4.98%)	No option	1 (0.17%)
Education	135 (23.19%)	135 (23.19%)	No option	Not an option	Not an option
TOTAL	**582 (100%)**	**380 (65.29%)**	**156 (26.80%)**	**23 (3.95%)**	**23 (3.95%)**

Recommendations and Goals for 2017

- The partnership between UJenius and various UJ stakeholders must be maintained and new partnerships should be established.
- The partnership between UJenius and faculties needs to be strengthened with faculties taking a more active role in working with their respective UJenius members.
- 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.
- To facilitate its expansion and increase visibility a more substantial budget is needed to showcase the activities of the club and its members.
- Marketing should be focused on each faculty, targeting especially the first-year students.
- The UJenius budget can also be used for more substantial student support and developmental activities.
- 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 among 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 and peer buddies.

ACCELERATED ACADEMIC MENTORING PROGRAMME (AAMP) 2016 REPORT

Introduction

The purpose of the Accelerated Academic Mentoring Programme (AAMP) is 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.

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. With participation and interest fluctuating somewhat during the remainder of 2015, by the start of 2016 the numbers of staff participating had largely stabilised, although new participants continue to request entry, particularly to Level 1. Hence this report draws on 2016 participation figures to estimate expected staff promotions through to 2020.

AAMP is structured in three levels, 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 with a doctorate who are seeking promotion either to Senior Lecturer (SL) or Associate Professor (AP).
- **Level 3: Coordinator Prof T Metz.** Candidates comprise academic staff seeking promotion to Professor (P).

Current levels of participation in AAMP:

Level One

Faculty	Participants 2016	Designated participants	Female participants
Education	6	5	5
FADA	5	4	3
FEBE	19	13	7
FEFS	12	8	5
Health Sci	24	17	17
Humanities	9	8	6
Law	4	3	1
Management	31	20	13
Science	6	5	3
TOTAL	**116**	**83**	**60**

Level Two

Faculty	Participants 2016	Designated participants	Female participants
Education	10	6	7
FADA	3	1	2
FEBE	19	3	3
FEFS	7	2	5
Health Sci	11	3	8
Humanities	9	5	6
Law	2	0	2
Management	15	11	8
Science	24	12	12
TOTAL	**100**	**43**	**53**

Of the above 100 Level 2 candidates, 64 are currently at SL level, 35 are at L Level (but holding a doctoral degree.) One is a Director – School of Leadership. Candidates are able to move from Level 1 to Level 2 on achievement of their doctorate, without necessarily having been promoted.

Level Three

Faculty	Participants 2016	Designated participants	Female participants
Education	5	2	2
FADA	4	1	4
FEBE	3	0	0
FEFS	4	2	1
Health Sci	1	0	0
Humanities	9	3	5
Law	1	0	1
Management	4	1	3
Science	0	0	0
TOTAL	**31**	**9**	**16**

This gives a total of 247 *AAMP candidates* over the three levels.

Towards predicting the success of AAMP

Success in terms of AAMP is defined in terms of successful promotion applications.

Promotions to date:
To date (and including those applications considered at the recent Senex), there have been 28 promotions of AAMP candidates: 9 from L to SL; 13 from SL to AP; and 6 from AP to P.

During the 18 months of the current duration of the programme, and given the proportionately much larger size of the Levels 1 and 2 cohorts, the majority of promotions have been to SL/AP level. Only a limited number of promotions have been to professor. As more regular promotions take place, the proportional sizes of the three Levels will shift, with the number of candidates in Level 3 growing incrementally.

Black SA	Black International	White SA	Female	Male	Total
13	6	9	19	9	28

It is clear that the AAMP is succeeding in sensitising candidates to the real availability of promotion, and to promotion requirements. Discussion around promotion requirements is a topic which regularly features in mentoring reports; presentations on promotion requirements have attracted large numbers of attendees; there was an immediate and enthusiastic response to two 'retreats' focusing on the development of a teaching portfolio.

Projections of promotions within AAMP 2016–2020:

On the basis of the above considerations, the following tentative projections are suggested:

Levels 1 and 2: per annum, an average of 15% of participants, i.e. per annum, approximately 18 from Level 1, and 15 from Level 2, giving a total of approximately **90 Level 1 promotions** and **75 Level 2 promotions**. These will be to either SL or to AP. Of the Level 2 promotions, approximately two thirds will be to AP.
Level 3: per annum, an average of 10% of participants, i.e. 2–3 per annum, giving (with present candidate levels) a total of perhaps **15 candidates promoted to professor**. However, with the number of candidates in Level 3 increasing over the next few years, through intake of successful Level 2 candidates, the yield of 10% per annum will begin to produce higher numbers of promotions, rising to perhaps 20 or even 25 in total.

NEW GENERATION OF ACADEMICS PROGRAMME (nGAP) 2016 REPORT

The nGAP programme is a DHET initiative to provide a significant boost to universities in their development of emerging scholars, with particular attention paid to transformation in terms of race and gender. The essence of the nGAP is to provide funds for nGAP-approved posts and candidates, to allow universities to make permanent nGAP appointments. The funding provides for all remuneration and candidate development costs for the first three years, and partial funding for remuneration and development costs for a further three years, after which period the position is fully funded by the university. The DHET provides its full contribution to each post in advance, and thus the interest accruing can contribute to the development of the nGAP candidates. Each nGAP scholar has a mentor, and is allocated a reduced teaching load, to allow nGAP scholars to achieve higher degrees, research outputs, and to pursue development opportunities with regard to teaching and research.

During Phase 1 (2015), UJ was awarded seven nGAP posts, and made four permanent appointments at Lecturer level. During Phase 2 (2016) UJ was awarded four posts, and has made four appointments:

Phase One Appointments

Name	Department	Faculty
Mafunda, Sonwabile Templeton	Pure & Applied Mathematics	Science
Makhubela, Tebogo Vincent	Geology	Science
Mncube, Zinhle	Philosophy	Humanities
Ndabezitha, Lerato Bernice	Childhood Education	Education
Nelwamondo, Ntediseng Priscilla	Mining	FEBE
Schutte, Belinda	Accountancy	FEFS
Sitto, Morwesi Karabo	Strategic Communication	Humanities

Phase Two Appointments

Name	Department	Faculty
Ishwarkumar, S	Human Anatomy	Health Sciences
Madumo, L	Architecture	FADA
Phiri, L	Psychology	Humanities
Rakgate, SM	Civil Engineering Science	FEBE

Ten of the eleven nGAP scholars are Black South Africans, and eight are women. During the latter half of 2016, UJ submitted applications for Phase 3 nGAP posts. The outcome is that, in 2017, UJ has been awarded a further three posts, in Mercantile Law, Medical Imaging and Radiation Services, and Town and Regional Planning. The selection and appointment process will be concluded in 2017.