ANNUAL REPORT 2017

UNIVERSITY
OF
JOHANNESBURG

ACADEMIC DEVELOPMENT AND SUPPORT

CONTENTS

RETHINK. REINVENT.

ACADEMIC DEVELOPMENT AND SUPPORT
EXECUTIVE SUMMARY 2017

## 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, success and throughput. 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 are 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, and initiatives to deepen and broaden the pervasive and sophisticated use of academic technologies, to become a leader and pioneer of the fourth industrial revolution in terms of teaching and learning. 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 2017, and may have now stabilised around the 85%-86% mark. The undergraduate degree credit success rate, over six years, has been as follows:

2012	2013	2014	2015	2016	2017
82.1%	83.3%	84.5%	85.4%	85.5%	85.6%

This achievement is considerable, especially when viewed within the context of our commitment to accessible excellence. Our students are drawn from all social and educational 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 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 inculcation of a high degree of digital literacy in 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.

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 three years at 15.3%-15.8%, which is positive. For the past decade, dropout rates have never been this consistently low at UJ.

Dropout Rate
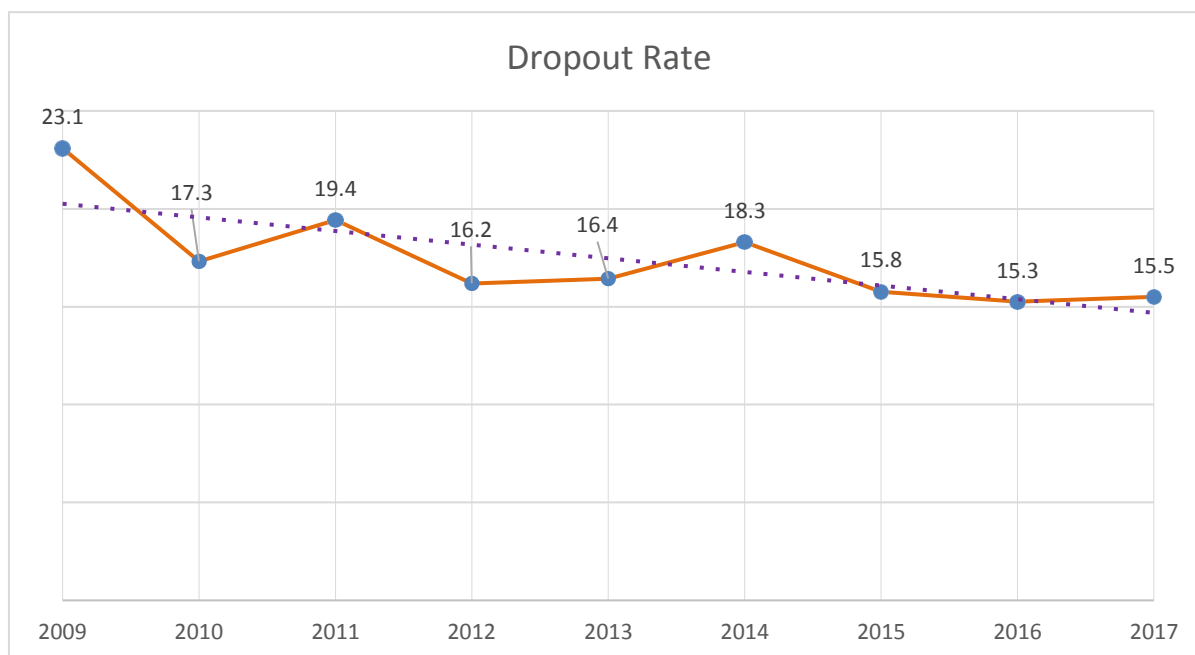
However, our intention is to reduce dropout dramatically, by means of the implementation of Blackboard Predict, to pro-actively identify students at risk, by using big data to computationally reveal patterns and trends of behaviour.

	2010	2011	2012	2013	2014
Graduation rate in minimum time	30%	30%	33%	38%	35%
Graduation rate in the year after minimum time	18%	20%	18%	17%	15%
Cumulative graduation rate after four years	48%	50%	52%	54%	51%

After four years, the cumulative graduation rate for three-year qualifications is generally more than half of the initial cohort. Our efforts to improve a better graduation rate in minimum time have recently received a new focus and intensity. Priority modules (the 20% of modules that account for 80% of module fails) will receive additional support and resources. Impediments to student progression in all programmes are under review, including a revision of prerequisite modules, assessment and intensive revision opportunities and module-repeat opportunities, both online and by means of SLPs. The newly formed Student Success Committee, reporting to the STLC, directs faculty-specific, programme-specific and module-specific intervention plans.

The university strategy to have a strong presence in the domain of online accredited programmes made its first impact in 2017, with the launch of three Master's programmes, in Public Management and Governance, in Information and Communication Technology in Education, and in Public Health. A further six programmes have been developed during 2017, and will have their first intakes during 2018, including the Master's in Educational Management, the B.Com in International

Accounting, the Bachelor's in Human Resource Management, and the Advanced Diplomas in Financial Markets, in Logistics and in Transportation Management. All procedures with regard to application, registration, and fee payment for the six-start carousel model have been developed and are operational. Progress with regard to teaching and learning in the digital age has been rapid, with over 300 blended modules, 92% of undergraduate students using handheld devices for learning, the widespread use of online assessment and learning collaboration, and the development of contingency plans for digital teaching and learning in the event of campus disruptions. A total of 2,800 tablets were provided free to NSFAS-qualifying students, and 21,000 e-textbooks were provided free to students in selected modules.

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 two departments, namely ADC Access and Academic Development Innovation (ADI). In addition to these units, the UJ First Year Experience (FYE) and Senior Student Experience (SSE) coordinator is located in ADC. The 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 2017, a number of important structural changes were initiated in ADC. This included the removal of PASD from ADC to form part of a new Division as a Centre in its own right as well as the initiation of a restructuring process of ADI to better support the new student success initiatives at UJ.

ADC was able to increase its impact within the institution during the year by leading, driving and supporting the establishment of a newly devised Integrated Student Success Initiative (ISSI) for the institution. The ISSI proposes the establishment of an institutional Student Success Committee reporting to STLC and a data informed approach to interventions aimed at improving student success. The successful Intensive Revision Programme (IRP) also continued during 2017, but has been incorporated into the ISSI planning regime. The other strategic foci of ADC include 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 student success 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.

ADC Access, responsible for ADC's extended diploma programmes, continued their excellent work in 2017. Their work is focused mainly on the Doornfontein Campus, but also extended to the Soweto and the Bunting Road Campuses. During the year, ADC Access taught approximately 739 first-year students − registered in FEBE, Management and Humanities. The module success rates of 13 of the 15 extended diploma groups were above 90%, with five of them performing at 95% and above. Three major additional highlights in 2017 included: (a) the success rates of extended

diploma offerings were found to be at their highest level (87.5%) since 2009, and those of the FEBE extended degree offerings in their first year of implementation were 90.2%, in spite of the extended diploma students not meeting the regular entry requirements, (b) ADC Access secured bursaries to the value of R1,601,076.72 for extended diploma students who did not qualify for NSFAS funding, and (c) ADC Access also worked closely with FEBE to successfully implement the new FEBE extended qualifications for the Faculty.

Academic Development and Innovation (ADI) comprises three components: the University of Johannesburg English Language Programme (UJELP), the Learning Development (LD) unit, and the Academic Literacies Development (ALD) unit. The latter two are proportionally, but equally, represented across the four UJ campuses. During 2017 ADI continued to embed itself into the academic fabric of UJ through a variety of initiatives. ADI staff taught in five credit-bearing modules, including a number of customised faculty-based language courses and Mastering Academic and Professional Skills (MAPS). A large number of UJ students continued to use the writing centres and structured literacy development modules. ADI continued with collabo-rative offerings to ensure the maximisation of its contribution to student success efforts at UJ.

A particular highlight in ADI was that the UJELP programme grew steadily during 2017, both in terms of number of students completing the Placement Test as well as those participating in UJELP as a short learning programme (SLP). The testing component of UJELP evaluated 178 international students in terms of their language proficiency and reported on this to their prospective faculties during the year. By the end of 2017, the first group of students completed the UJELP programme from A1 to C2 level, resulting in the first ever UJELP awards ceremony being held at the end of November with 26 students receiving UJELP certificates.

ADI through its Learning Development unit continued to facilitate two credit-bearing modules, known as Mastering of Academic and Professional Skills (MAPS), in the Faculty of Humanities and the College of Business and Economics (CBE). A total number of 580 extended degree students attended classes in these modules. The Academic Literacies Development (ALD) unit continued to strengthen its contribution to teaching and learning with the following modules: English for Law (EFL) attained an increase in the pass rate from 93% in 2016, to 99% in 2017. Similarly, Language and Skills for Science (LSS) also increased its pass rate from 71% in 2016 to 81% in 2017. Language for the Economic Sciences continued to perform very well with a success rate of above 90%. Another highlight for ALD involved the Writing Centre team, publishing two chapters in the book *Writing centres in higher education: Working in and across the disciplines*.

It was decided to intensify the UJ FYE and SSE efforts, and plans to that effect have been included in the ISSI. In 2017 FYE implemented efforts in four additional focus areas (peer mentoring; developing first-year lecturers; student tracking systems and the more extensive use of Blackboard for first-year teaching). The UJ Senior Student Experience (SSE) in 2017 continued to create a more conducive environment, preparing students for the world of work or postgraduate studies. The FYE/SSE intensification plan served at the Student Success Committee meeting held in November 2017 and will be implemented during 2018. The leading role of the UJ FYE efforts in South Africa was recognised again throughout the year with the UJ First Year

Experience coordinator taking part in the national Orientation Summit as well as being asked to facilitate a First Year Experience workshop at the University of Western Cape to assist them with the establishment of an FYE office.

In 2017 the South African National Resource Centre for the First-Year Experience and Students in Transition (SANRC) hosted its third annual conference for South Africa's FYE community. The conference attracted a record number of both national and international participants, including a 30+ student delegation from the School of Education at the University of Michigan in the USA. In 2017 the SANRC was again tasked with guest-editing an FYE-focused special edition of the DHET accredited Journal of Student Affairs in Africa (JSAA) for release in mid-2018. The national value and recognition of the work of the SANRC was also confirmed by being one of only two national projects that continued to receive DHET funding beyond the originally agreed to three-year period. To this end, the SANRC was awarded a further R4 million of DHET funding to continue its work for at least another two years.

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 21st-century skilled academia through the smart use of academic technologies.

CAT used 2017 to rethink strategies for training and support to staff and students, developing and designing the first fully online modules, and integrating different IT and LMS systems to support online and blended teaching and learning. CAT staff also worked on a predictive analytics model and a readiness strategy with the international team from Blackboard Predict. And, CAT's IT staff started a "grade's journey" to integrate the LMS grade centre with ITS, in collaboration with ICS and CAA and supported by Eiffel Corp (this project will only be completed in 2018). The CAT IT team reconfigured the Gradnet/VitalSource interface on uLink in January 2017 and then collaborated with Remagine Africa to integrate the new e-textbook platform with uLink in November and December 2017. CAT's instructional designers and developers all completed Levels 1 and 2 of the Blackboard Teaching and Learning International Certification training to improve and expand their skills, knowledge, and use of innovative academic technologies.

Networking and Research
In 2017, CAT continued 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 collaborated on two 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) an ESRC/Newton funded project − Southern African Rurality in Higher Education (http://sarihe.org.za) 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 2017, 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 equipped to do the development of innovative and exemplary

online curricula. During 2017, three dedicated instructional designers from CAT were involved in the development of ten online programmes, and this will rapidly expand in 2018. CAT also supported the development and pilot phase of the African Insights module that aims to introduce all UJ students to African intellectuals and their thoughts.

Learning and Teaching with Tablets
More than 90% of UJ undergraduate students use a variety of devices (laptops, tablets and smartphones) in and out of lectures for learning, according to the 2017 student e-learning survey. 2017 was the third year of distributing iPads to qualifying NSFAS first-year students with a total of 2,904 iPads handed out. 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. New streamlined processes for iPad distribution were put in place: (a) an accurate first-time list of eligible students would be sourced from Student Finance (b) and notification by bulk SMS and email, as well as a popup on uLink, to alert students that they are eligible for an iPad. Eighty percent of the iPads were distributed in the first six weeks.

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 3,000 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 3,500+ 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. Riaan Loots, CAT's IT manager, worked on the modelling of Blackboard Predict, an evidence-based data-driven intervention system to identify, inform and retain students at risk of dropping out. Pilot projects in two faculties will be initiated in 2018 with full rollout in 2019.

Teaching and Learning Professional Development
Staff training sessions offered by CAT in 2017 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 300 academic staff members attended staff development workshops in 2017, either one-on-one or in groups. During 2017, Eiffel Corp trained an additional 200 staff members from CBE (FEFS and Management) for Levels 1 and 2 of Blackboard Teaching and Learning Certification. The training had a considerable impact on the blended T&L strategy of the College.

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 2017, the uLink functionality was increased, adding features such as links to Gradnet and VitalSource to ensure that students can download their e-books in simpler ways. Regarding uLink use, there were

over 10 million individual logins in 2017; during the core ten academic months in 2017 uLink had approximately 33,000 daily individual student logins. In the 2017 Undergraduate Student Survey, almost 82% of the respondents indicated that they use the Blackboard/uLink service daily. More than 95% of the respondents feel that the uLink services provide sufficient user support, excellent information resources, and a user-friendly logon procedure.

There has been a significant increase in the number of modules that have been registered on Blackboard Learn. In 2017, there were 2,250 (81.7%) of a possible 2,755 undergraduate modules on Blackboard. The module registration process on Blackboard is being automated for 2018. In 2017, we had a total of 5.6 million individual logins to Blackboard. During the core months of each semester in 2017, 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) became fully functional in January 2017 with three staff members. Plans are in place to appoint two interns for 2018. A variety of consultations related to blended, online, and onsite learning received attention, were developed, completed and implemented with success under the umbrella of e-learning. The CAT Studio has also been refined and customised for UJ needs within e-learning development. 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 2017, UJ made R18 million available for e-textbooks to first-year students across faculties. A total of 12,500 students qualified to receive a total of 62 different e-textbooks; 75% 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)

PsyCaD is mindful of the pressures students are facing as they negotiate the demands of their academic and personal lives, and recognising the value of affording students the opportunity to develop skills and strengths to improve self-regulatory behaviour, emotional regulation, coping behaviour and resilience. Although there is a strong need for individual, problem-focused interventions, we do offer interventions and pro-grammes that focus on the holistic development of our students. In order to achieve these goals, we reflect on best practice models in order to increase our efficiency, also using online platforms to reach and serve as many students as possible.

On an organisational level, the structure of teams was changed, which resulted in streamlining of psychologically related services and elimination of the duplication of projects. Throughout this process the focus is on the needs of students, faculties and residences, ensuring that through emotional wellness, student retention and output are prioritised. The structural changes also brought about functional changes, because

focus areas were reprioritised with a focus on service delivery via the advisory, therapy and workshop processes.

In addition, a move was made towards an online environment where students could access some of PsyCaD's services in the comfort of their own home. 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 the ideal medium for engaging with students. Students are becoming increasingly more familiar with, and regularly access and use Blackboard as a medium of learning and communication. PsyCaD created a uLink module on Blackboard and this is supplemented by other social media platforms such as the PsyCaD Facebook and Twitter pages. In addition, the PsyCaD website was made more user-friendly. All of this reflected the PsyCaD rebranding move to make ourselves more easily accessible to our University community.

As far as individual interventions are concerned, we provided services to 11,889 students. This number includes:
- Advisory/Walk-in service: 5,475 students
- Counselling/Therapy: 5,437 students
- Psychometric assessments: 174 students
- Career-related counselling: 626 students
- Students with disabilities: 137 first-year students
- Course cancellations: 40 students

Collaboration with the residences and faculties remains a priority with many therapy and workshop referrals stemming from the collaboration between PsyCaD and other role players in UJ. The advisory process continued in 2017 with a focus on both screening and immediate 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 allowed many of our students and staff to function at their optimal potential. 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.

In addition to the online and individual processes, PsyCaD is also involved in other projects where services and interventions are delivered to larger groups of students. These include:
- First Year Seminar (FYS) presentations and the First Year Extended (FYE) program
- Faculty liaison process (FLP)
- Academically underperforming student support initiatives
- Evaluation and placement assessments
- Peer buddy mentoring program
- A wide range of workshops on request from departments, faculties and residences
- Orange Carpet student support
- Residence support

One area that PsyCaD focused on in 2017 was the employability of our graduates. The 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. These range from career guidance programmes, designed to assist learners and prospective students to explore career and study options in the Career Resource Centre as well as through online applications, quality career assessment and counselling interventions for individuals, prospective students, current students and adults in career transition.

In order to achieve these goals, and in addition to individual counselling, the unit:
- designed and published a career workbook. This workbook assists students in making the right career decisions;
- designed and published a recruitment guide. This guide provides students with guidelines and tips related to writing a CV, writing a cover letter, interview skills, etc.;
- organised law, commerce and general fairs;
- presented career education programmes;
- contributed to the Senior Student Experience (SSE) programmes;
- established a Career Services Mentorship Group;
- improved employer engagement by building strategic partnerships and alliances with employers and by increasing services and supporting potential employers.

Another area that requires intensive attention is the services provided to students with disabilities (SwD). In 2017 approximately 362 students registered with the Disability Unit (DU) to be accommodated for tests and exams. The services of the DU, however, extend beyond accommodations, and include a wide range of services. These include:
- Computer laboratories that SwD in all the PsyCaD offices on all campuses can use for academic purposes. These venues have computers with assistive software and assistive devices.
- Assessment rooms: These venues are used for formal assessments for SwD who have concessions.
- Library venues: In each of the libraries there are separate venues for exclusive use by SwD. These venues also have computers with assistive software and assistive devices.
- A total of 3,535 pages were brailed for blind students.

In 2018 PsyCaD wants to expand its online support to students and will be focusing on the employability of our students. We also want to invest more in our students with disabilities, particularly with regard to preparing them for the world of work.

SPECIAL PROJECTS WITHIN ADS

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

DHET Teaching Development Grant and the Foundation Grant (2015-2017 cycle) and the University Capacity Development Grant
ADS was responsible for DHET reporting and audits for the Teaching Development Grant (TDG) teach out plan of R36,888,000.00 and the Foundation Grant (FG) of R38,117,000.00 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 additional funds available for some of the projects. Specific examples are the tablets 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.

The TDG and Research Development Grant (RDG) will be replaced by an integrated University Capacity Development Grant during 2018. ADC played a leading role in developing and submitting the integrated UJ UCDP grant proposal which was approved for a 3-year period consisting of R150,914,336 over the period with R49,480,200 made available to UJ during 2018.

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 2017, 536 students were accepted into the UJenius Club. This is the third year in a row that more than 500 students achieved membership status. 70.1% of the 2017 members were enrolled for degrees, while 29.9% were enrolled for diplomas.

In 2017 UJenius participated in the Undergraduate Awards for the second year running. Undergraduate students all over the world were invited to submit research to an international judging panel. Rezvan Gharehbaghi was lauded as a "Highly Commended Entrant" 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.

African Insights
African Insights, a fully online module, was launched in April 2017. This NQF level 5 (15 credit) module is compulsory for all first-time entering first-year UJ students. The purpose of the module is to expose students to the great works of African literature and the progressive democratic ideals of the freedom charter and the South African constitution. The module explores the South African contribution to the struggle for gay rights and the crucial work done by African women in literature and art. The module ends with a discussion of the history of African slavery and political exile, and explores the way forward by interrogating the African renaissance.

Initially, 1,170 students were enrolled to participate in a pilot offering and at the end of June 2017 an additional 9,120 students were enrolled in the main module − a total therefore of 10,290 students. By the end of January 2018, 3,010 students completed the module, while the remaining 7,280 have been re-enrolled to complete the module

in 2018. The Faculty of Engineering and the Built Environment has included the module in a number of their qualifications for 2018. The first faculty at UJ to do so.

UJ Winter School
UJ hosted its third successful Enriching Minds: Winter School during the first week of the university's three-week enrichment period, from 11 to 13 July 2017. Attendance was very good with more than 900 bookings being made to attend sessions presented across three campuses. Participants provided very positive feedback with 85% of students indicating that they would like to attend another Winter School in future. The final UJ Winter School Programme consisted of 31 unique presentations of which some were repeated more than once on different campuses. The three best attended topics were: Gene in a bottle, Social media, and Money matters.

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 reports to the Deputy Vice-Chancellor: Academic.

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

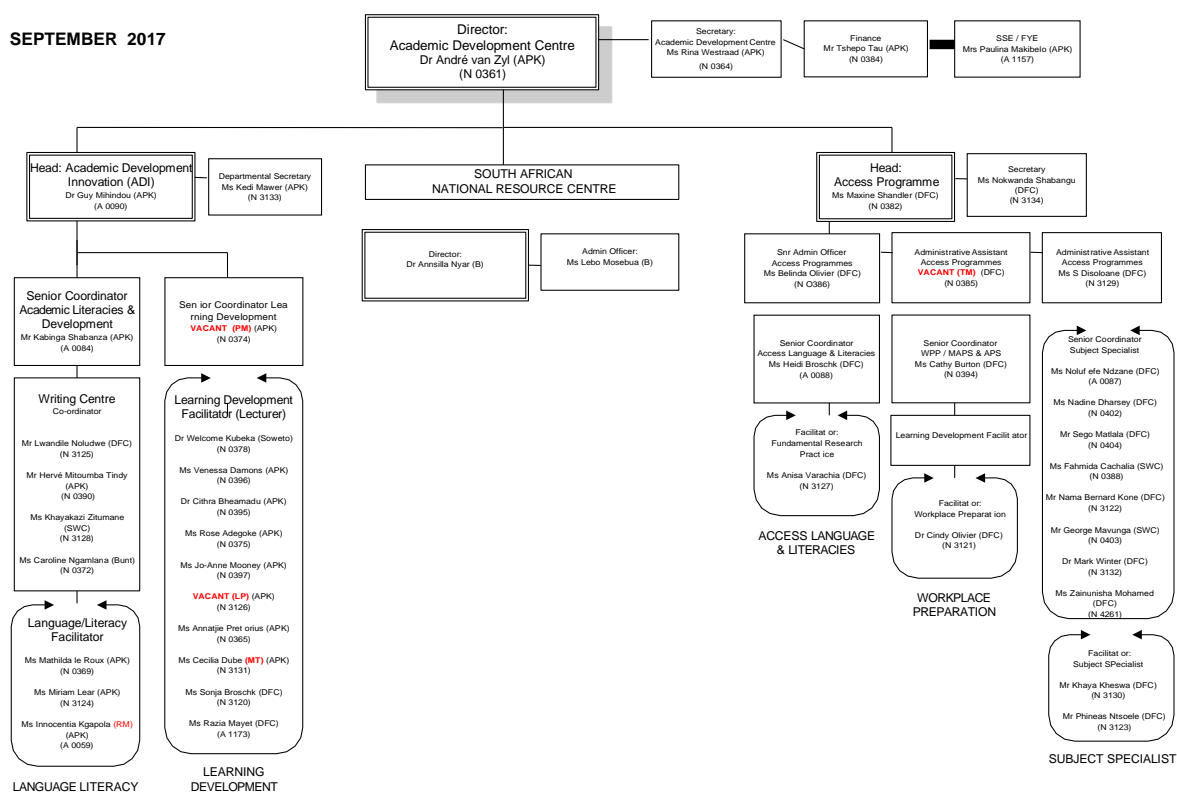| Academic Development Centre

Dr André van Zyl

• Academic Development Innovation
• 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

Distributed

• Teaching Development Grant
• University capacity development grant
• National Benchmark Test
• Service Learning and WIL
• Winter and Summer Schools

Dr Graham Dampier

• Priority Module Interventions
• Research
• African Insights |

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 and on creating a welcoming environment for all UJ students. ADC consists of two 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 University of Johannesburg English Language Programme (UJELP). 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.
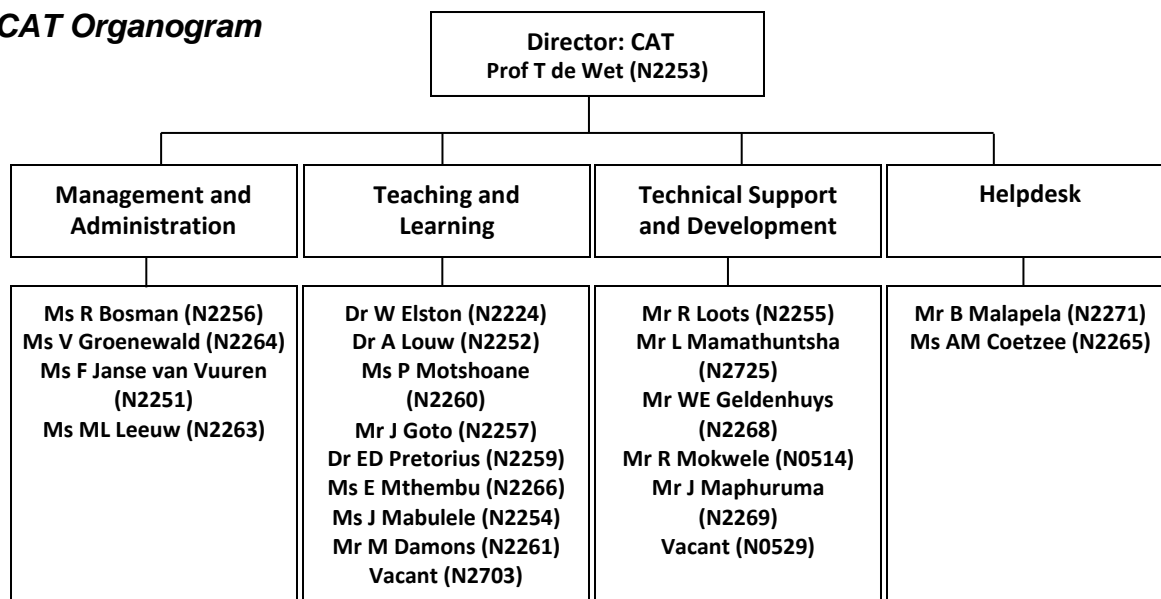
ADC Organogram

SEPTEMBER 2017

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Secretary:
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Admin Officer:
Ms Lebo Mosebua (B)

Snr Admin Officer
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Sen ior Coordinator Lea rning Development
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Senior Coordinator
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Senior Coordinator
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Senior Coordinator
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Mr Sego Matlala (DFC)
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(N 0403)

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(N 4261)

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Mr Hervé Mitoumba Tindy
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(N 0390)

Ms Khayakazi Zitumane
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Dr Cithra Bheamadu (APK)
(N 0395)

Ms Rose Adegoke (APK)
(N 0375)

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

VACANT (LP) (APK)
(N 3126)

Ms Annatjie Pret orius (APK)
(N 0365)

Ms Cecilia Dube (MT) (APK)
(N 3131)

Ms Sonja Broschk (DFC)
(N 3120)

Ms Razia Mayet (DFC)
(A 1173)

Facilitat or:
Fundamental Research
Pract ice
Ms Anisa Varachia (DFC)
(N 3127)

ACCESS LANGUAGE
& LITERACIES

Learning Development Facilit ator

Facilitat or:
Workplace Preparat ion
Dr Cindy Olivier (DFC)
(N 3121)

WORKPLACE
PREPARATION

Facilitat or:
Subject SPecialist

Mr Khaya Kheswa (DFC)
(N 3130)

Mr Phineas Ntsoele (DFC)
(N 3123)

SUBJECT SPECIALIST

Language/Literacy
Facilitator

Ms Mathilda le Roux (APK)
(N 0369)

Ms Miriam Lear (APK)
(N 3124)

Ms Innocentia Kgapola (RM)
(APK)
(A 0059)

LANGUAGE LITERACY

LEARNING
DEVELOPMENT

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

Director: CAT
Prof T de Wet (N2253)

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

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

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

PsyCaD Organogram
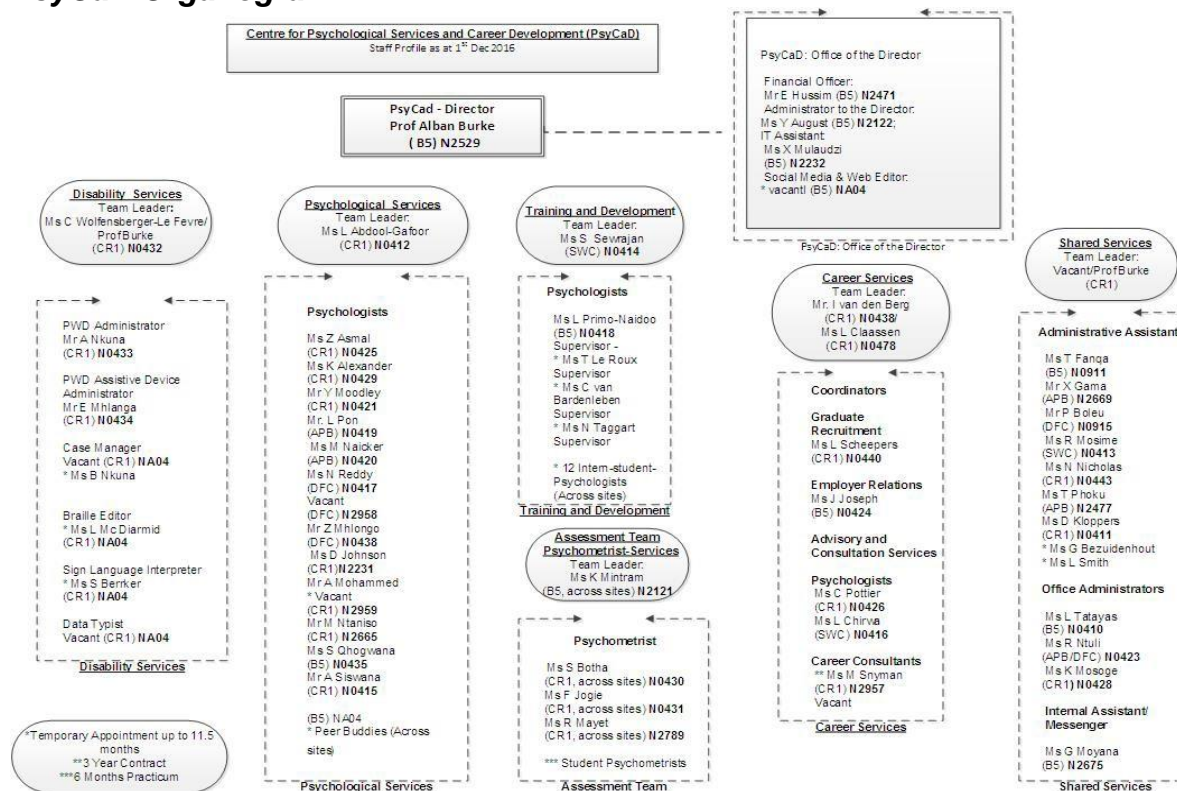
Governance Structures and Quality Management

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

The **Academic Development Centre** management team consists of the Director of ADC and the various HODs and meets twice a month to discuss all related matters. There is also an active committee and meeting structure within ADC to manage all the centre's activities. The UJ FYE and SSE initiatives are managed via subcommittees of the Senate Teaching and Learning Committee. The FYE and SSE committees meet once a quarter and consist of high-level representatives from all stakeholders (faculty and non-faculty). The UJ First Year Seminar is managed by the FYE coordinator 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** leadership team consists of the Director and senior staff (P6 and P7 levels) meeting weekly for an hour to discuss operational and strategic issues. Meetings attended by all staff members are held bi-monthly. A consultative committee with members across faculties meets each semester. 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. In addition, an Integrated Student Success Initiative (ISSI) was launched at UJ during the last few months of 2017. It is driven by the Director of ADC and oversight and guidance are provided by the newly established Student Success Committee (SSC). 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 2017.

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 sub-goals are explained in the following section. During 2017 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 is also available as a short learning programme (SLP), which allows 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 2017 particular attention was paid to the dropout and minimum time completion rates. This

culminated in the formation of the Student Success Committee (SSC) and the approval of the Integrated Student Success Initiative (ISSI). 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 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 a number of UJ Faculties to conceptualise and train their volunteer mentors for the 2017 academic year.

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 curriculum programme groups on behalf of the College of Business and Economics, the Faculty of Humanities, and the Faculty of Engineering and the Built Environment. These extended programmes 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 programmes 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, 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 2017 ADC Access also played an active role in piloting the extended Bachelor 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 success rates of first-time entering students in undergraduate diploma programmes from 2013 until 2017 the success rate for 2017 for undergraduate students was an excellent 84.6%. The success rate in the extended diploma offerings increased even more to 89.5% in 2017.

First-time entering undergraduate diploma programme success rates

	Mainstream	Extended	UG Diploma
2013	81.9%	88.8%	81.1%
2014	82.6%	85.5%	81.6%
2015	81.8%	89.6%	83.2%
2016	82.8%	88.1%	83.3%
2017	84.6%	89.5%	84.2%
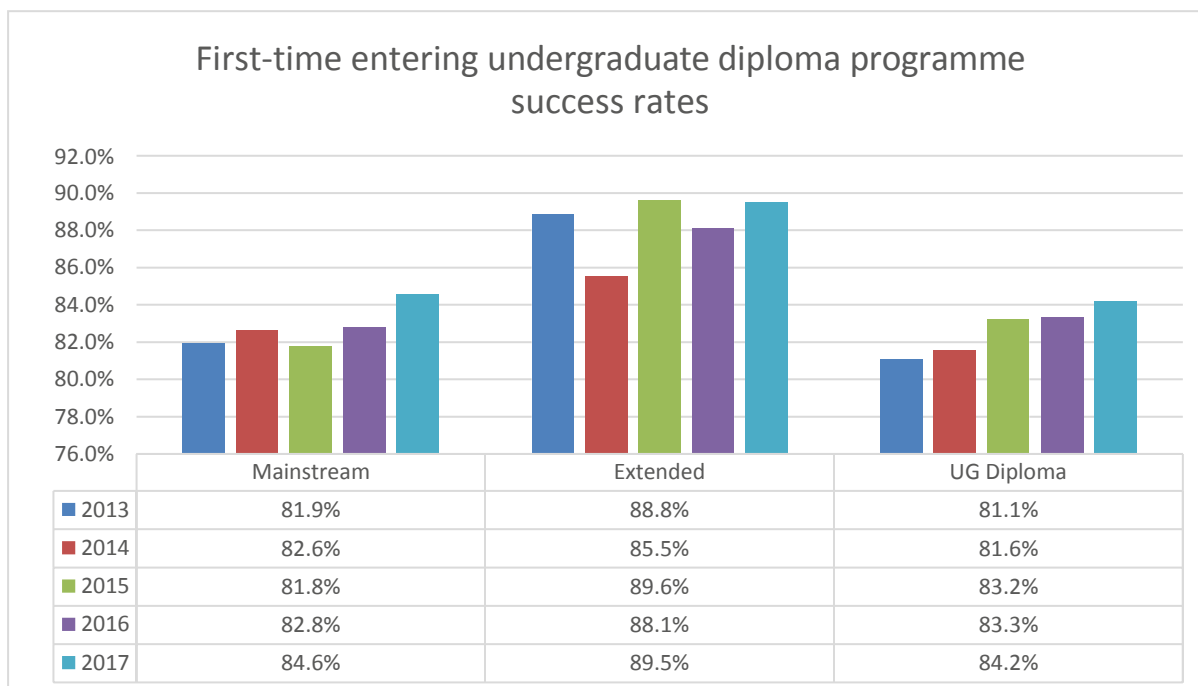
In addition, the success rate for undergraduate students in FEBE for 2017 was 84.7%, while the success rate in the extended degree offerings in the same Faculty was an excellent 88.3%. These results were achieved in the first year of implementation of the extended BEng Tech programmes despite the extended programme students not meeting the regular entrance requirements.

Undergraduate mainstream degree programme success rates per faculty

YEAR	FEBE
2013	84.3%
2014	83.2%
2015	84.3%
2016	84.6%
2017	84.7%
Y-o-Y change (2016 to 2017)	0.1%

Undergraduate extended degree programme success rates per faculty

YEAR	FEBE
2013	79.3%
2014	78.7%
2015	87.1%
2016	86.0%
2017	88.3%
Y-o-Y change (2016 to 2017)	2.3%

The following tables indicate the 2016 and 2017 student success rates in the various Extended Curriculum Programmes (in the case of FEBE, the 2016 extended diplomas are compared to the 2017 extended BEng Techs) and are followed by a brief trend analysis:

Faculty of Engineering and the Built Environment

Extended Curriculum Programme Name	Registrations 2016	Module Success Rate 2016	Registrations 2017	Module Success Rate 2017
Dip: Building B Construction	56	89%	47	93%
Dip: Engineering Metallurgy BEng Tech in Physical Metallurgy	49	96%	45	94%
BEng Tech in Extraction Metallurgy	N/A	N/A	44	97%
Dip: Mechanical Engineering BEng Tech in Mech Engineering	36	82%	40	94%
Dip: Industrial Engineering BEng Tech in Indust Engineering	71	92%	69	92%
Dip: Civil Engineering BEng Tech in Civil Engineering	43	90%	46	92%
Dip: Electrical Engineering BEng Tech in Elec Engineering	47	96%	38	97%
Dip: Operations Management	36	84%	51	95%
Dip: Management Services	42	86%	47	95%

Faculty of Humanities

Extended Curriculum Programme Name	Registrations 2016	Module Success Rate 2016	Registrations 2017	Module Success Rate 2017
Dip: Public Relations	66	87%	53	90%

College of Business and Economics

Extended Curriculum Programme Name	Registrations 2016	Module Success Rate 2016	Registrations 2017	Module Success Rate 2017
Dip: Human Resource Management	64	93%	70	92%
Dip: Small Business Management	42	72%	42	83%
Dip: Logistics	35	85%	44	95%
Dip: Transportation	20	88%	15	91%

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 at UJ. This resulted in further improvements in student academic performance during 2017 as can be seen in the tables above. During a year in which the financial difficulties that students faced 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 bursaries to the value of R1,601,077 for extended diploma students.

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. In addition, ADI started a re-structuring process late in 2017 to best position itself to contribute to the newly established ISSI.

Academic Development and Innovation offers 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 College of Business and Economics (CBE) and the Faculty of Humanities and involved 600 students in the various programmes during 2017. ADI also provided "Language for …" courses in the Faculties of Science and Law, and the CBE, and these courses involved just over 2,000 students from both extended programmes and mainstream qualifications. 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 2017 continued to be very good. The pass rate of APS0X00 was at 95% in 2017. It is a decline of 4% if compared to the 99% in 2016. This is probably because of the fact that this module had more students – 362 students in 2017, compared to 70 students in 2016. In the Faculty of Humanities (MHUEX2017) the MAPS module achieved a pass rate of 89% with a total of 211 registered students. In the "Language for…" courses, the students also performed very well. English for Law (EFL) offered in the Law Faculty for instance, presented an increase of 6% with 99% pass rate for 2017. The performance in the Language and Skills for Science (LSS) module, offered in the Faculty of Science, improved by 3%, to 84% in 2017. The Language for Economic Sciences (LES) offered in the College of Business and Economics (CBE) continued to perform above the UJ average with a pass rate of 91% in 2017.

During 2017, ADI continued to sharpen the focus of its interventions, moving away from generic workshops offered to students on a voluntary basis, towards a focus on more integrated faculty partnered study skills interventions. This approach is in line with the newly established ISSI and fosters a better collaborative relationship between ADC and Faculty-based staff as well as reaching a greater number of students as can be seen in the table below:

Integrated faculty workshops for study skills

Campus	Number of sessions	Number of attendees
APB	111	3016
APK	27	3301
DFC	124	3352
SWC	72	1272
Total	334	10941

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**
  IRP sessions offer a series of structured academic interventions in order to assist students with their preparation for their exams. The IRP is a focused intervention with the primary purpose of increasing the various module pass rates, and thus secure a positive effect on the throughput rate and attenuate the dropout rate. The IRP was initiated in 2016, and it continued to grow during 2017. ADC was responsible for organising the IRP and for making all the required logistical arrangements. The scheduling of the IRP was changed during 2017 to move it to the study weeks before the exams to give more students access to the benefits of the revision sessions. The IRP was successfully implemented during 2017 and was incorporated into the ISSI planning which took place later during 2017.

- **The Writing Centres**
  The unit has four writing centres, one on each campus to assist undergraduate students. 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).

  The writing centres did a remarkable job in helping students improving their academic writing skills by means of regular and structured consultations. The overall number of consultations increased for all writing centres from 4,465 consultations in 2016 to 5,333 in 2017. The increase was due to innovative marketing efforts and to a more focused approach in forging close collaborative working relationships with individual lecturers and academic departments. The table below shows student use of the writing centre facilities during 2017.

Consultation Numbers per Year of Study and per Campus for 2017

	1ST YEARS	2ND YEARS	3RD YEARS	4TH YEARS	BTech	Hons	PGCE	MTech/ Masters	PhD	Not indicated	Group consultation	TOTAL
APK	1295	219	231	71	5	239	1	13	7	0	97	2178
APB	307	81	241	53	239	67	0	43	0	40	137	1208
DFC	182	145	150	91	114	47	0	8	13	30	139	919
SWC	395	139	170	50	17	96	2	1	0	82	76	1028
TOTAL	2179	584	792	265	375	449	3	65	20	152	449	5333

Another honour that befell the writing centres during 2017 was that two members of the writing centre team were invited to contribute chapters to an important book on South African higher education entitled: *Writing centres in higher education: working in and across the disciplines*, edited by Sherran Clarence and Laura Dison.

- **UJ English Language Programme (UJELP)**
  The University of Johannesburg has a clear strategy to improve its international profile and participation. 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. As a result the University of Johannesburg English Language Programme (UJELP) was created in 2015. 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.

A major highlight for UJELP during 2017 was the first group of students who completed the full cycle of UJELP levels (from A1 to C2). This resulted in the first ever UJELP awards ceremony in November 2017 which saw 26 students receiving UJELP certificates for English Proficiency.

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

The FYE initiative continued its data informed approach during 2017. The Student Profile Questionnaire (SPQ) was conducted upon arrival and aimed to give a picture of the newly entering student cohort.
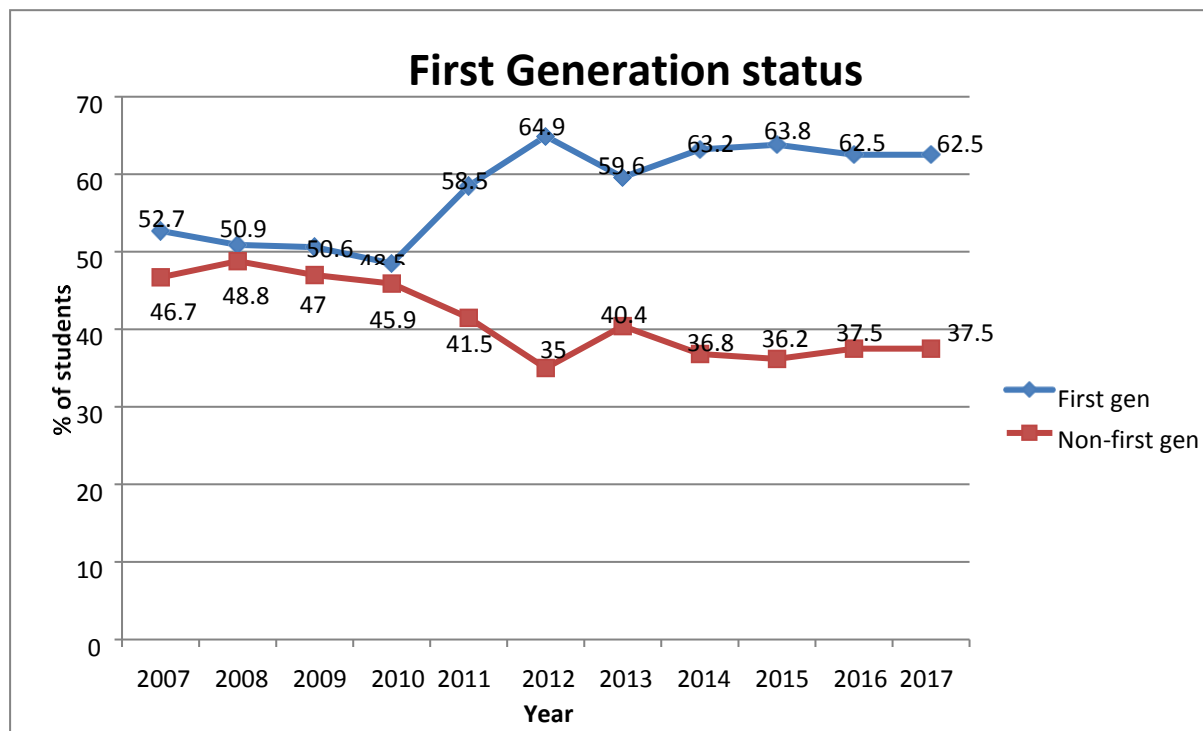
The graph above indicates that the proportion of first-generation students among UJ first-years continued to be very high with 62.5% of students self-identifying as being first-generation university entrants. A further analysis indicated that 37.5% of the newly entering students are the very first in 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. During 2017, approximately 74% of UJ students reported that English was not their first language. In addition to this, 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 52% in 2017.
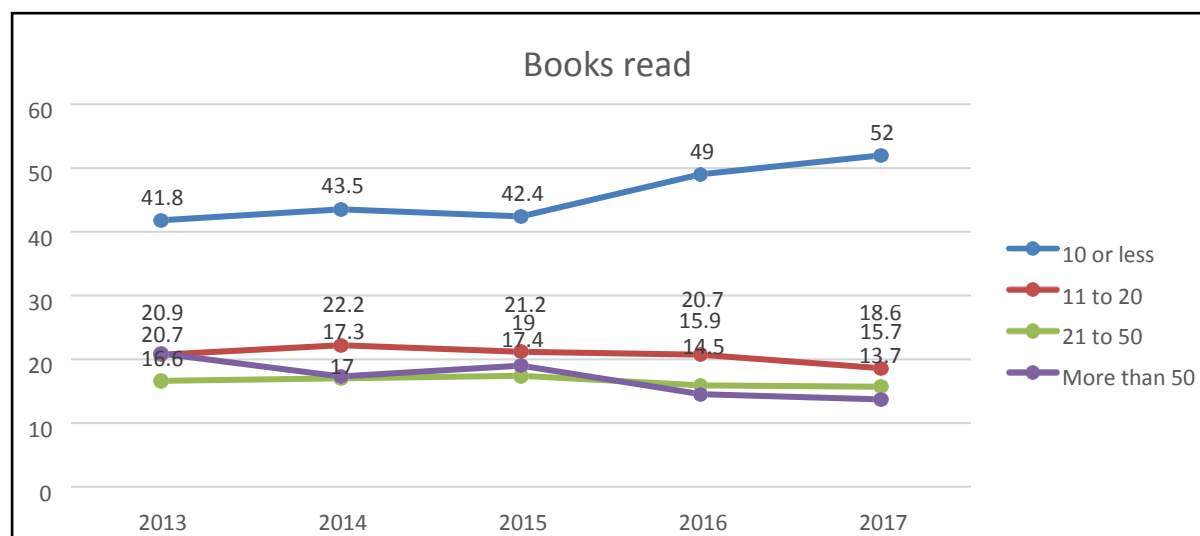
The UJ FYE continued to influence the student experience and assist with transitions during the phases students go through when entering university.

- **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, online modules have been developed and are made available via the mobi site www.findyourway.uj.mobi. The FYE coordinator also facilitated a stepping up session during the mini open day.

- **The First Year Seminar (FYS)**
  The FYS committee once again implemented a very successful orientation programme. All eight faculties prepared and implemented the UJ First Year Seminar (FYS) during the week prior to classes starting. The programmes of the various faculties varied considerably in length and nature of activities, but generally the programmes contained the following elements: a welcoming session, academic orientation to departments and introduction to UJ support services. The FYS ensured that students also became familiar with the campus and got to know what is expected of them as well as what they can expect from the institution both academically and socially. The FYS also included a number of

"fun events" as well as providing information to parents and guardians to better understand the complexity of university studies.

- **The involvement of senior students**
  The UJ FYE/SSE promotes the involvement of senior students in the success of students in earlier years through both effective tutoring and mentoring. The tutor programme is institutionally driven and the faculties collaborate with the unit of Tutor Development to ensure that tutors are trained and placed in modules. Specific examples of excellence during 2017 includes the innovative and integrated use of tutors in the Faculty of Law as well as the one-stop shop academic services provided by the Faculty of Engineering and Built Environment.

- **The mentoring programme**
  The UJ FYE promotes student-to-student mentoring as a way of assisting first-year students to navigate transition from high school to university. The various mentoring programmes also assist in creating the culture of volunteerism and serve to enrich the experience of senior students with transferable and soft skills necessary for the workplace.
  During 2017 effective mentoring took place in the CBE (and its two legacy faculties), the Faculty of Law and in FEBE. The UJ FYE/SSE office provided logistical support and training to the various mentors and also assisted with training the Residence Academic Advisors (RAAs).

- **Development and support for lecturers teaching first-year students**
  The UJ FYE/SSE office in collaboration with the faculties and the Centre for Academic Staff Development (CASD) contributed to the professionalisation of teaching and learning at UJ by providing more structured professional development opportunities. This included initial training offered to 99 UJ academics involved in first-year teaching during January 2017. During the rest of the year the training and development opportunities provided to academic staff included a variety of workshops offered by the Centre for Academic Staff Development, the Centre for Academic Technologies (CAT) and the Academic Development Centre.

- **Success 101**
  The UJ FYE/SSE office and CAT have developed a student support hub placed on Blackboard called Success 101. During 2017 there were 17,870 students enrolled in this (community) module on Blackboard of which approximately 10,000 were first-year students and the rest were senior students assisting them. Because Success 101 was so well received, CAT started moving the Blackboard module to a website during 2017 to make it accessible to more students.

- **Senior Student Experience (SSE)**
  The UJ SSE initiative has grown gradually since its inception. Faculties have contributed significantly by providing feedback and pushing senior students' issues and agenda in faculty meetings and forums. The SSE coordinator continued with the visits, seminars and development of online modules on Find Your Way. Faculties and departments worked collaboratively to prepare students effectively for postgraduate studies and for the world of work. Below is an outline of some strategies used to assist students' transition out of university.

- **Preparing students for the world of work**
  As a way of preparing students for the world of work the UJ SSE and PsyCaD facilitated a series of workshops and seminars that were made available to all undergraduate students. Furthermore, PsyCaD continued to host the career fairs and graduate recruitment programmes where students interacted with companies. The SSE office partnered with the various UJ faculties to highlight and develop the existing work being done to prepare students for the world of work. Examples include:
  The Faculty of Health Sciences relooked many of its qualifications which also aligned them even more closely to the SSE initiative. The Faculty provided extensive support to students to prepare them for the world of work. Most departments within the Faculty have either Experiential Learning or Work Integrated Learning within their programmes.

  The Faculty of Law also endeavours to link its teaching and learning practice very strongly to a professional identity. An integral approach to teaching first-year Law students is used which involves introducing them to the world of legal practice and actually placing the students in the shoes of a legal practitioner. Students participate in court visits and in moot court. The process of integrating them into the legal profession continues throughout their studies and culminates during their final year when students are equipped with clinical legal education, by participating in Small Claim Courts as well as the UJ Law Clinic. Lastly, senior LLB students participate in numerous moot court competitions where they are able to test their skills.

- **Preparing students for postgraduate studies**
  Faculties usually market postgraduate programmes to final-year students. This includes the general practice of implementing research essays and presentations as a part of the later undergraduate curriculum. The UJ SSE office also presented workshops and seminars to students as a way to prepare them effectively for post graduate studies.

- **Senior student seminars**
  In the first term, the SSE coordinator facilitated eight seminar sessions across four UJ campuses, attended by more than 100 senior students. The topics included "balancing your academic and social life" as well as "staying on course". The SSE coordinator was also involved in facilitating six sessions during the UJ Winter School covering two topics, namely "workplace etiquette" and "money matters". Eighty-five participants attended the session.

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

Established in 2015 with a Teaching Development Grant (TDG) from the Department of Higher Education and Training (DHET), the SANRC is now a fully-fledged independent national centre based at the University of Johannesburg under the auspices of the Academic Development Centre (ADC).

The SANRC was set up to address the need of South Africa's higher education sector to respond to the problem of poor throughput rates at tertiary level. Toward this end

the SANRC focuses on the following key objectives: (a) setting a scholarly agenda for South Africa's First-Year Experience (FYE) community through dedicated initiatives to promote the growth of a uniquely South African pool of academic literature on the FYE; (b) providing the kinds of FYE resources and materials which can be used by South Africa's FYE community to better inform and support their work on student transitions and success and; (c) encouraging national and international networking in order to help promote improved coherence and collaboration among South Africa's FYE community.

The SANRC is an affiliate of 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.

Some SANRC highlights for 2017 include:

- **SANRC FYE Conference 2017**
  The SANRC hosted the third annual First Year Experience conference on 24-26 May 2017. The conference was attended by 120+ FYE academics, practitioners and educational professionals from different universities in South Africa and across the world. In 2017, conference keynote speakers included Dr Birgit Schreiber, Senior Director of Student Affairs at University of Stellenbosch; Dr Tia Brown McNair, Vice- President of the Office of Diversity, Equity and Success at the American Association of Colleges and Universities (AAC&U) and Prof Ian Scott, honorary professor at University of Cape Town.

  The conference has increasingly begun to attract an international audience, for example the SANRC FYE Conference 2017 was attended by a 30+ student delegation from the School of Education at the University of Michigan in the United States. The conference also has a specific international flavour, hosting a number of international keynote speakers as well as a special workshop session entitled *Global FYE Perspectives Session*.

  The various paper and workshop presentations and discussions serve as indicators of the growing South African FYE community. The conference is well-documented on the conference website (http://www.sanrc.co.za) and it is possible to see the burgeoning spread of national literature (e.g. conference programme, book of abstracts, etc.) as well as the key contact persons in South Africa's FYE community who are actively contributing to the national FYE discourse.

- **Second SANRC Guest-edited FYE Edition of *Journal of Student Affairs in Africa (JSAA)***
  In 2017 the SANRC negotiated with the editorial board of ***Journal of Student Affairs in Africa (JSAA)*** to release a second SANRC special edition of *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. Dr Annsilla Nyar, Director of the SANRC, serves as the guest editor for the second special FYE edition of the *JSAA*. The second special edition features a strong line-up of South African academic contributors and stands as an important testimony

to the national growth of the field of FYE literature. This edition of *JSAA* is currently being prepared. It will be available for download on the *JSAA* website http://www.jsaa.ac.za from the second half of 2018.

- **SANRC National Good Practice Guide for FYE**
  In 2017 the SANRC released a publication about FYE entitled *FYE in South Africa: a good practice guide.* This work was collaboratively developed with Fundani Centre for Higher Education at the Cape Peninsula University of Technology and features key examples of good FYE practice from a diverse group of higher education institutions, such as University of the Western Cape, University of Cape Town, University of Johannesburg, University of the Free State and Nelson Mandela University. This guide represents the first of a number of good practice guides in the publication pipeline for the SANRC, such as a forthcoming guide on orientation. It is available on the SANRC website http://www.sanrc.co.za.

- **SANRC National Campaign for University Orientation**
  As part of a national campaign on orientation, originally driven by Ms Susanne Taylor of Special Projects at the Academic Development Centre (ADC) at the University of Johannesburg, the SANRC began work on a good practice guide on orientation to bring national coherence to the orientation work being conducted at South Africa's universities. A national meeting, the *Orientation Summit*, was held on 25 May 2017 at the annual SANRC FYE Conference 2017 at the Southern Sun O.R. Tambo International Airport in Johannesburg. National orientation coordinators from different South African institutions of higher education were invited to attend the Orientation Summit and provide input to what will be a national good practice guide on orientation.

- **SANRC FYE Inventory of FYE Initiatives in South Africa**
  The SANRC FYE Inventory is a ground-breaking report for the sector which documents the range, scope and scale of FYE programmes, projects and activities in the South African higher education sector. Such important baseline data is much-needed in the FYE knowledge community in order to improve the national state of understanding about the FYE and to inform the work of South Africa's FYE scholars and practitioners. The report is a collaborative effort between the SANRC and Dr Danny Fontaine, Director of the FYE Programme at the University of Cape Town. The collaborative nature of the work speaks to the first of many important national links which are being forged between the SANRC and other institutions of higher education in South Africa.

- **The SANRC FYE Repository**
  In line with the SANRC's key mandate to provide resources to South Africa's FYE community, the SANRC has been hard at work in 2017 to produce a repository of FYE resources and materials for the collective use of South Africa's FYE knowledge community. The repository was built and supported with the generous assistance of the Library Services at the University of Pretoria (UP) under the then leadership and guidance of Dr Leti Kleyn. The SANRC initially used the generous services of a group of first-year Information Services students as well as retired librarians at the University of Pretoria to populate the repository with data. Student assistants were recruited in 2017 to further continue sustained searches for data which would be suitable for the repository.

As a result of the aforementioned efforts, the repository now features a sizeable (600+) database of materials such as theses and dissertations, articles, books, research reports, etc. The repository is planned to go live in the second half of 2018.

Dr Annsilla Nyar made a presentation to the Library and Information Association of South Africa (LIASA) at the annual LIASA conference on 04 October 2017 in order to introduce the SANRC repository to the national library community. In turn, librarians from different universities discussed how best to use the repository for their institutional purposes. They also shared various strategies aimed at how best to make libraries welcoming and useful spaces for first-year students.

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 in February 2017. 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 (10 sessions with 766 students attending) and 31 Blackboard training sessions on four campuses with 1,765 students attending. Students were also assisted with getting started on their tablets in order to access uLink and Blackboard.

  - **CAT helpdesk activities**
    uHelp, the CAT helpdesk, offers just-in-time support to UJ staff and students in the use of academic technologies. The two 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. In 2017, the helpdesk responded to close to 30,000 individual requests for help.

    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. Prof Thea de Wet is a committee member of both these committees and attended the quarterly 2017 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.

CAT Special Projects

CAT staff were involved in a number of projects during 2017. 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 2017 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, had been completed by the end of 2016 and was extensively used in 2017.

  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 2017**
  A total of 12,659 students completed the technology use survey during the study week and first two weeks of exams at the end of Semester 1. Eighty-three percent (10,452) of the responses were from undergraduate students: first-years (42%), second-years (34%) and third-years (24%). This is a report on the undergraduate results.

  Ninety-one percent (91%) of undergraduates reported a welcoming or enthusiastic attitude towards learning supported by new technologies. Fifty-seven percent

(57%) of students rated their knowledge of technology as excellent or very good, with 32% rating it as good. Almost 11% (1,000+ students in the survey) rated their knowledge of technology as fair or poor – this was significantly higher for first-years (13%) compared to third-year students (7%). Ninety-nine percent (99%) of students completing the survey reported that one or more of their modules were on Blackboard.

There is a substantial overlap in the types of devices that students own: 76% own a smartphone, and/or a laptop (44%), and/or a tablet (22%) and/or a desktop (9%). At the time of the survey, 7% told us that they do not own any device. Family and friends are the biggest sources of finance for student devices (72%); 18% of students indicated that they paid for their own devices. Students told us that their smartphones (50%) are the "most frequently used device for learning", followed by laptops (31%), tablets (15%) and desktops (4%). About 1,800 (17%) of undergraduate students completing the survey had a device stolen during Semester 1. Many students reported that they do not bring devices to campus for fear of theft and many do not bring devices because their batteries are "bad" and it is difficult to charge on campus.

Two-thirds (66%) of students indicated that they have been asked to use a smartphone or tablet every time or at least in some lectures. The students who indicated that they do not have any device for learning are dependent on the computer labs or borrow devices from friends.

During lectures, students are asked to use their devices for attendance register (24%), access their modules on Blackboard (21%), search the Internet (14%), take multiple choice tests (12%), as well as doing other activities. Ten percent of students reported that they have never been asked to use their smartphones or tablets for any activities during lectures. Forty-two percent (42%) of students said they had received at least one e-textbook for 2017 with 34% of them saying they found it difficult to download or access their e-textbooks. At least 47% of students have checked out an e-book from the library. Smartphones are not only the most widely used device during lectures, but also for reading their e-books (35%).

Most students perceive Internet speed in lecture venues as very fast or fast (59%) while the rest thought the speed was slow or very slow. However, when asked about the perceived Internet speed on campus outside lecture venues, only 47% thought the speed was very fast or fast.

Twenty-three percent (23%) of students use the UJ computer labs daily with 31% using the labs three to four times a week – only 10% never use the labs. Students use the computer labs mostly for printing (18%), to access Blackboard, to do online assessments (15%), to type assignments (14%), do emails (13%) and other activities such as reading e-textbooks (5%) or watch videos online (4%). Students reported that they study on a typical day in the rooms where they live (42%), or the library (40%), or empty classrooms (14%). The rest use the new study benches inside or outside UJ buildings or the student centres.

- **Staff Electronic Device Survey 2017**
  The 2017 staff survey had two dimensions. The first comprised questions to find out which technologies and tools were used for administration, information,

communication, collaboration, and information transformation in teaching and learning. The second dimension referred to levels of complexity in which learning and teaching activities were designed and used: application, integration and creation. All academic staff were informed and encouraged to complete the 2017 survey via (a) a direct email from CAT (a link to the survey was embedded in the email); (b) an email to all academic staff from the Heads of Faculty Administration; and (c) an email from the Vice-Deans: Academic or Executive Deans. The survey results reported on here are from questionnaires completed from 1 August until 30 August 2017. Three hundred and ninety-five (395) academic staff members completed the survey (about 20% of permanent and temporary teaching staff). More females (61.4%) than males answered the survey; the median age of respondents was 41 (similar to 2016).

The annual survey had been completed by a relatively small number of staff, therefore the results presented here are not necessarily representative of all staff attitudes and technology use. The improvements in technology use and staff attitudes over the past four years are supported by this year's survey results. For example, 87% of staff described their general attitude towards new technologies used for teaching and learning as enthusiastic or welcoming with only 2% of staff expressing resistance. Currently, 82% of all undergraduate modules are on Blackboard, a first step in using technology for a blended learning approach. When asked about which learning environment they preferred to teach in, 94% preferred to teach in a learning environment that ranged from having some online components to one that is completely online. Only 3% answered "one with no online components". Most lecturers rated their knowledge of technology as excellent or very good with only 1% of lecturers rating their knowledge as poor.

All 395 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 − 85% use technology to make announcements to students via email, the Bb calendar or SMS for communication. 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) (70%) and displaying web content in class (49%). Areas where there is an increase in technology use, compared to 2016, include using technology for group projects (58%) and group assignments (58%), the use of social media for communication (47%), social networking (47%), prescribing e-textbooks (44%), as well as prescribing some open source material (57%).

The table below displays responses to questions in five different domains from the 2014, 2015, 2016 and 2017 surveys:

Technology use by UJ academic staff for teaching and learning – 2014 to 2017 (Positive responses as a percentage)

Administration		2017	2016	2015	2014
Application	Taking register (uLink's registration tool, Blackboard quiz or class survey)	25%	24%	32%	17%
	Blackboard quizzes	19%	31%	-	-
Integration	Using the Blackboard grade centre	55%	44%	33%	28%
	Student e-submissions of assessments	55%	44%	28%	27%
Creation	Online interactive marking	24%	22%	14%	15%

		2017	2016	2015	2014
	Assessing students who might be at risk	24%	29%	20%	14%
	Peer online assessment	16%	9%	4%	4%
Information		**2017**	**2016**	**2015**	**2014**
Application	Announcements (Blackboard, uLink, SMS, email)	85%	94%	90%	81%
	Reporting test/assignment results	73%	72%	70%	60%
	Distribution of e-rubrics for assessment	24%	31%	27%	27%
	E-textbooks	44%	39%	20%	-
	Storage of information in Blackboard's content collection area	70%	64%	-	-
	Storage of other information (other Cloud services)	38%	30%	24%	-
Integration	Display of web content during class	49%	55%	41%	49%
	Student use of UJoogle/Google to find information	56%	48%	30%	40%
	Discussion forum	24%	21%	15%	18%
Creation	Use of Blackboard electronic rubric for assessment	24%	23%	10%	8%
	Use of Twitter feed in class	3%	3%	2%	4%
	Using research software during class	15%	19%	7%	10%
Communication		**2017**	**2016**	**2015**	**2014**
Application	Use of email, calendar and SMS	82%	91%	73%	73%
	Use of social media (Facebook, Twitter, WhatsApp)	47%	37%	19%	-
Integration	Social networking	47%	26%	12%	22%
	Group discussions	21%	31%	16%	17%
Creation	Online tutorial facilitation	13%	12%	13%	18%
	Group assessments by students	58%	25%	10%	9%
Collaboration		**2017**	**2016**	**2015**	**2014**
Integration	Group assignments	58%	40%	24%	8%
	Team teaching	15%	20%	9%	17%
	Online discussions	21%	15%	8%	11%
	Intra-institutional interactions	3%	3%	2%	1%
	Inter-institutional interactions	3%	6%	-	-
	Peer reviews	20%	22%	4%	4%
	Group projects	58%	47%	16%	20%

- **Blended modules at UJ in 2017**
  Blended or hybrid learning is a combination of face-to-face classes and technology-supported teaching and learning – "[It] leverages the strengths of online and face-to-face interactions to promote student engagement and help achieve the learning goals of the course" (www.wisc.pb.unizin.org). At a minimum blended learning is when part of the course/module is online. Typically between 30% and 80% is online with online discussions and activities such as group work (often with a reduced number of face-to-face meetings). There are three models of blended learning: supplemental (complements lectures – no reduction of lecture time); emporium (lots of independent work with students having a choice to attend lectures – works in special spaces that offer lots of connectivity, flexible furniture and allows for collaborative learning); replacement (reduces face-to-face time

deliberately, with activities online – classes are sometimes flipped). These definitions were used to decide how to "count" how many of the 2,250 (81.7%) undergraduate modules on Bb are blended.

In self-reports of number of blended modules by the 395 lecturers who completed the staff survey, 76.5% (302) answered yes to the following question: Having defined blended learning, how many of the modules you teach in 2017 do you consider truly blended? The 302 who answered yes, reported a total of 592 modules which they consider blended. Collaborative activities is one of the key criteria for a module to be blended – 58% (over 1,300 modules) included group assignments or group projects and discussion forums were used in 24% modules (at least 540) according to the 2017 staff survey. Social media is typically used to foster communication between students, and between students and lecturers, as well as for social networking – 47% of modules included the use of social media to communicate with and between students (Facebook, Twitter, WhatsApp), and 47% are using social networking (over 1000 modules).

- **Responding to Fees Must Fall**
  According to the UJ teaching supported by technology survey (n=395) lecturers responded primarily in four ways to Fees Must Fall:

  (a) Changes in their curricula by focusing more on African contexts in terms of learning material prescribed ("I've also started to include more African theory into the content of my lectures."), and examples used for clarification of ideas and concepts during lectures. Students have also been involved in "curricula improvement", for example:

  "[I] provided students with tasks designed to get an African perspective (and African examples) of the course work being dealt with and incorporating it into the course content for the next year."

  (b) Adjustments in models of delivery by preparing voiced-over lecture slides, audio and/or video recording of lectures. There is evidence of teaching innovation and an overall commitment to blended learning appears to have increased as a result of deliberate preparation for disruptions in lectures or in case students could not come to campus.

  "Access to online resources is not always available to all students at all times, so I try to make online activities 'supporting learning activities' just in case there are times when at least one student is not able to access the material, or at least I try to give ample time for students who do not have easy access to online resources."

  "I converted a number of core teaching lessons into online videos that incorporate the PowerPoint presentation and my voice. These are supplemented by additional online references that would facilitate experience and understanding as well as providing students and opportunity to learn in a different environment at their own pace. Questions on content can then be posted via email or at the next face to face session."

  (c) In addition to an increase in online assessments, there is also evidence of changes in the way assessments are conceptualised and implemented, for example:

"I set the final assessment on Black Board for the students to reflect on their learning over the past semester with a focus on specific aspects in the subject in solving South Africa's developmental problems."

(d) Increased communication with students via social media and Blackboard. Comments from staff also highlight an enhanced understanding of UJ students' personal circumstances. For example:

"… I used social media to check the general 'feeling' of students as that impacts their performance in class. This was done via Twitter or Facebook. If a lot was going on, students were either scared or distracted and this impacted their performance in class as well as in tests. This better prepared me with dealing with student on a personal level."

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 programmes 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; serves on 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 abovementioned merging of the different teams had resulted in a streamlining of psychologically related services where duplication of projects is reduced, resulting in time and client efficiency. The needs of students, faculties and residences are emphasised throughout this process, ensuring that through emotional wellness student retention and output is prioritised.

During 2017 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.

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.

- **Advisory and Counselling**
  The Advisory process continued in 2017 with a focus on both screening and resolution of any emotional, academic or psychosocial issues that students and staff were experiencing. 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 and 2017. 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 online material that is available to support students in the comfort of their own homes and the 24-hour Crisis Line.

In 2017, a total number of 9,975 students were seen for counselling sessions.

Number of students seen for counselling per campus

Site	Advisory	Therapy	Total	Number of students per campus	% of students using PsyCaD
APK	3294	2751	6045	26418	23
DFC	971	657	1628	12537	13
APB	532	658	1190	5237	23

SWC	667	445	1112	5971	19
Total	5464	4511	9975	50163	20

Overall, it seems as if 20% of UJ students have visited PsyCaD in 2017 for some form of counselling. The two busiest campuses were APK and DFC, where 23% of the students were seen for counselling.

Number of students seen for advisory and counselling sessions from 2015 to 2017

Year	Advisory	Therapy
2015	4625	4387
2016	6773	4285
2017	5464	4511

If one compares the number of students seen for counselling from 2013 to 2017, it is noticeable that there has been an increase in the number of students seen in this period.

Top 10 reasons for counselling

No.	Reason for counselling
1	Relationship problems
2	Adjustment disorders
3	Mixed anxiety and depressive disorder
4	Generalised anxiety disorder
5	Mild depressive episode
6	Acute stress reaction
7	Post-traumatic stress disorder
8	Moderate depressive episode
9	Reaction to severe stress, and adjustment disorders
10	Depressive episode

Given the psychosocial development stage of our students, it is not surprising that the main reason for seeking counselling is dealing with relationship problems. The other problems are reactions to mild to severe stress and trauma.

- **First Year Seminar (FYS)**
  With the Fees Must Fall movement in 2017 the original First Year Seminar (FYS) was minimised, and students could receive a quick brief orientation with a focus

on the Find Your Way (FYW) online resource being utilised. This is an online website accessible to registered staff and students that provides information and support regarding studying at UJ and the support services that are available to them. Twenty-four FYS workshops were presented by PsyCaD on all campuses with 4 on APB, 15 on APK, 3 on DFC and 2 on SWC. A video on the Find your Way website explained to first-year students the services offered by PsyCaD. This was the primary FYS channel for PsyCaD given the context.

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 pit stop on the ADC Access Amazing Race. This created awareness among diploma students of PsyCaD's services. This race took on all the campuses, except APK.

Ongoing FYE support was provided via the online workshops on the FYW website and the workshop and therapy referrals from faculty.

In 2018 PsyCaD will continue with all the projects run in 2017. In addition, the PsyCaD uLink portal will be expanded.

- **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, 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 newly implemented electronic enquiry service became easily accessible and convenient to those students who wished to use it. It further created the opportunity for PsyCaD to extend our services to more students. PsyCaD online availability also shifted student reliance and dependency from conventional face-to-face counselling interventions to other forms of available support, i.e. first line of contact, online support resources and web-based self-help, etc.

  The online resource platform, while by no means a replacement for conventional therapy, can further serve a dual purpose as complementary help to students in formal therapy and extend the range of effectiveness of face-to-face engagement. In some instances, it may be sufficient in itself as alternative support to face-to-face counselling.

  The aim and purpose of this project is to:

  ➢ expand the PsyCaD services footprint and reach as many students as possible both on and off 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 initially establish 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 focus during 2017 was mainly on further developing and consolidating the work which was undertaken during the previous year. The online resources went live during the second half of the year and there has been a slow but steady uptake from students thus far. This included the Blackboard module on the uLink interface, the PsyCaD Facebook and Twitter pages, and the more user-friendly PsyCaD website. All of this reflected the PsyCaD rebranding move to make ourselves more easily accessible to our University community.

We anticipate rolling out a more vigorous marketing and awareness strategy in 2018, beginning with the FYS programme.

- **Faculty Liaison**
  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 informs students about our services assisted in delineating our services from those in other support units at UJ.
  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 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).

  The University of Johannesburg asserts with practical and innovative strategies to achieve its objectives, goals and mission. Likewise, PsyCaD has its own specific strategies, which complements the University's core functions and operations. Contained in these strategies are more specific processes (i.e. FLP), which are geared to assist in achieving some of the University's targets.

  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.

- **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 have 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.

- **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 provides 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, based on the Soweto Campus. The responsibility of the psychologist is to allocate facilitators from PsyCaD, track the process and ensure that there is continuous communication between PsyCaD and the faculties regarding the workshops.

  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 2017, 29 workshop requests were received, with the majority from the Faculty of Health Sciences, on the Doornfontein Campus.

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

  In 2017 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 2017, emails were sent to residence managers/wardens to establish contact, to confirm that they still held the relevant position, and to offer PsyCaD services. 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.

The following can be reported for each domain in 2017:

- **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 attended to and their queries/ concerns/questions resolved or appropriately referred. These services also focus on the delivery of career information, guidance and overall aspects of career development and planning. The table below gives an indication of the quantitative statistics that were gathered. The individual career advisory statistics as completed by the PsyCaD professionals as well as Intern Psychologists/ Student Psychometrists and M1 Psychology students on each campus were captured.
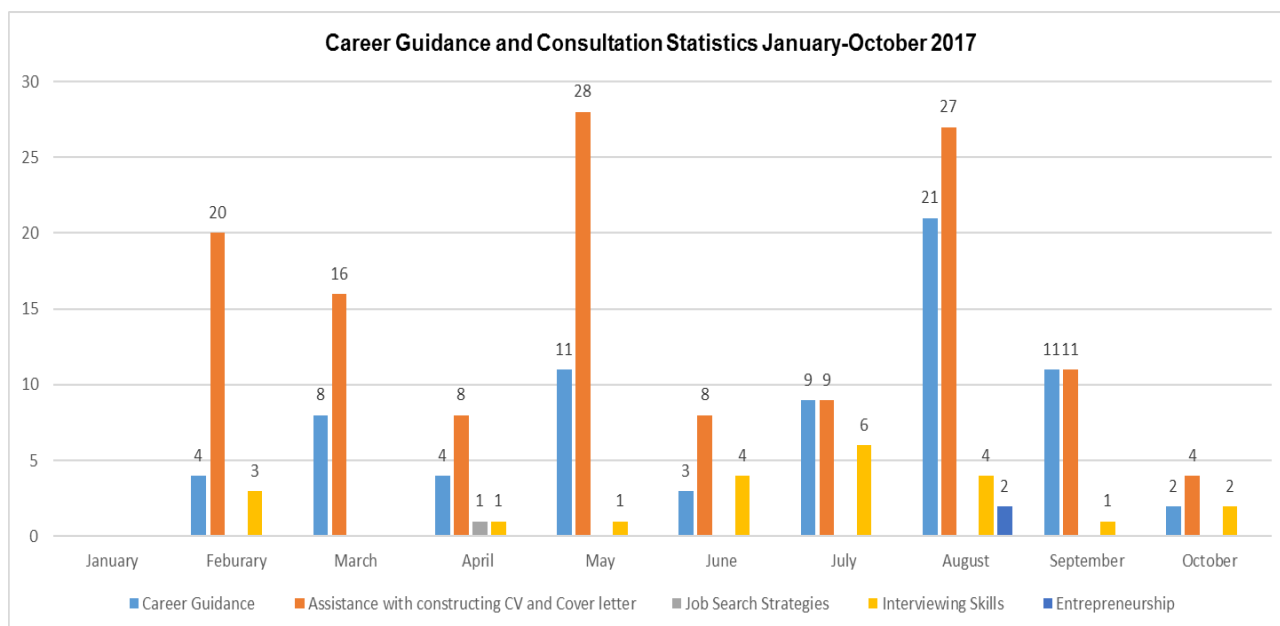
Individual Career Advisory Sessions during 2017

Month	Campus				
	APK	APB	DFC	SWC	Total
January	63	0	6	16	85
February	69	2	34	15	120
March	63	14	33	5	115
April	31	4	12	12	59
May	68	11	19	12	110
June	22	12	20	16	70
July	40	15	19	7	81
August	63	14	12	14	103
September	62	7	9	11	89
October	66	4	5	15	90
November	49	4	12	15	80
Total	596	87	181	138	1002

- **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.

  The provision of effective and efficient career guidance and consultation services to all PsyCaD clients includes: the implementation and coordination of the career guidance and consultation services, communication between the relevant service providers to ensure a smooth and transparent process and the gathering and capturing of the relevant data to inform best practice and to enhance service delivery.

  The chart below provides an indication of the number of career guidance and consultation sessions that were conducted during 2017 as well as the focus of these sessions. According to the statistics, the majority of sessions focused on assisting students with how to construct a CV and cover letter. Career guidance and planning were also prominent focus areas that were addressed.

Career Guidance and Consultation Statistics January-October 2017

- Career Guidance
- Assistance with constructing CV and Cover letter
- Job Search Strategies
- Interviewing Skills
- Entrepreneurship

- **Career Resource Centres**

  Well-equipped Career Resource Centres (CRCs) at the PsyCaD sites (except B5) on all four UJ campuses aim to provide clients (students, staff, alumni, and prospective students) 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.

  Clients are introduced to CV and cover letter writing, and interview skills processes with the goal of empowering clients to draft and/or prepare for the relevant task. Hereafter students consult with a professional, honing in on particular skills required.

  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. This decline continued in 2017 with the numbers remaining similar to 2016. A total of 1,136 clients were logged across all CRCs, as indicated in the table below:

Career Resource Centre Visitors per Campus

	2014	2015	2016	2017
APB	259	263	81	85
APK	673	719	610	607
DFC	1101	918	350	339
SWC	446	212	53	105
Unknown	58	44	6	0
TOTAL	2537	2156	1100	1136

In June 2017, analysis of the statistics of 2016 and 2017 led to discussions regarding methods for collection of statistics, marketing of CRC services, and evaluating the possibility of voluntary student assistants. These three aspects were implemented in the APK Career Resource Centre from July to December 2017 as a pilot to assess the viability of alternative methods for collecting statistics and marketing strategies:

➢ Notice boards were put up informing clients how to go about using resources, and completing a statistics collection page. This strategy was implemented to improve efficiency within the CRC and to account for student assistants no longer forming part of the CRC.

➢ Marketing was discussed in terms of communicating Career Services offerings, which includes the CRC, in workshops provided on all four campuses.

➢ Voluntary student assistance (i.e. assistance in CRC and marketing of services) was discussed and will form part of Career Services in 2018.

The figure below illustrates the potential for reaching a larger number of students through alternative strategies as listed above.
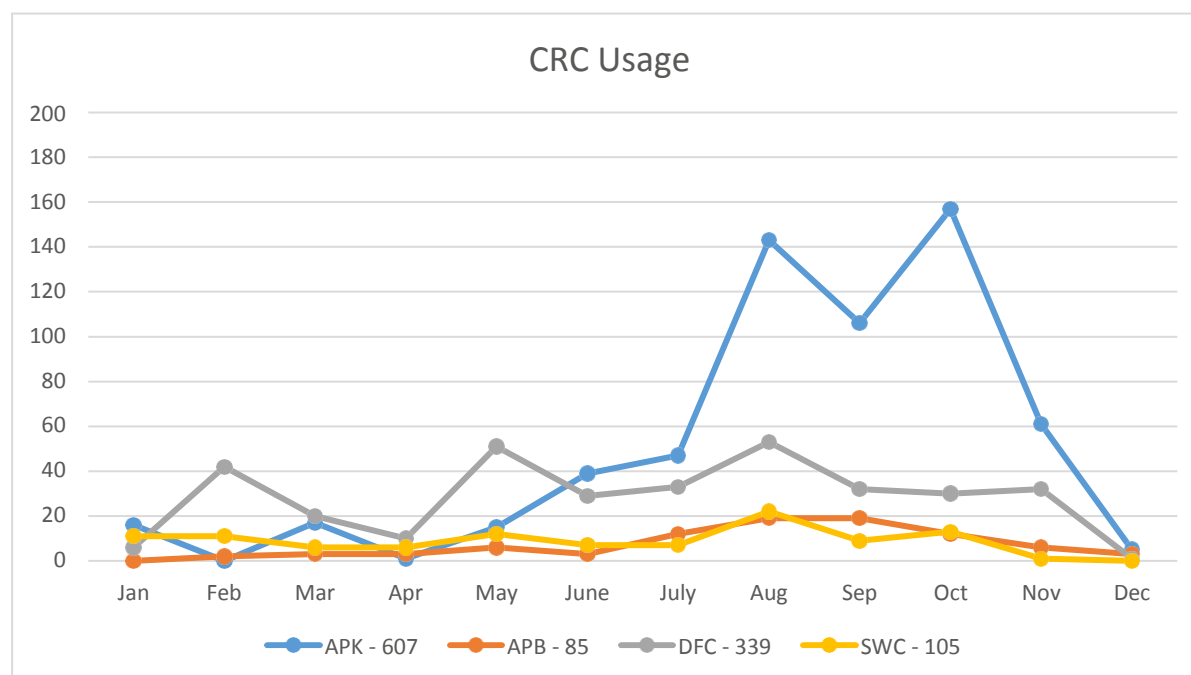
- **Career Education Programmes as part of SSE**
  Career Services facilitated face-to-face seminars during the past year as part of the Senior Student Experience (SSE) project, a project of Academic Development and Support (ADS). Career education is one of the four main focus areas of SSE, focusing on all aspects of the student career life cycle as well as interaction with employers and work placement. Students and employers were connected during the annual career fair, which provided students with employment opportunities. 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. The unit offered 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.

➤ **Faculty-based Career Services SSE programmes**

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.

Number of career services workshops on all the UJ campuses

SSE SEMINARS	APK	APB	SWC	DFC
How to prepare for the Recruitment Programme	2	2	2	2
CV Writing	2	2	2	2
Interviewing Skills	2	2	2	2
Job Search Strategies	2	2	2	2
Total	8	8	8	8

➤ **Workplace Readiness Programme/Career Education** − Career Services' Career Education workshops are presented during the year on all four campuses. In 2017, Career Services received requests from different faculties to facilitate workshops for their students. The number of workshops requested by faculties decreased from 2016, while the number of attendees, however, increased from 2016.

Career Services Work Readiness Initiatives 2017

Career Services Work Readiness Initiatives	Number of Workshops	Number of Attendees
Faculty Requests	44	2147
Mayine Residence (APB)	1	19
HR Staff Career Development and Planning	1	3
TOTAL	46	2169

- **Career Information Resource Systems**
  At the end of 2017 we had 10,280 students and 760 companies registered on the YourCareer Portal.

  During 2017 a total of 105 advertisements and 91 student job applications were received by the companies.

YourCareer Job Applications and Job Postings

Job Type	2016		2017	
	Applications	Job Postings	Applications	Job Postings
N/A	47	44		
Bursaries	0	1	2	3
Casual/Vacation work (Includes: Promotional opportunities)	407	22	28	14
Graduate jobs (Final-year and/or graduate positions, Degrees and Diplomas)	254	49	42	68
Students with disabilities	1	4	0	1
Work experience (Includes internships)	21	10	19	19
TOTAL	730	130	91	105

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.

- **Graduate Recruitment Programme**
  In 2017 the annual Recruitment Programme proved once again to be very successful. Career Services hosted three on-campus Career Fairs and offered activities such as company presentations, promotional drives and competitions. In total, 121 companies participated in this programme.

  The 2017 Commerce and Law Career Fairs attracted 50 companies (29 for the Commerce Career Fair and 21 for the Law Career Fair). Companies were requested to complete our online graduate recruitment programme feedback survey via the YourCareer portal.
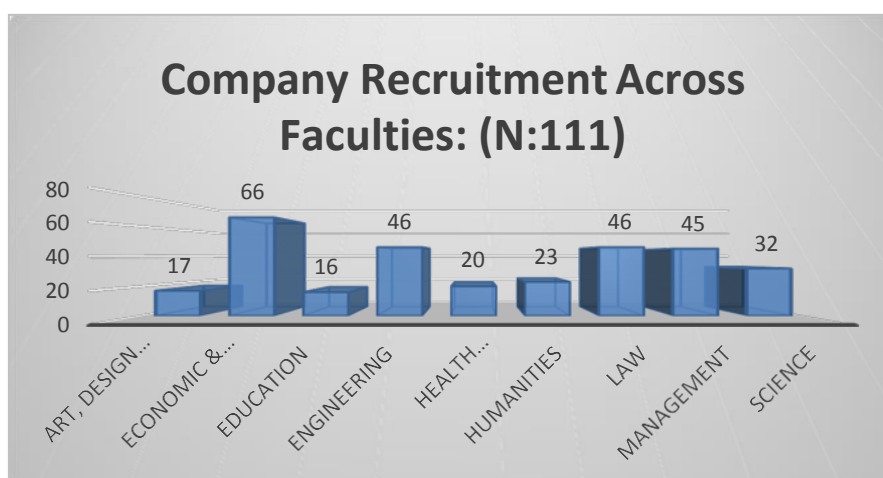
➢ General Career Fair 2017

The General Career Fair was held 14−16 August 2017 in the Foyer on the Auckland Park Kingsway Campus. This was once again the highlight of the Recruitment Programme as we hosted 71 companies in total over the three days of the event.

➢ Company Recruitment Drive for 2017

A total of 111 participating companies reported on their recruitment drives across the nine faculties at UJ. The graph 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

Company Recruitment Across Faculties: (N:111)

- ART, DESIGN... 17
- ECONOMIC &... 66
- EDUCATION 16
- ENGINEERING 46
- HEALTH... 20
- HUMANITIES 23
- LAW 46
- MANAGEMENT 45
- SCIENCE 32

• Company presentations

A total of 8 on-campus company presentations were hosted between March and September 2017 on APK.

Training and Development Services

• Training of Intern Psychologists

Training and Development Services is primarily responsible for the training of intern psychologists. The team consists of three registered psychologists and a group of intern psychologists, all led by a Team Leader, also a registered psychologist. PsyCaD is an accredited internship site for both Educational and Counselling internships. In 2017 PsyCaD trained 4 Educational Psychology interns and 6 Counselling Psychology interns. All intern psychologists' duties are carried out under the supervision of the registered psychologists.

The 10 intern psychologists commenced with their internship at PsyCaD in January 2017. They are affiliated with the following universities: University of Johannesburg, University of Witwatersrand, University of Pretoria, Pearson 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 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 2017

Type	Number
Therapy Sessions	1624
Assessments	187
Play Therapy Sessions	71
Advisories	869
Crisis Line Calls	540

- **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 457 HCT sessions were offered by PsyCaD's intern psychologists during 2017. This does not comprise the total number of clients seen by Campus Health services during 2017.

- **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 psychologists' 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 2017 the 24-hour Crisis Line assisted 540 callers throughout the year, 166 more calls received compared to 2016. Of these, 17 were suicide-related calls and all 17 callers were successfully assisted. The majority of suicide-related calls were received during October.

Type of problems that callers were dealing with included relationship problems, poor academic performance as well as feeling depressed and/or stressed. May was the busiest month for the 24-hour Crisis Line, with 86 calls being received, mainly regarding poor academic performance and crime-related distress. Twenty staff members called the 24-hour Crisis Line during the year.

Crisis Line Statistics for 2017

Month	No. of Callers	Suicide-related Calls	Main Concern
January/February	63	1	Relationship problems, Career advice
March	56	1	Stress, Health issues
April	44	2	Relationship problems, Stress
May	86	0	Poor academic performance, Stress, Crime-related distress
June	41	0	Poor academic performance, Crime-related distress
July	36	0	Poor academic performance, Stress
August	54	1	Relationship problems, Poor academic performance
September	53	3	Relationship problems, Stress
October	53	8	Suicide-related, Bereavement
November	46	1	Relationship problems, Stress, Poor academic performance
December	8	0	Relationship Problems
TOTAL	540	17	

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 2017 there were a total of 491 students with disabilities registered at UJ: 137 new students and 354 students who registered in previous years. 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 have increased, as reflected in the table below.

Number of Students with a Disability

Year	2013	2014	2015	2016	2017
Number of students	242	301	345	354	491

As is evident from the statistics presented, the number of students with disabilities disclosing their status increased slightly from 2015 to 2017. 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.

Assessment Team

The Assessment Team, in conjunction with the Psychological Services, Career Services, and Training and Development teams, offers a wide range of assessments for the broader community, schools and Gauteng Department of Education, either pro bono or at a reduced/affordable rate. Assessments include, but are not limited to:

- Psycho-educational
- Concessions (specialised psycho-educational 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
- Community Assessment

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 2017, the Assessment Team conducted 645 assessments.

Psychological Assessments per Site and per Type of Assessment

Site	Type of Assessment	Number tested 2016	Number tested 2017
APK C Ring 1	University Career Counselling	91	74
	School Career Counselling	8	
	Transition Career Counselling	1	
	Grade 10 Subject Choice	1	
	F5 Assessments	1	1
	F7 Assessments	1	2
	Faculty Referral	0	1
	Change of Course	8	
	School of Tomorrow E & P Assessments	11	2
	LADS Assessments	15	
	MASSEL Assessments	11	3
	Training Student Psychometrists	20	16
	Training Intern Psychologists	13	13
	Emotional Assessment	1	
	IPPM Student Psychometrist Selection Assessments	126	94
	Faculty Assessment – Department of Strategic Management	0	68
	Grade 9 Subject Choice	0	
	Company Assessment	13	
	Change of Course	0	
	FADA Selection Assessments	142	137
	External Project: Tracker	28	
	External Project: GDE Gr 11 Career Counselling	52	
	Open Day PACE Assessments	228	
	UJ HR Workshop	25	
	Training WITS Student	5	
	At Risk FEBE Intervention (LASSI)	0	
Subtotal		801	411

SWC	University Career Counselling	6	5
	School Career Counselling	0	
	Psycho-Educational Assessment	1	
	F5 Assessments	1	
	F7 Assessments	3	
	Open Day PACE Assessment	278	
Subtotal		289	5
DFC	University Career Counselling	17	24
	Adult Career Transition Assessment	0	2
	School of Tomorrow	0	1
	Change of Course	0	2
Subtotal		17	29
APB	University Career Counselling	12	12
	School Career Counselling	0	
	Emotional Assessment	5	1
	F5 Assessments	0	
	F7 Assessments	0	
Subtotal		17	13
APK B5 Building	School Readiness	0	
	Subject Choice	15	14
	Career Choice (External)	46	43
	Career Transition Assessment	7	5
	Neurological and Career Assessment	0	1
	Concession Assessment	15	21
	GDE (Psychometrist Assessment)	1	
	Fuchs and GDE	0	53
	Tracker	0	21
	FAIM	19	
	SoT (School of Tomorrow)	1	
	Esperanza	26	
	Psycho-emotional	0	
	Psycho-educational Assessment	53	29
Subtotal		183	187
TOTAL		**1307**	**645**

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: DHET Teaching Development Grant and the Foundation Grant
- Annexure 2: UJenius
- Annexure 3: African Insights
- Annexure 4: UJ Winter School
- Annexure 5: Online Programmes with Academic Partnerships

EMPLOYEE PROFILE

ADC Employee Profile

ADC has endeavoured to effectively support UJ's transformation goals in terms of employment equity. By the end of 2017 the employment equity was just below 60%.

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**
P7: Senior Coordinators	5	2	1	2	3		6	7	**13**
P8: Coordinators	6	2	3	5	2		4	14	**18**
P10: Administrative Assistant III				1				1	**1**
P11: Departmental Secretary, Administrative Assistant III	1			1				2	**2**
P12: Administrative Assistant II	3						1	2	**3**
Subtotal	15	4	5	11	6		13	28	41
TOTAL				41				41	

Appointments and Resignations

During 2017 three new staff members were appointed in ADC: Ms Nolufefe Ndzane, Ms Zainu Muhammed and Ms Khaya Zitumane. In addition to this a number of staff members were promoted internally.

Three staff members left ADC (one because of disciplinary action, one retirement and one resignation): Ms Thobeka Mangaliso, Mr Randzu Maluleke and Mrs Soraya Motsabi.

Staff Qualifications

Academic Qualifications and Further Studies of ADC Staff

Academic Qualifications	Highest Academic Qualification						Further Studies					
	Doctorate	Masters	Honours	Bachelors	Diploma	Grade 12	Doctorate	Masters	Honours	Bachelors	Diploma	Grade 12
TOTAL	7	23	5		3	3	9	2				

Staff Achievements

- **Publications**
  - ➢ Two staff members completed their PhDs during 2017: Dr Annsilla Nyar and Dr Mark Winter.
  - ➢ Van Zyl, A. (2017). Editor of and contributor to the SANRC: FYE: Good practice guide.
  - ➢ Two members of the Writing Centre team were invited to contribute chapters to a book entitled: *Writing centres in higher education: working in and across the disciplines*, edited by Sherran Clarence and Laura Dison, SUN press.

CAT Employee Profile

CAT Employee Equity Profile December 2017	African	Coloured	Indian	White	Foreign Nat.	Disabilities	Male	Female	Total
P5: Director				1				1	**1**
P6: Systems Administrator, Project Manager, Senior Instructional Designer Manager III: Web and Mobile Application Development	1			4			3	2	**5**
P7: Instructional Designer (one vacant)	2	1		1			2	2	**4**
P8: Senior Instructional Developer, Quality Care Practitioner, Client Supporter: LMS	3			2			1	4	**5**
P9 − P10: Client Supporter, Audio and Video Developer, Multimedia Designer, Secretary, Senior Client Supporter, Video Conference Call Coordinator (vacant), System Supporter (vacant)	1			2			2	1	**3**
P11 − P15: Videoconference Technician, Beverage Assistant	2					1	1	1	**2**
Subtotal	**9**	**1**		**10**		**1**	**9**	**11**	**20**
Total			**20**					**20**	

Appointments and Resignations

There were no resignations in 2017.

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	6	2	2	2	4	2	0	1	3	0	0

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

During 2017, there was relative stability in PsyCaD regarding the staff complement as characterised by a low staff turnover. Only one permanent psychologist and one administrative assistant resigned.

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 2017 there were 10 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.
- 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 2017 there was a lack of seniority in terms of Educational Psychology, and two temporary Educational Psychologists were 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. In 2017 only four staff members have doctoral degrees with three others currently busy with their doctoral studies. 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	20	1	3	18				
P8	3	2			5			
P9 − P10	4							4
P11 − P12	11							11
P13 − P15	1							1
TOTAL	40	3	4	18	5	0	0	16

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 third 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.

Centre for Academic Technologies − Community Engagement Projects 2017

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
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 April 2017 at APK	Riverlea FET College	66
	Number of students trained	**66**

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 2017 the Career Services Team provided career guidance to two institutions: Barclays Legal Initiative – Take a Girl Child to Work Day, and Future Skills – Career Day.

- **Barclays Legal Initiative – Take a Girl Child to Work Day**
  The event took place on Friday, 31 March 2017 at Barclays Towers West in Johannesburg. The Absa take a Girl Child to Work Day was targeted at Grade 11 girl learners, giving them the opportunity to visit Absa (as a place of work) and to experience first-hand, the world of work and various career opportunities available in the industry. This initiative is in line with Absa's ReadytoWork objectives, which seek to support the critical transition from the world of school to the world of work. A total of 130 Grade 11 girl learners from Penelope Oracle Secondary School participated in the event.

  The morning commenced with individuals from various companies providing motivational messages to the learners, after which the learners visited the stalls to ask career-related questions.

  Some of the companies and institutions that were present include:
  - UJ PsyCaD
  - WITS University
  - ENSafrica (Law Firm)
  - National Youth Development Agency (NYDA)
  - LISOF School of Fashion
  - Norton Rose Fulbright South Africa (Law Firm)
  - Webber Wentzel (Law Firm)

- **Future Skills – Career Day**
  Career Services was approached by Future Skills to provide career guidance to high potential learners from economically disadvantaged areas to assist them in making informed decisions about their career development. The aim was also to provide information on various institutions and application processes. Learners from various backgrounds would also be encouraged through presentations from people in industry to become leaders within the communities they come from and encourage their peers to successfully contribute to their societies and country at large.

  Companies/institutions that were present include:

  - UJ PsyCaD
  - Department of Higher Education and Training's Career Development Services
  - Siemens
  - Accenture
  - KPMG
  - Careers in Science
  - South African Express
  - ENSafrica

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 in their career-related decisions. This career counselling programme was jointly presented by 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 2017.

- **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 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 30 high school boys received guidance and insight into study options and possible future careers. The second involved providing ongoing psychotherapy to substance abuse patients of the Life Recovery Centre. Approximately 20 patients were assisted throughout the year.

Psychological Services

This community outreach project was coordinated in conjunction with the Department of Psychology Master's Program. The students ran two awareness raising projects as part of their practical course requirements. The first was designed to prevent sexual harassment on campus, falling under the gender-based violence umbrella. It involved holding an information-sharing event in the library with guest speakers as well as four awareness raising smaller events on each campus using poetry and dialogue. The second project focused on suicide awareness and prevention. This too was in two parts. The first distributed suicide prevention information and created an online video

using the voice of students across all campuses. The second involved distributing suicide prevention information during world suicide week.

The aims of these projects 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 sexual harassment;
- prevent suicidal behaviour in the UJ community;
- prevent sexual harassment in the UJ community;

The number of students that were reached are reflected in the tables below:

Suicide Awareness Campaign: Social Media Engagement

Video Name	Date Posted	Amount of Views	Amount of Shares
Suicide Awareness Video	4 Sep 2017	2400	39
	7 Sep 2017	1400	14
Total Engagement		3800	53

Printed material: 2,000 flyers were handed out, approximately 500 on each campus in April and September. 100 posters were put up across campuses in September 2017.

Sexual Harassment

Campus	Flyers handed out	Active Listeners	Interviewed Students
Doornfontein	87	35	5
Soweto	98	37	5
Bunting Road	138	31	12
Kingsway	20	55	15
Total	343	158	37

Overall the response by the student population to the poem recital and interviewing was positive. Students suggested that this kind of awareness campaign has the potential to grab their attention. What became apparent through the interviews was that there is a strong correlation between sexism and harassment. In discussions with students after the poetry performances on each campus, we found women to be the primary target of sexual harassment, and in interviewing some male students we found a dismissive and flippant attitude toward such actions, which were construed as "not serious" and "showing appreciation to a girl".

Social Media Engagement

Video Name	Amount of Views
Peer Buddies video	366
My Short Skirt – Chandre Bo	534
My Short Skirt – Puseletso Mokoena	276
Total Electronic Engagement	1176

Printed material: 400 flyers were handed out the day before the event on the Kingsway Campus. Thirty big posters were displayed on the APK Campus on 4 August, giving them 11 days of exposure leading up to the information-sharing event.

Assessment services

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

An Abridged Income and Expenditure Statement of Academic Development and Support for 2017		
Expenditure	**Budget**	**Amount Spent**
Personnel Costs		
Salaries cost company	60 921 298	59 429 411
Temporary salaries	13 481 072	13 320 187
Overtime salaries	4 533	116 708
Subtotal	**74 406 903**	**72 866 306**
Operational Costs	15 974 794	15 147 425
Capital Costs	475 879	353 304
TOTAL	**90 857 576**	**88 367 035**

Within Personnel Costs, a saving of R 1,491,887 was achieved. Within Operations, there was a saving of R 827,369.

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 DHET grants that support academic projects: Teaching Development and Foundation Grants (2014−2017 cycles), and the UJ Winter 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 continued with the Intensive Revision programme 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 creation of the Student Success Committee (SSC) and the Integrated Student Success Initiative (ISSI)
- The development of distance education offerings in conjunction with Academic Partners

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.

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 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.

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. 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 2017 exams and evaluative research indicated that it was of real benefit to attending students. ADC also spearheaded the establishment of the UJ Student Success Committee and the Integrated Student Success Initiative (ISSI) late during 2017. Both of these linked initiatives are aimed at improving student success and minimum time completion rates at UJ.

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 2017, 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 began 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 2017 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 a new institutional approach to develop and support student success. 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 third successful national FYE conference organised by UJ. In addition to this, the development and implementation of the Integrated Student Success Initiative took place and higher levels of online support were made available to students. 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 2017.

During 2018 ADC will intensify its efforts to build on 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 2017 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 has become a major trend in higher education and CAT's development of uLink, uGo and uConnect made significant contributions in this regard.

During 2017, 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 2017 and will continue in 2018. 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 2018.

CAT instructional designers will play a key role in the support and development of online modules in partnership with AP in 2018. In addition, the short online "African citizen" modules that are planned for UJ students will be developed with CAT support. Important initiatives for 2018 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 2018 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 2017 performance more effort and resources were 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 2018 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 2018 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: College of Business and Economics
  - ➤ DFC: Faculty of Engineering and the Built Environment
  - ➤ SWC: Faculty of Economic and Financial Sciences
- 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.
- 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.

DHET GRANTS

The University of Johannesburg appreciates the opportunity to initiate additional projects to support the academic development of its undergraduate students and academic staff with grants provided by the Department of Higher Education and Training (DHET). Academic Development and Support (ADS) administers the grants: the Teaching Development Grant (TDG), the Foundation Grant (FG), and the University Capacity Development Grant (UCDG).

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. This cycle ended at the end of March 2017 and DHET provided proportional "teach-out" funding to UJ to the end of 2017, to ensure that the new University Capacity Development Grant (UCDG) funding's financial cycle is aligned with the institutional cycle. The teach-out TDG grant was for the sum of R36,888,000.

The supported TDG projects continued in the following 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.

The Foundation Grant is awarded to UJ on a 3-year cycle and is used to fund extended qualifications. The application for the new grant cycle starting in 2017 was concluded and approved late in 2016. ADC Access played a leading role in compiling and completing the UJ submission on behalf of the Faculties of Science, Humanities, Engineering and the Built Environment, Economic and Financial Sciences and Management (now CBE). The resultant plan successfully applied for permission to increase the number of students in extended programmes at UJ from 1,762 to 1,935.

This proposal was approved in full by DHET in January 2017 and R36,828,000 was allocated to UJ for the 2016/2017 financial year, R38,117,000 for the 2017/2018 financial year and R40,128,000 for the 2018/2019 financial year.

The University Capacity Development Grant (UCDG)

On 1 January 2018 the Teaching Development Grant (TDG) and Research Development Grant (RDG) will be merged, in the creation of the University Capacity Development Grant (UCDG). The UCDG represents both a consolidation and extension of the functions that were served by the TDG and the RDG. The UCDG is

explained in detail in the Ministerial Statement entitled *Transforming teaching, learning, researching and leading towards enhanced quality, success and equity in universities*, and supported by a Standard Operating Procedure (SOP) document and applicable templates for university use.

In the process leading up to the 2018 allocation of the UCDG, each university has been required to develop a 3-year University Capacity Development Plan (2018-2020) based on the guidelines provided in the Ministerial Statement and the SOPs.

The plan was submitted to the Department by the end of August 2017 for consideration, feedback and discussion. After the feedback, a final plan was resubmitted and approved.

The table below provides a summary of the approved UCDG plan for UJ:

Project name and number	Contact details of project manager (name, tel., email address)	2018 budget	2019 budget	2020 budget	Alignment of the project to the institution's Strategic Plan.
Project 1: Tutors and senior student participation and development	Kibbie Naidoo Head of Department (HOD): Centre for Professional Academic Staff Development 011 559 3397 knaidoo@uj.ac.za	R18,450,000	R18,809,775	R19,012,168.18	Strategic objective two: Excellence in teaching and learning Strategic objective four: Enriching student-friendly learning and living experience
Project 2: Providing integrated student support and development throughout the whole academic life cycle	Dr André van Zyl Director: Academic Development Centre 011 559 3285 andrevz@uj.ac.za	R7,490,000	R7,636,055	R7,718,218.95	Strategic objective one: Excellence in research and innovation Strategic objective two: Excellence in teaching and learning Strategic objective four: Enriching student-friendly learning and living experience
Project 3: The further professionalisation of both research, and teaching and learning practices at UJ	Dr Kiri Menon Senior Director: Academic Planning 0115592073 kirtim@uj.ac.za Dr Linda Mtwisha Senior Director: Strategic Initiatives 0115594850 lindam@uj.ac.za	R20,590,200	R21,009,998	R21,239,865.60	Strategic objective one: Excellence in research and innovation Strategic objective two: Excellence in teaching and learning Strategic objective four: Enriching student-friendly learning and living experience

Project 4: Support and development of online and blended learning and teaching capacity	Prof Thea de Wet Director: Centre for Academic Technologies (CAT) 0115593558 tdewet@uj.ac.za	R1,000,0 0	R1,019,5 0	R1,030,46 .82	Strategic objective two: Excellence in teaching and learning Strategic objective four: Enriching student-friendly learning and living experience
Project 5: Addressing pressing institutional needs	Dr Graham Dampier Senior Researcher: ADS 0115593428 gadampier@uj.ac.za	R750,00 0	R764,62 5	R772,852.37	Strategic objective two: Excellence in teaching and learning Strategic objective four: Enriching student-friendly learning and living experience
TOTAL FUNDS ALLOCATED FOR MANAGEMENT AND IMPLEMENTATION OF PLAN		R1,200,000	R1,206,825	R1,213,783.09	
GRAND TOTAL PER YEAR		R49,480,200	R50,446,778	R50,987,358	
GRAND TOTAL FOR THREE YEARS	R150,914,336				

UJENIUS REPORT 2017

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: Graham Dampier (ADC), Paulina Makibelo (ADI) and Emily Mthembu (CAT). In 2018, Zubaida Asmal from PsyCaD will be replacing Paulina Makibelo, who has been involved in UJenius since its inception. This committee oversees all club operations between February and October every year. Below is a brief list of the club activities for 2017:

- During 2017 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.
- Two major 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.
- The major events included: UJenius annual welcome event and a UJenius and Alumni event, which established the UJenius Alumni Affinity Group.
- A proposal for further funding was submitted to Investec, which is currently under consideration.

Partnerships

The partnerships with the UJenius club for 2017 included the nine faculties at UJ, the Alumni Network, and the Undergraduate Awards Program (University of Dublin). These partnerships are reviewed annually to ensure that students benefit from these stakeholders. In 2017 UJenius participated in the Undergraduate Awards for the second year running. Undergraduate students all over the world were invited to submit research to an international judging panel. Rezvan Gharehbaghi was lauded as a "Highly Commended Entrant" in the category of Engineering and attended an awards ceremony held in Dublin, Ireland.

Membership

In 2017 there was a total of 542 members, which is 48 fewer than the membership recorded in 2016. This is due to a significant drop of 72 students entering the club from the Faculty of Education. The majority of the members were registered for degree studies at UJ (316 degree and 166 diploma students).

Total number of UJenius members from 2012 to 2017
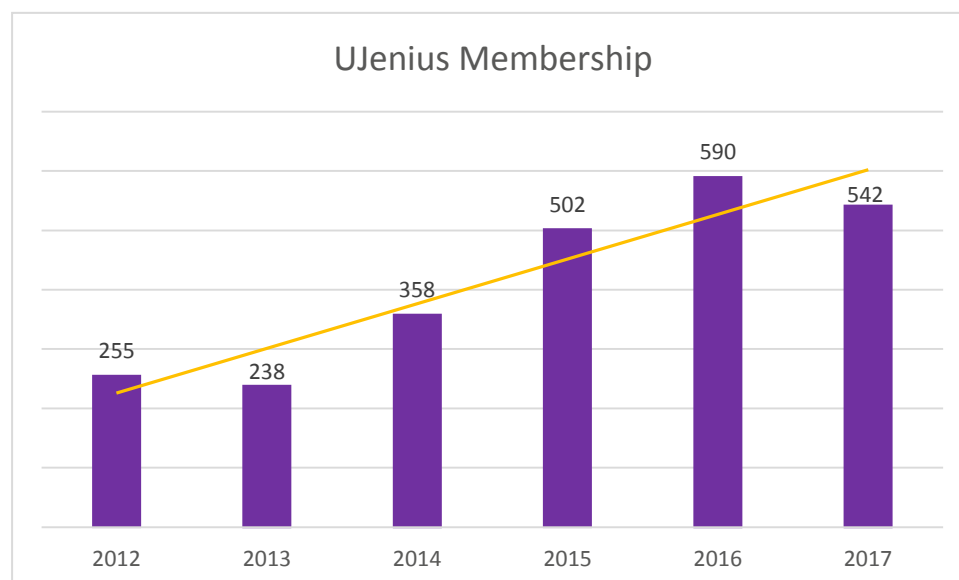
Total number of UJenius members per faculty from 2014 to 2017
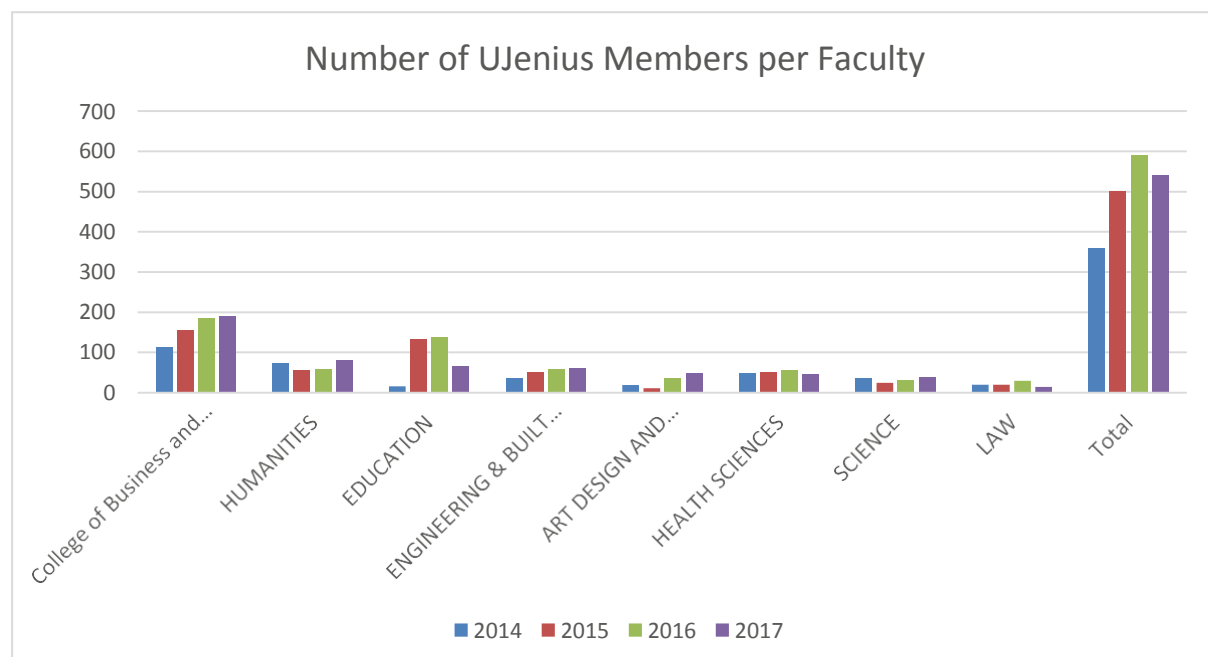
Faculty	UG Degrees		UG Diplomas		Total	
College of Business and Economics	119	22,0%	70	12,9%	189	34,9%
HUMANITIES	76	14,0%	5	0,9%	81	14,9%
EDUCATION	65	12,0%	0	0,0%	65	12,0%
ENGINEERING & BUILT ENVIRONMENT	8	1,5%	53	9,8%	61	11,3%
ART DESIGN AND ARCHITECTURE	38	7,0%	10	1,8%	48	8,9%
HEALTH SCIENCES	24	4,4%	22	4,1%	46	8,5%
SCIENCE	32	5,9%	6	1,1%	38	7,0%
LAW	14	2,6%	0	0,0%	14	2,6%
Total	376	69,4%	166	30,6%	542	100,0%

Recommendations and Goals for 2018

- 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 a closer engagement with Top Achieving and Orange Carpet students.
- 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.
- 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.

African Insights

African Insights is a fully online module that was launched in April 2017. This NQF level 5, (15 credit) module is compulsory for all first-time entering first-year UJ students. The purpose of the module is to expose students to the great minds who pioneered modern African literature, political thought and various social causes – from LGBTIQ+ rights to feminism. The module covers a wide range of content, including how the notion of belonging in Africa is defined, the present relevance of the Freedom Charter, the value and limitations of the South African Constitution, the problem of language and the hegemony of the English language. The module culminates a discussion of the history of African slavery and political exile, and explores the way forward by interrogating the so called African renaissance.

Initially, 1,170 students were enrolled to participate in a pilot offering and at the end of June 2017 an additional 9,120 students were enrolled in the main module. The total enrolment for this course was 10,290 students. By the end of January 2018, 3,010 students completed the module, while the remaining 7,280 have been re-enrolled to complete the module in 2018. The Faculty of Engineering and the Built Environment has included the module in a number of their qualifications for 2018 – the first faculty at UJ to do so. The overall completion rate for 2017 is 29.1%.

	Enrolled	**Students who completed**	**Completion rate**
Pilot	1170	147	12.6%
Main offering	9120	2849	31.2%
Total	10290	2996	29.1%

In addition to exposing students to a range of very interesting and necessary content, the module engaged with students on various platforms. The African Insights module developed a relationship with UJFM. The result was a weekly slot where the tutors of the module could discuss the various topics and ideas being covered that week. Students were also invited to attend three excursions that were related to the content of the module. These three excursions included:

- May 2017: 80 students were invited to attend a stage adaptation of Can Themba's "The Suit" at the Market Theatre.
- September 2017: Approximately 150 students visited various museums in Soweto and surrounding areas. The students started at the Walter Sisulu Open Air Museum, where the signing of the Freedom Charter is commemorated, before visiting Mandela House and the Hector Petersen Museum in Orlando West. The excursion ended at the Apartheid Museum.
- November 2017: approximately 150 students were taken on a tour of Hillbrow and the Ponte City Towers. Dlala Nje, a community centre located in the Ponte, raises funds by taking people on tours of Hillbrow and surrounding areas. Students were taken to the inner core of the building where they were given an opportunity to explore the rock formation at the centre of the building's

foundations. They were also taken to the 51st floor of the building where tour guides discussed the history of the suburb, its cosmopolitan community and the infamous building, which was once declared the world's tallest vertical slum. The tour ended with a discussion about the African Renaissance, which was facilitated by Nicolaus Bauer, the eNCA reporter and UJ alumni.

Winter School 2017 – Feedback Report

Winter School (WS) 2017 was presented on three campuses: 11July at APK; 12 July at DFC and 13 July at SWC. There was substantial interest in the 2017 WS and although actual attendance was slightly lower than we hoped for, feedback from participants was very positive and appreciative. Participants expressed the feeling that they emerged from the various presentations enthused and enriched.

Logistics

The WS operations team made all the necessary arrangements which included the booking and allocation of venues and the arranging of the required media. The WS programme unfolded very well with one venue clash which was quickly and efficiently resolved.

Programme and Presenters

The 2017 WS programme was once again wide ranging and interesting. Presenters who had participated in the past two years were invited to participate again and their ranks were expanded with a number of new presentations being included in 2017. New presentations included: Entrepreneurship (conducted by SBDC); Study skills (Dr. Kubeka from ADC) and Understanding your writing (Ms Ngamlana from ADC). A total of 31 presentations were offered with five of these repeated on all three campuses. These were "Money matters, being financially savvy", "Workplace etiquette", "Understanding contracts and labour relations", "Excel workshop" and "Reproductive health for high school students".

Marketing

The preparations for the Winter School began late – the middle of May. While Advancement and the Marketing team did their best to market through posters, pamphlets, social media, circulars and interviews on UJFM, it was probably too late and did not get the exposure it required. Presenters were also asked to market their slots; this was done well by the Advancement presentation "Understanding social media" where staff from Advancement attended. The study skills workshop was also well attended as high school students were recruited for the session by the presenter.

Attendance

The online booking system received more than 900 bookings with 267 bookings made for APK sessions; 419 for DFC sessions and 207 for SWC sessions. Not everyone who booked attended sessions and only 410 participants attended the WS. The three most popular topics were: Gene in a Bottle, Social Media and Money matters.

Registration/Marshals

Senior students were used in a variety of capacities to facilitate the WS. This included 15 marshals, some of whom were peer buddies. The marshals were appointed to direct participants to venues, answer queries, set up and man the Registration Desk on all three campuses.

Feedback from participants and presenters

Participants were invited to complete a feedback form after the presentations. In general, the feedback was extremely positive. The presentations were rated as "Excellent" by 84% of participants with 85% indicating that they would like to attend another Winter School at UJ. The booking and on-campus registration received a rating of "Excellent" by 55% and 57% of participants respectively. A more detailed analysis of the feedback, including the suggestions for possible topics can be made available.

Participants' most positive comments

"Interesting and fruitful session."
"Thank you for the presentation it gave me courage for higher education."
"I love UJ."
"Great facilitator."
"Lecture interesting and exciting."
"Lecture presented in a fun way."

Recommendations

Preparation for the Winter School Enrichment Programme should start earlier in the year. This will enable the organisers to get staff involved in suggesting topics and presenting relevant and interesting material.

Lessons that target high school students should be free and recruitment of students should start early.

The Winter School was coordinated by Soraya Motsabi (Coordinator), Zizi Masiza (Winter School Administrator) and supported by Kevin Reddell (website, brochure, booking/payment system and photography) as well as a number of colleagues from UJ Advancement. Thanks to the marshals and to Dr van Zyl, Director of ADC, who was the overall Manager of the 2017 project.

Online Programmes with Academic Partnerships

In 2017, three online Master's programmes, in Public Management and Governance, Public Health, and ICTs in Education, were successfully launched. The Master's in Educational Management was launched early in 2018, and five more programme launches will follow in 2018. Further details are indicated below:

Online programme	HEQC accreditation status and date	Launch date	Enrolment for May 2018 modules	Total module enrolments to date
Master of Public Management and Governance SAQA: 99762 on 15.06.17	Accredited 10.03.17	15 Jan 2018	5	(3rd intake) 5+3 = **8**
Master in Public Health	Accredited 01.09.17	23 Oct 2017	44	(4th intake) 44+71 = **115**
Master of Education in Information and Communication Technology	Accredited 23.06.17	23 Oct 2017	62	(4th intake) 62+107 = **169**
Master of Education in Educational Management	Accredited 12.12.17	12 March 2018	43	(2nd intake) 43+28 = **71**
TOTAL MODULE ENROLMENTS			154	363
BCom in International Accounting	Accredited 13.04.18	July 2018	N/A	N/A
Advanced Diploma in Financial Markets	Accredited 12.12.17	July 2018	N/A	N/A
Advanced Diploma in Logistics SAQA: 101960 (Contact accredited)	No word yet from CHE	July 2018 – awaiting CHE response	N/A	N/A
Advanced Diploma in Transportation Management SAQA: 101963 (Contact accredited)	Accredited 12.12.17	July 2018	N/A	N/A
Bachelor in Human Resource Management SAQA: 101965 (Contact accredited)	Accredited 24.04.18	July 2018	N/A	N/A