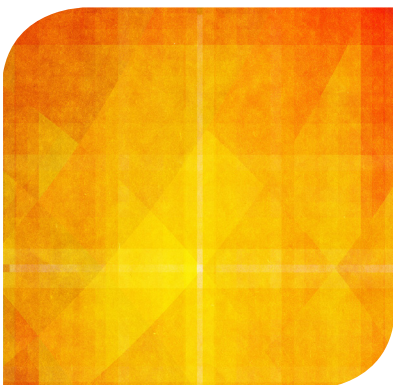




ANNUAL REPORT

2018

ACADEMIC DEVELOPMENT AND SUPPORT





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RETHINK. REINVENT.



ACADEMIC DEVELOPMENT AND SUPPORT

OVERVIEW

The Division of Academic Development and Support (ADS) comprises multiple initiatives with the overall purpose of providing the best possible academic experience for undergraduate students in South Africa, and consequently of maximising retention, success and throughput. Our focus is on contributing substantially to the reduction of dropouts, and to improvements in the module pass rate and the degree throughput rate. The intellectual, professional and personal development of our students is entrusted into our care, and it is our responsibility to provide cutting-edge interventions, including psychosocial 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, as we strive to become a leader and pioneer of the Fourth Industrial Revolution in terms of teaching and learning. The opportunities and effects of the 4IR are foregrounded in the learning experience, to maximise participation and agency. 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 currently stabilised around the 85%-86% mark. The undergraduate degree credit success rate, over six years, has been as follows:

Undergraduate degree credit success rate

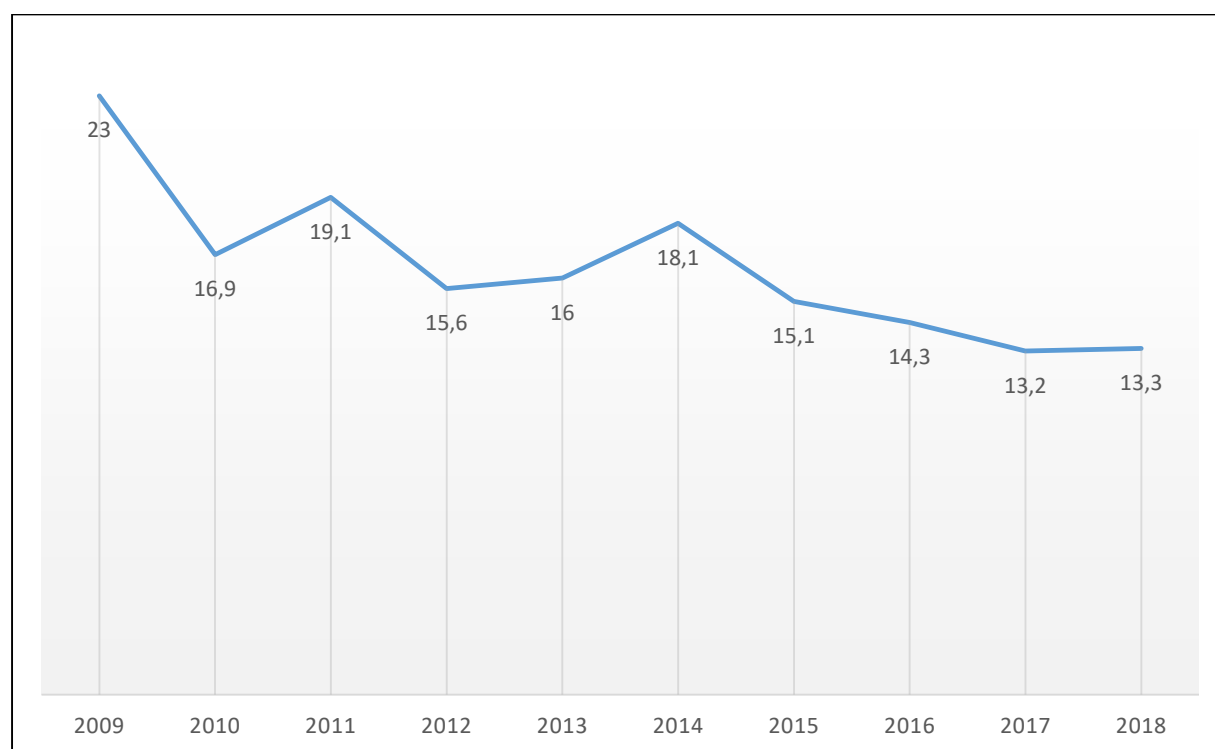
2013	2014	2015	2016	2017	2018
83,3%	84,5%	85,5%	85,4%	85,6%	85,6%

This impressive and consistent credit success rate must be 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 steadily declined over the past decade, and our intention is to drive it down further, as a result of early intervention, making use of Blackboard Predict and by a focus on

improving the module pass rate in priority modules, which will in turn reduce the number of F7 (academically underperforming) exclusions. The current dropout rate (students registered in 2018 and not returning in 2019) is 13,3%. This may improve slightly during 2019, as students continue to return. It is interesting to note that while the overall dropout rate remains consistent over two years, there are significant variations, within a few faculties, of 4-5% over these two years, which will require further understanding.

Dropout Rate



Cohort analysis provides an understanding of programme completion rates. Completion in minimum time is represented by 'M'. A student requiring an additional year to complete a programme thus completes in 'M + 1'. With regard to the 2016 cohort registered for undergraduate three-year programmes, completion in minimum time remains at 38%. With regard to the 2015 cohort, the programme completion rate after M + 1 is 55%, which is the highest M + 1 completion rate achieved in five years. A Priority Programme Index is being developed, which will identify programmes with the most significant impediments to progression and completion. Close attention to priority modules will improve programme completion rates.

Cohort analysis by year of first registration

	2011	2012	2013	2014	2015	2016
Completion in minimum time (M)	30%	33%	38%	35%	38%	38%
Completion in M + 1	20%	18%	17%	15%	17%	N/A
Cumulative completion after M + 1	50%	52%	54%	51%	55%	N/A

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

ACADEMIC DEVELOPMENT CENTRE (ADC)

ADC is a Centre consisting of three units, namely ADC Access, Academic Development Innovation (ADI) and the Department of Academic Literacies. 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 2018 ADC initiated a number of high-impact interventions in order to impact student success at UJ more actively.

The highlight of the year for ADC was the first full implementation of the Integrated Student Success Initiative (ISSI). ISSI aims to impact student success at UJ, in terms of module pass rate, degree completion rate and the dropout rate, with a data informed process that focuses UJ resources where they can make the biggest difference to student success. The strength of ISSI is the collaborative participation of all eight Vice-Deans Teaching and Learning. During 2018, ISSI made an impressive positive impact across the faculties. The ISSI interventions were focused on the UJ Priority Module Index which identifies the 20% of modules where most funded credits were lost during the previous academic year. The actual interventions involved active engagement with the lecturers of 90 modules, consisting of five each per semester from each faculty and 10 from the College of Business and Economics (CBE). Faculty representatives were asked to complete an initial analysis and create an initial intervention plan. After this, ADC staff with representatives from CAT and other support services met with the academics responsible for the various priority modules. At these meetings the intervention plan was refined and finalised. This was followed by implementation during the semester. Additional UJ resources – in the form of the strategic tutor fund and ADS-provided seed funding for ISSI implementation – were made available to stimulate the growth of ISSI. It is envisioned that further resources will be refocused to support the implementation and goals of ISSI from 2019 onwards.

The initial evaluation of the impact of ISSI yielded encouraging results. There is a correlation between actual intervention activity and student performance, with the modules classified as having had active interventions showing an average 7% improvement in their module pass rates.

The successful Intensive Revision Programme (IRP) also continued during 2018 and was in many instances incorporated into the ISSI planning regime. 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 Two (Excellence in teaching and learning) as this relates directly to the core business of ADC. Significant contributions were also made to Strategic Objective Three (International profile) through the English Language Programme (UJELP) as well as the work of the SANRC.

ADC Access

ADC Access, responsible for ADC's extended diploma programmes, continued its excellent work in 2018. The work was focused mainly on the Doornfontein Campus, but also extended to the Soweto and the Bunting Road Campuses. During the year, ADC Access taught approximately 727 first-year students registered in FEBE, Humanities and CBE. The module success rates of 10 of the 15 extended programme groups were above 90%, with seven of them performing at 95% and above. Three major additional highlights in 2018 were the following. First, the success rates of extended diploma offerings were found to be at their highest level (88,3%) since 2009, and those of the FEBE extended degree offerings in their first year were 91,9%, those in CBE were 91,8% and those in Humanities were 97% in spite of the students registered for extended qualifications not meeting the regular entry requirements. Second, ADC Access was invited to participate in the 2019 and 2020 to 2025 enrolment planning for the three faculties, which ensured that the number of FTE students registered for extended programmes was adhered to as far as possible in order to maximise the Foundation Grant funding. Third, ADC Access held an extremely successful motivational Student Conference for 727 students with speakers from industry, and successful past extended students sharing their stories of struggle and success.

Academic Development and Innovation (ADI)

ADI comprises two components: the University of Johannesburg English Language Programme (UJELP) and the Learning Development (LD) unit. The latter unit has representation across the four UJ campuses. During 2018, ADI continued to make strides in UJ through a variety of initiatives. Some of its staff taught in two credit-bearing modules: Mastering Academic and Professional Skills (MAPS), which includes MAPS Eco, offered in the College of Business and Economics (CBE) and MAPS Hum, offered in the Faculty of Humanities. The MAPS modules involved 535 students and the two modules both registered pass rates in excess of 90%.

In addition to teaching and learning, ADI led several innovative programmes and interventions contributing towards the reduction of student dropout, the strengthening of both First Year (FYE) and Senior Student (SSE) Experience, as well as the student success initiative (ISSI). For the first time, ADI coordinated the student-mentoring programme at UJ by means of continual engagements with UJ stakeholders, mainly in faculties and residences. A total of 6 549 students attended either a mentor training session, individual consultations, group consultation, a study skills workshop or any other intervention delivered by ADI staff members.

A new Reading in the Discipline (RID) initiative was launched in 2018 in the Faculty of Humanities. This new approach involved the development of material to assist students with the academic reading they are faced with, and about 430 students attended RID workshops. In addition, RID interventions ranging from individual to group consultations were made in 2018, reaching an additional 235 students.

A particular highlight in ADI was that the UJELP programme continued in its trajectory of growth during 2018, both in terms of number of students completing the Placement Test (PT) as well as those participating in UJELP as a short learning programme (SLP). The testing component of UJELP assessed 308 international students in terms

of their language proficiency compared to 178 in the previous year. At the end of 2018, 30 students had completed the UJELP programme from A1 to C2 level.

Department of Academic Literacies

The Department of Academic Literacies continued to strengthen its contribution to teaching and learning with three key modules, namely, English for Law (EFL), Language and Skills for Science (LSS), and Language for the Economic Sciences. The extent of student engagement with the consultants of the four UJ writing centres was impressive. In total, 5 575 consultations were completed. This included one-on-one and small group consultations, which increased the actual number of individual students seen at the UJ writing centres to 10 282 students – the highest figure recorded to date and double the number recorded in the previous year. Strengthening academic writing at UJ remains a crucial and ongoing project.

During 2018, the UJ First Year Experience (FYE) and Senior Student Experience (SSE) continued to strengthen its contributions, by means of a refocusing of the UJ FYE/SSE initiative. This included a consultative process during which seven new focus areas were chosen for the 2019-2021 period. The seven focus areas developed are:

- The more effective use of senior students to enable and support student success.
- Improved academic staff development and the further professionalisation of higher education.
- More effective gathering, distribution and use of student profile and experience data.
- The creation and expansion of online support hubs for students and staff.
- The First Year Seminar and extended orientation.
- Preparing students for postgraduate studies and lifelong learning.
- Preparing students for the world of work and active citizenship.

The leading role of the UJ FYE projects in South Africa was once again recognised, by invitations to contribute to FYE projects at other universities, and by contributions to FYE conferences.

The South African National Resource Centre for the First-Year Experience and Students in Transition (SANRC) is a DHET-funded national centre housed within the Academic Development Centre. In 2018, the SANRC made significant progress on several key projects. The National FYE Inventory Project culminated in a research article scanning the state of FYE in the country, 'The First-Year Experience in South Africa: A National Perspective'. The National Campaign on Good Practice in Orientation made good progress in terms of a set of draft national guidelines toward good practice in the field of orientation. During the course of working on this project the SANRC has reached out to many orientation professionals whose various inputs and insights will shape the final version of the national guidelines for good practice in orientation. A SANRC guest-edited edition of the DHET accredited *Journal of Student Affairs in Africa* (JSAA) was released as Volume 6 Issue 1 of 2018. In addition, the National FYE good practice guide (in which the UJ FYE is featured as an exemplar) was published online at the beginning of the year. A national FYE conference was held in Durban, KwaZulu Natal on 23-25 May 2018. Though a young and developing conference, it attracted a sizeable number of delegates. Keynote speakers included

Prof Emmanuel Mcqwashu, Dean of Education at Rhodes University; Prof Sandile Songca, former Deputy Vice-Chancellor: Teaching and Learning at University of Zululand; and Dr Laura Dison, convenor of the PG Dip Programme at the University of Witwatersrand (Wits).

CENTRE FOR ACADEMIC TECHNOLOGIES (CAT)

The Centre for Academic Technologies supports innovative and evolving technologies for teaching and learning by encouraging the smart use of academic technologies. In 2018, CAT used a variety of strategies to train and support staff and students in online and blended teaching and learning. CAT staff implemented and supported the Faculty of Law in the use of Blackboard Predict, a learning analytics solution. 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.

In 2018, 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) a Carnegie Corporation of New York funded project on #FeesMustFall and Blended Learning with UCT, UP and UFS, and (b) an Economic and Social Research Council/Newton funded project – Southern African Ruralness in Higher Education (<http://sarihe.org.za>) with Bristol University, the UJ Chair for Teaching and Learning, and the Universities of Rhodes and Fort Hare on 'ruralness': How do rural students transition to university, and what skills and ways of knowing do they bring?

Blended learning and teaching at UJ

In 2018, 11 705 undergraduate UJ students completed the online *Student Technology Use* survey. UJ students are increasingly digitally literate (having digital knowledge and skills) and fluent (moving between devices and platforms). Overall, the average device ownership was higher in 2018 than in 2017, with 98% of students reporting that they own at least one of the following devices: a smartphone, a tablet, a laptop, or a desktop. The use of Blackboard (Bb) for online assessments is high (80%). Lecturers also use the Bb Grade Centre to display results (91% of students reported viewing their results on Bb). Using the LMS for collaborative activities is increasing, with 46% reporting they have used a discussion tool (Wikis, blogs, journals) to interact or work with classmates. Some 'flipped classroom' activities are taking place – 28% said that they had a lecture that was substituted by an online video or audio lecture. Sixty-six percent have completed a test or assessment outside any formal UJ venue, and 73% have been given a real-world problem to solve in any assignment or assessment.

Combining data from the staff and student surveys, and the Bb tool use analysis, we concluded that at least 760 of the current 2 514 modules on Blackboard are blended. The 2018 online *Teaching with Technology* survey confirmed that there is a significant expansion in technology use for teaching. In 2018, 92% of all undergraduate modules (a 10% increase from 2017) was on Blackboard, an essential step for a blended learning approach. Data from the use of Blackboard tools indicate that lecturers are using the LMS for much more than information sharing and communication. Online assessments, rubrics for marking, the grade centre, collaborative group assignments,

discussion tools and Bb 'collaborate' have increased significantly over the past three years, and particularly in 2018.

CAT staff and student training and support

During 2018, the CAT instructional designers (IDs) facilitated 52 Blackboard functionality workshops on the four different campuses. These workshops were attended by 700 lecturers. In addition to the workshops IDs also visited 64 departments and facilitated 18 customised workshops. CAT staff offered a large number of Turnitin workshops to both students and staff, including presentations to the Library and Postgraduate Centre. CAT IDs are an integral part of the Integrated Student Success Initiative (ISSI), participating in meetings and supporting lecturers and tutors. IDs supported UJ staff telephonically and via email when there were individual Blackboard queries. A number of CAT staff were involved in the design, development and facilitation of three modules of the Postgraduate Certificate (PGDip) offered to higher education practitioners at UJ.

During the 2018 FYS, CAT staff saw over 4 000 first-year students across all campuses for (a) a general introduction to the UJ online environment, e.g. uLink, Wi-Fi connectivity and password reset; (b) a focus on apps for learning e.g. Blackboard and JoziFreeWiFi; (c) a hands-on introduction to Blackboard and the 2018 FYS Bb module; and (d) where to find help for any e-learning related questions. Also, CAT e-buddies helped over 1 500 students at the various student centres to download important learning apps on their cellphones and tablets.

Technical support and development: uLink and Blackboard

CAT is responsible for the development and upkeep of uLink, UJ's single sign-on access to the student and staff portal. During 2018, the uLink functionality was increased, adding features such as links to miEbooks to ensure that students can download their e-books. Regarding uLink use, there were over 10 million individual logins in 2018; during the core ten academic months in 2018 uLink had approximately 40 000 daily individual student logins. The module registration process on Blackboard was partially automated for 2018. In 2018, we had over six million individual logins to Blackboard.

CAT Lab: Supporting innovation in teaching and learning

The CAT Lab (UJ's Teaching and Learning Innovation Laboratory) has been fully functional since 2017 with three permanent staff members and three student interns. The CAT Studio (for the collaborative development of online learning products) 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. During the 2018 academic year, the Lab has produced several digital artefacts for UJ. These artefacts were developed for Higher Education Partners South Africa-UJ online and blended learning modules. The fully online related artefacts were interactive teaching and learning objects, videos with green screening, and interactive PowerPoint templates.

Professional development in UJ artefacts includes a Postgraduate Monitoring System prototype, as well as a separate training program (also online) for external examiners,

a MAMS interactive online training program, and several 'How-to' Blackboard training videos and interactions. Involvement and continuous interaction with teaching innovation projects include an Electronic Engineering Game with Dr Reolyn Heymann, creating a Virtual Lab 4.0 for Mechanical Engineering with Prof Kapil Gupta, and advising on the development of two Biochemistry apps (Siyafunda and Phambili) with Prof Liza Bornman (awaiting implementation at two private companies). Dr Arno Louw presented six workshops on e-learning and 4IR.

Learning and teaching with tablets

This (2018) was the fourth year of distributing iPads to qualifying NSFAS first-year students, with a total of 2 500 iPads and 500 Lenovos handed out. All students received basic instructions in the iStore on how to use the iPad. A streamlined process for iPad distribution was put in place: (a) sourcing of an accurate first-time list of eligible students from Student Finance, (b) and notification by bulk SMS and email, as well as a popup on uLink, to alert students to their eligibility for an iPad. In total, 80% of the iPads were distributed in the first six weeks.

E-textbooks for UJ students

In 2018, UJ made R18 million available for e-textbooks to first-year students across faculties. A total of 48 000 students qualified to receive 61 different e-textbooks; 63% 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 recognises the value of affording students the opportunity to develop skills and strengths to improve self-regulatory behaviour, emotional stability, coping behaviour and resilience. While there is a strong need for individual, problem-focused interventions, PsyCaD also continues to offer interventions and programmes that focus on the holistic development of UJ students.

There has been a significant increase in the number of individual students requesting counselling services, from 11 889 in 2017, to 13 327 in 2018. The most significant increases were seen in the following areas:

- Advisory/walk-in service: Increase from 5 475 (2017) to 5 899 (2018).
- Counselling/therapy: Increase from 5 437 students (2017) to 6 155 (2018).
- Students with disabilities: Increase from 137 (2017) to 325 (2018).

In addition to face-to-face counselling, PsyCaD also has a 24-hour Crisis Line. Of particular concern was the increase from 17 suicide-related calls in 2017, to 54 in 2018. Of note is that 46 staff members also called the Crisis Line in 2018.

These figures indicate not only an increasing need for counselling, but also an increase in the severity of psychosocial problems. Given the increased demand, PsyCaD is constantly finding more innovative ways to assist students. One of these has been to use the UJ Blackboard Learning Management System (LMS) as a

platform for engaging with students. PsyCaD created a uLink module on Blackboard for Psychological Services, Career Services as well as Disability Services.

Liaison 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 2018 with a focus on both screening and immediate resolution of any emotional, academic or psychosocial issues that students were experiencing.

The PsyCaD Career Services unit pursued a number of enhancements to its services offered, as proposed in the Career Services Strategic Plan 2019-2024, to increase the utilisation of career services among our primary clients, namely prospective UJ students, our enrolled students and graduates. The following initiatives and enhancements have been pursued and completed:

- The application of information technology and an online Career Services Portal.
- The optimisation of the career counselling and consulting services.
- The expansion of the Recruitment Programme into the online environment.

SPECIAL PROJECTS

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

DHET University Capacity Development Grant (UCDG)

During 2018, the previous Teaching and Research Development Grants (TDG and RDG) were replaced by an integrated University Capacity Development Grant (UCDG). ADC played a leading and coordinating role in developing and submitting the integrated UJ UCDG proposal, which was approved for a three-year period. Of the total of R150 914 336 approved for this period, R49 480 200 was made available to UJ during 2018. ADC also represented UJ at the Centre for Research on Evaluation, Science and Technology Monitoring and Evaluation (M and E) Development workshops to develop an M and E framework for the UCDG. These workshops will lead to a DHET-approved UCDG planning template that will be in use from the second round of the UCDG.

The implementation of the UJ UCDG plan spans across ADS, faculties, the Research Office, and the Postgraduate Centre. ADS was responsible for some of the implementation as well as coordinating the DHET reporting and audits for the UCDG and the Foundation Grant of R40 128 000. UJ's commitment to the development of its students and staff is evident in that the University made additional funds available for some of the projects. Specific examples are the 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.

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 with ADS, the faculties and other divisions within UJ. Since 2012, the UJenius Club has celebrated the best and brightest young minds who, despite taking a full load of modules, have achieved an annual average of 75% with no module below 70% in the year preceding their membership. In 2018, 561 students were accepted into the UJenius Club. This is the fourth year in a row that more than 500 students achieved membership status. Of the 2018 members, 65,8% were enrolled for degrees, while 34,2% were enrolled for diplomas.

In 2018, UJenius participated in the Undergraduate Awards for the third year running. Undergraduate students all over the world were invited to submit research to an international judging panel. Brendon Roets in the Faculty of Health Sciences was lauded as a 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.

Of the 10 293 students who were enrolled, 2 820 completed in 2017. A total of 7 473 were enrolled in the module for the second time in 2018. Of these students, 1 172 had completed the module by 30 January 2019. This brings the total number of 2017 students who completed the module to 3 992, which is 38,8% of the initial cohort. In 2018, 10 234 first-year students were enrolled for the module. Of these, 1 383 were registered for a BEng Tech in the Faculty of Engineering and the Built Environment, which is the only faculty to incorporate the module into its curriculum. Of the 2018 cohort, 5 092 members have completed the module, which amounts to a 49,8% completion rate. When the two cohorts are combined, 9 084 students of the 20 527 UJ students who have been enrolled for the African Insights module, have completed – which amounts to a 44,3% completion rate. This clearly shows that there is now a greater uptake of the African Insights module resulting in many more students completing it annually.

UJ Winter School

UJ hosted its fourth successful 'Enriching Minds' Winter School during the first week of the University's two-week enrichment period, 10-12 July 2018, on three UJ campuses. More than 80% of students who attended the Winter School indicated that they found the programme enriching and would like to attend another Winter School in future. The following three most popular topics reflected the pragmatic interests of the attendees: Money Matters: Being Financially Savvy, Project Management and the Art of Mastering your Action Plan. For 2019, the UJ Winter School will be overhauled,

and a proposal to this effect to create a Winter School focused on the Fourth Industrial Revolution was approved at the last STLC meeting of 2018.

Online programmes portfolio 2018

The university's strategy to have a strong presence in the domain of online accredited programmes made its first impact in October 2017, with the launch of two Master's programmes in Information and Communication Technology in Education, and in Public Health. This impact has increased visibly during the course of 2018 with the roll-out of another two master's programmes in the first quarter of the year: the Master of Public Management and Governance, and the Master in Educational Management; and the following three undergraduate programmes in the second half of 2018: Bachelor of Commerce in International Accounting, Bachelor in Human Resource Management and the Advanced Diploma in Financial Markets. The module registrations per relevant programmes increased with each of the six (D1–D6) intakes, and after the closing of registrations for the D6 intake on 24 October 2018, the module registrations for the seven programmes amounted to 398 students.

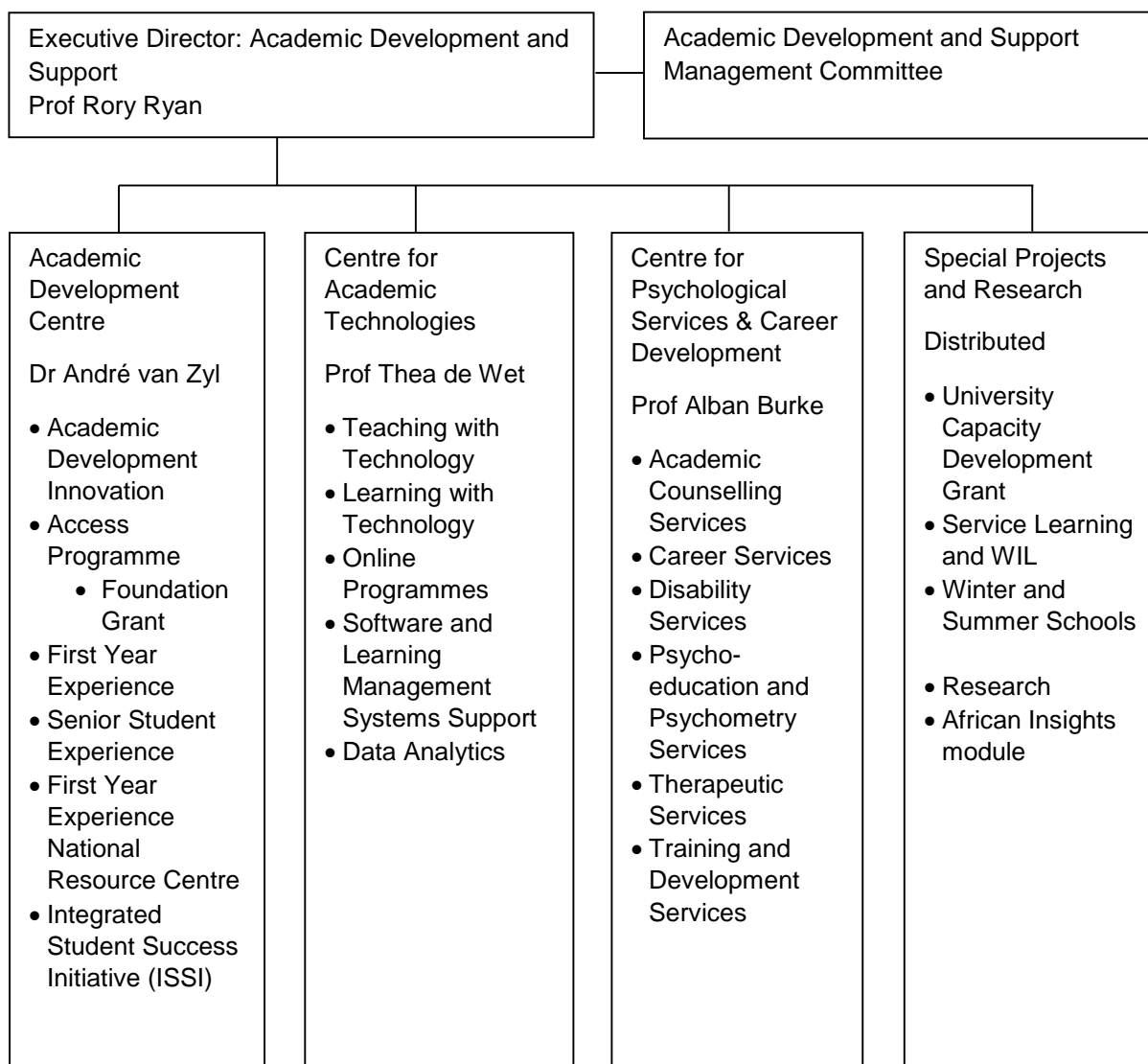
A number of scheduled Steering Committee Online Programmes meetings and other progress meetings and interventions were held between UJ and partner colleagues from HEP SA. More than 1 000 applicants completed a survey which provided a rich source of data for both UJ and HEP SA to work with, resulting in policies and procedures being streamlined with each intake, and different departments and divisions in UJ being able to take responsibility in the different fields. Even though the first intakes were small, the natural progression of the project and the changes made every two months ensured that the later intakes showed higher numbers and smoother processes. As we work towards higher enrolment numbers for 2019, improved strategies are constantly being put into place to process all applications as soon as possible and to ensure that a higher percentage of *admitted, not yet registered* students are turned into registered students.

THE WAY AHEAD

The Division of Academic Development and Support has been making powerful and demonstrable contributions to student success and wellbeing. The strengths of the Division are in its collaborations with academic staff and students, in constant reflection and innovation, and in empowering students. Our 2019 goals are to increase retention and success, and to produce graduates ready for the opportunities in a changing world of work.

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.

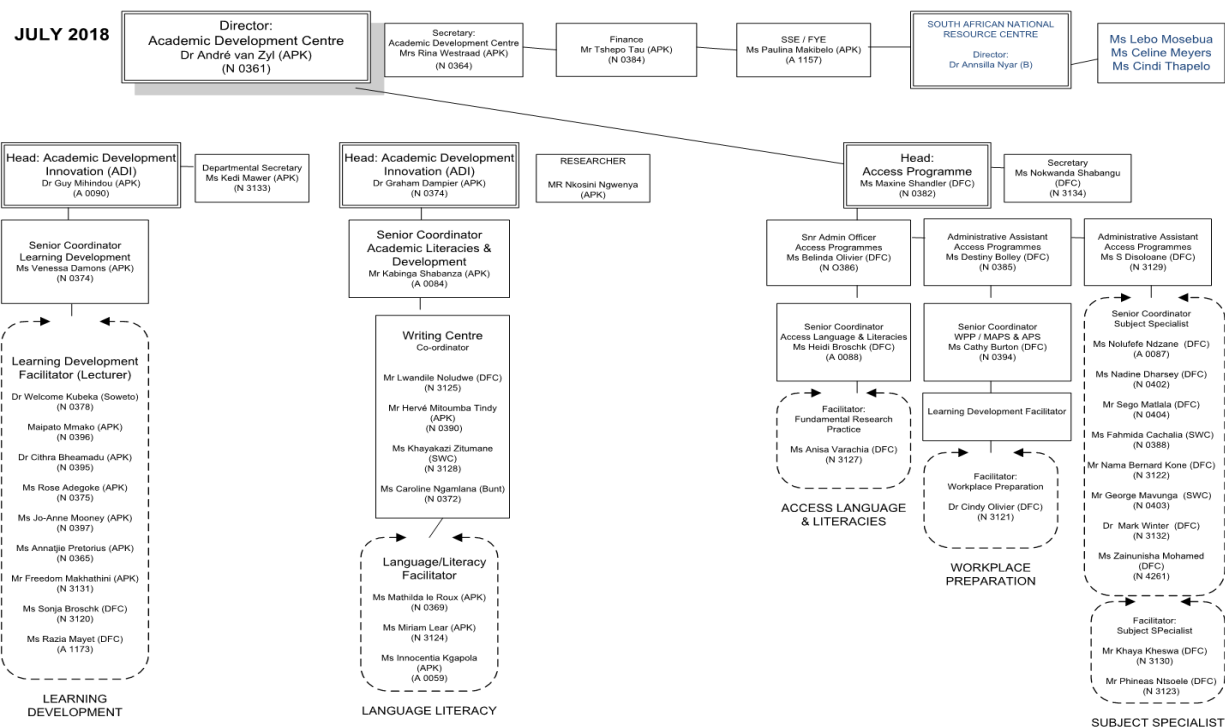


Operating Context

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 three units: ADC Access provides alternative access and support in the diploma programmes. Academic Development Innovation (ADI) is responsible for learning development and the Department of Academic Literacies (DAL) for literacy development. ADC 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

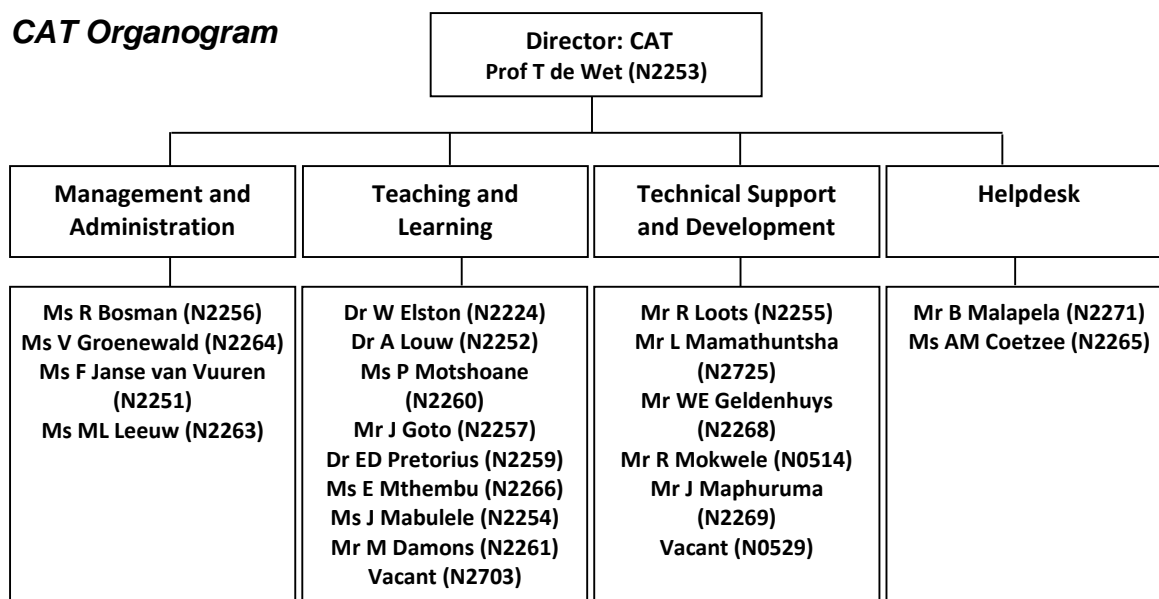
UJ Senior Student Experience (SSE) offices and as such provides direction and support for these two institutional initiatives. Lastly, the National Resource Centre for the First Year Experience and Students in Transition (SANRC) is also housed in ADC for administrative purposes.

ADC Organogram



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.

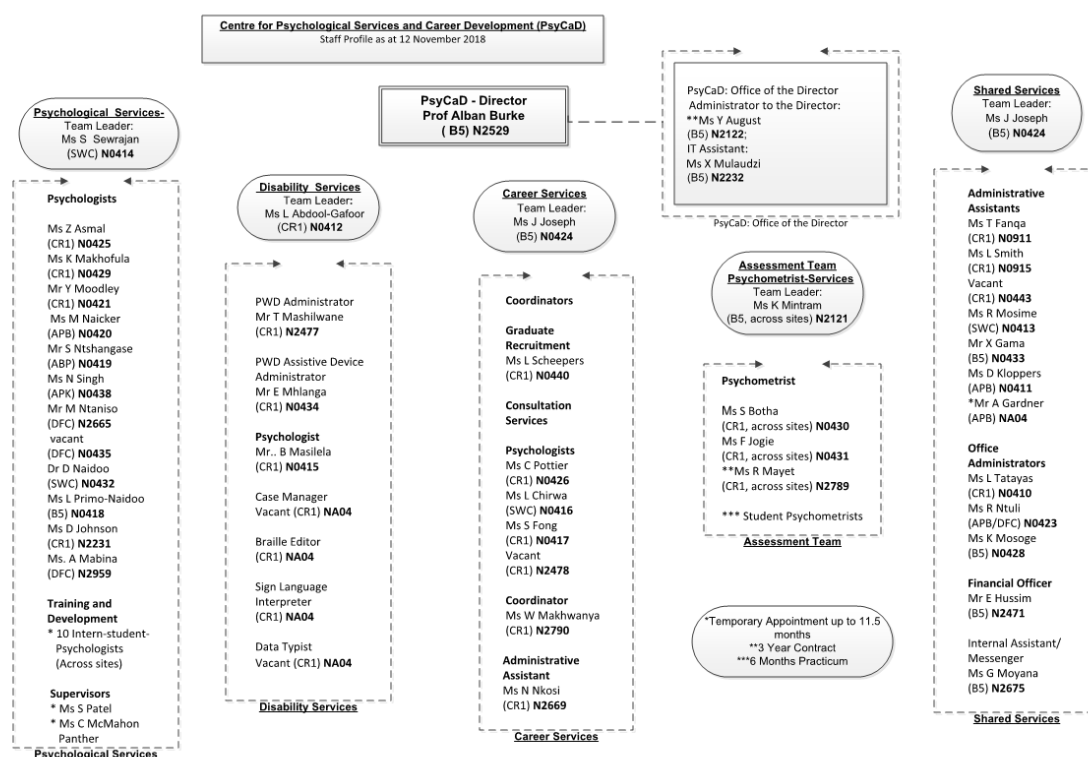
CAT Organogram



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 Student Success Committee, which in turn reports to 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.

The **PsyCaD** management committee consists of the Director of PsyCaD and the team leaders for Psychological Services, Shared Services, Disability Services, Psychological Assessment 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 'Underpreparedness of first-time entrants'. All the work done in ADC is aimed at improving student success and the centre's interventions are increasingly data informed. Sources of data include student academic performance, minimum-time completion rates and the student profile that has been built up over the past decade. By knowing and understanding the academic performance patterns and profiles of incoming students better, we are able to customise and focus the efforts of ADC where they are needed most and where they can potentially have the greatest effect. ADC initiatives in this regard include the nationally leading UJ FYE and SSE initiatives as well as the Integrated Student Success Initiative (ISSI). ISSI is driven by the Director of ADC and oversight and guidance are provided by the Student Success Committee (SSC). In addition to these efforts 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 under 5 minutes in 2018.

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. During 2018, in collaboration with CAT, significant progress has been made to ensure that material that is placed on Blackboard is disability-friendly.
- 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. A number of areas on

the different campuses were identified that needed to be improved. These areas have been prioritised and UJ Operations is busy with these projects.

- 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. Although the progress has been slow, there was a steady increase in the number of students identified who are deaf or have hearing impairments.
- Enhanced collaboration with the Human Resources (HR) 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. Because of this collaboration, and the successes that resulted, a decision was made to move the Staff with Disabilities from HR to PsyCaD in 2019.
- 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. A number of information booklets and videos were created and distributed in order to raise disability awareness.

STRATEGIC FOCUS AND TARGETS

ACADEMIC DEVELOPMENT CENTRE

The ADC vision, mission and strategic goals have been continually adjusted to remain aligned to the UJ Strategic Plan and to ensure the greatest possible impact of the centre. This has resulted in a radical repositioning of ADC with regard to its operating principles and practices during 2018. This was mainly brought about by the development, adoption and implementation of the Integrated Student Success Initiative (ISSI) from the first semester of 2018. This initiative has influenced and changed the broad ADC practices in a variety of ways, including:

- ADC has been restructured to ensure the best possible implementation of ISSI.
- ADC interventions have been moved from a relatively passive stance towards activism for greater academic success.
- Internal ADC resources and staff (including performance contracts) have been re-aligned to focus more on ISSI-related activities.
- Stronger collaborative partnerships to positively influence student success have been built between ADC and faculties, and other support departments.
- A process to use student success and performance data to guide and evaluate the effectiveness of interventions has been put in place.
- Various UJ resources have been more efficiently aligned and coordinated to work on ISSI initiatives aimed at supporting student success.
- Agile and fast responding structures to respond to the needs of the institution and to support student success have been established.

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 2018 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.

During 2018 ADC greatly increased its contribution towards 'supporting the improvement of undergraduate success rates' at UJ through its various initiatives and programmes. The implementation of the newly approved ISSI in addition to existing ADC initiatives provided data-informed and direct interventions aimed at improving both dropout and minimum time completion rates. This approach is coordinated by the Student Success Committee (SSC). The SSC is chaired by the ED: ADS, and all eight Vice Deans: Teaching and Learning are active participants in committee discussions and decisions. 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 growth 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 renewed its three-year partnership agreement with the National Resource Centre for the FYE in the United States and it hosts the annual national First Year Experience conference.

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 2018 academic year.

The 2018 implementation of the Integrated Student Success Initiative (ISSI)

As stated above, 2018 saw the first full year of implementation of the UJ ISSI initiative. ADC has played a leading role in the initial implementation under the direct oversight of the SSC, and with the full collaboration of the eight Vice Deans: Teaching and Learning, and reporting to the UJ STLC.

One of the important strands of the ISSI implementation is to coordinate and align existing institutional resources to be focused where they can make the biggest possible difference. During 2018 this included the following institutional developments:

- The establishment of the institutional Student Success Committee (SSC) under the leadership of the ED: ADS. The SSC met on a quarterly basis and actively contributed to and provided oversight to ISSI.
- Ensuring that all eight faculties have a dedicated Vice Dean: Teaching and Learning through the office of the DVC: Academic and with the assistance of the Deans.
- The identification, communication and use of institutional priority modules using the Priority Module Index (PMI).
- The alignment of the Strategic tutor fund to the PMI modules.
- The alignment of e-book allocations to the PMI modules.

The ISSI interventions are focused on modules identified through the Priority Module Index (PMI). The PMI is an instrument that is used to identify modules where the biggest possible impact can be made through interventions. These were the 20% of undergraduate modules at UJ in which the most funded credits were lost in a particular semester. Because of the formula used to calculate the PMI, it is focused on very large modules to the exclusion of smaller faculties. To counteract this, the UJ PMI list is subdivided into faculty PMI lists to ensure a more even implementation of ISSI. During 2018, these lists were used to identify the 45 modules (the top 10 in CBE and the top 5 in each of the other faculties) on which the first semester ISSI interventions would be focused. During the first semester of 2018 this resulted in 43 modules being identified for intervention and an additional 45 modules were identified in the second semester of the same year.

Once the PMI lists were created and distributed, ADC staff took the lead and worked with faculty staff through their Vice Deans. The first step was the development of a written internal faculty response to the issues in each of the priority modules. This was done by faculties on a template provided by ADC and submitted to the SSC. Once plans were approved, ADC initiated a meeting involving ADC representatives, the staff teaching the module concerned and any other stakeholders (such as CAT or PsyCaD). These meetings involved a detailed discussion about the issues raised in the faculty plans and led to a finalised intervention plan that would be implemented throughout the semester. The various ADC teams followed up with the Vice Deans: Teaching and Learning and with the responsible lecturers to pursue the interventions that had been agreed upon.

The last phase of the ISSI implementation consists of tracking and investigating of the possible effect of interventions. At the end of both semesters both the ISSI activity levels and the results of the various PMI modules were tracked and investigated. The activity levels for each module were rated on a scale from 0 to 5. Modules with a rating of 0 had no ISSI activity; those with a rating of 1 had the bare minimum activity (a plan and an initial meeting) and the rest had some or other level of active intervention activity. During both semesters there seemed to be a clear positive link between ISSI activity and pass rate as can be seen in the table below. This seems to suggest a positive effect by the collaborative efforts of ADC and other stakeholders in modules where their effort can make the biggest difference.

Activity level	Semester 1, 2017 (Baseline)	Semester 1, 2018 (Intervention period)	Semester 2, 2017 (Baseline)	Semester 2, 2018 (Intervention period)
0 (no activity)	82%	83% (+1%)	78%	75% (-3%)
1 (minimal activity)	76%	73% (-3%)	73%	74% (+1%)
2 to 5 (active intervention)	73%	79% (+6%)	75%	78% (+3%)

ADC led UJ in a very successful first year of the ISSI implementation. This has resulted in hundreds of interventions being focused where they had the potential to make the biggest possible difference. To support the implementation, appropriate institutional, faculty and ADC structures had been put in place. In addition to the ISSI interventions, substantial progress was also made in 2018 towards developing a Priority Qualifications (PQ) Finder. A PQ is defined as a qualification for which the minimum-

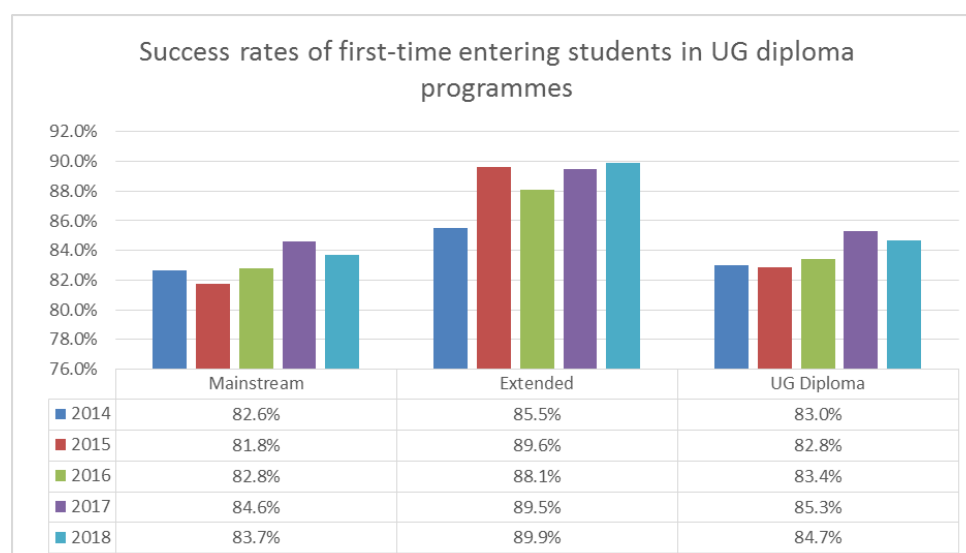
time +1 completion rate is substantially lower than expected and meets the other agreed upon criteria.

Although the ISSI implementations described above formed the mainstay of the ADC Literacies and Academic Development and Innovation staff, they also continued with existing interventions and work reported on below. ADC Access is the only exception to this because their efforts are exclusively focused on the extended Diploma programmes across UJ and linked to the Foundation Grant. 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. Historical data have shown that extended diploma students often outperform their mainstream counterparts. In data provided by DIPeM on success rates of first-time entering students in undergraduate diploma programmes from 2014 until 2018, the success rate for 2018 for undergraduate students decreased to 83,7%. The success rate in the extended diploma offerings increased to 89,9% in 2018.



In addition, the success rate for undergraduate students in FEBE for 2018 was 84,7%, while the success rate in the extended degree offerings in the same faculty was an excellent 85,5%. These results were achieved in the second year of implementation of the extended BEng Tech programmes despite the extended programme students not meeting the regular entrance requirements.

**Undergraduate mainstream degree
credit success rates per faculty**

YEAR	FEBE
2014	83,2%
2015	84,3%
2016	84,6%
2017	84,7%
2018	84,7%

**Undergraduate extended degree
credit success rates per faculty**

YEAR	FEBE
2014	78,7%
2015	87,1%
2016	86,0%
2017	88,3%
2018	85,5%

The following tables indicate the 2017 and 2018 student success rates in the Extended Curriculum Programmes and are followed by a brief trend analysis:

Faculty of Engineering and the Built Environment

Extended Curriculum Programme Name	Registrations 2017	Module Success Rate 2017	Registrations 2018	Module Success Rate 2018
B Construction	47	93%	44	88%
BEng Tech in Physical Metallurgy	45	94%	39	83%
BEng Tech in Extraction Metallurgy	44	97%	51	90%
BEng Tech in Mech Engineering	40	94%	44	95%
BEng Tech in Indust Engineering	69	92%	66	91%
BEng Tech in Civil Engineering	46	92%	64	96%
BEng Tech in Elec Engineering	38	97%	35	94%
Dip: Operations Management	51	95%	45	95%
Dip: Management Services	47	95%	61	97%

Faculty of Humanities

Extended Curriculum Programme Name	Registrations 2017	Module Success Rate 2017	Registrations 2018	Module Success Rate 2018
Dip: Public Relations	53	90%	46	97%

College of Business and Economics

Extended Curriculum Programme Name	Registrations 2017	Module Success Rate 2017	Registrations 2018	Module Success Rate 2018
Dip: Human Res Management	70	92%	67	89%
Dip: Small Business Management	42	83%	36	85%
Dip: Logistics	44	95%	42	98%
Dip: Transportation	15	91%	21	95%

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 10 of the 15 extended programmes having module success rates above 90% with seven of them performing at 95% and above in 2018.

Academic Development and Innovation

In 2018 Academic Development and Innovation (ADI) saw structural changes brought on by the appointment of an additional Head of Department within ADC. The decision was taken to separate Learning Development from Academic Literacies. To this end, it made structural sense to couple UJELP with Learning Development, and Academic Literacies with African Insights.

ADI comprises two main units: Learning Development (LD) and UJELP. The LD unit contributed to student success by teaching 535 undergraduate extended degree students. Pass rates of 95% for MAPS Economics and 90% for MAPS Humanities were achieved. A particular highlight in 2018 was that the 160 students from the Faculty of Humanities enrolled in MAPS, were taken on an educational excursion to Mozambique as part of their MAPS experience, accompanied by ADC staff. The excursion was financed by the Division for Internationalisation and fully organised and coordinated by ADI staff members. The trip was arranged to be an integrated and inductive learning experience. Students were expected to produce a report in the form of a reflective portfolio at the end of the journey.

ADI continues to provide customised and just-in-time study skills interventions to students in the faculties. Below is the summary of the number of learning development workshops, focus group consultations, residence academic advisors workshops and individual consultations conducted during 2018.

Learning development activities in 2018

Type of activity	Number of workshops presented	Number of students attended
Learning development workshops	121	7 612
Focus group consultations	32	251

Residence academic advisors workshops	4	231
Workshops in collaboration with the Department of Educational Psychology: Masters project	42	88
Individual consultations		533
Total	199	8 715

One of the new initiatives being driven by ADI is the increase and improvement of volunteer peer **mentoring** at UJ. One of the senior team members in ADI was appointed as the student learning specialist, working towards strengthening peer mentoring at UJ. During 2018 the mentoring initiative focused on standardising mentor training and on growing a mentoring culture at UJ. Below is the summary of mentoring related activities conducted in 2018:

Training of mentors in 2018

Faculty	Dates	Mentor attendance
CBE	25 January	173
CBE (STH)	29 January	15
CBE (BAcc Mentor buddies)	05 February 15 May	20 12
Health Sciences (Nursing mentors)	18 May	66
Humanities and CBE BA Humanities and BCom Extended degrees (MAPS modules)	31 January and 01 February	8 + 10
BPSA Education Foundation Mentoring	Continuous	6
ISFAP mentors (Ikusasa Student Financial Aid Programme)	18 July	6
Total		316

- UJ English Language Programme (UJELP)**

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

During 2018, UJELP has made great strides with the number of students increasing gradually since its inception in 2015. Last year, 30 students successfully completed their C2 level, and therefore qualified for the UJELP proficiency certification; 110 students from all around the world progressed with relative ease through all six UJELP levels.

- **Reading in the Discipline (RID)**

Reading is a linguistic privation to most students who come from disadvantaged backgrounds, resulting in the lack of the necessary reading skills to help them succeed at university. The Reading in the Discipline (RID) programme is geared towards the alleviation of reading challenges faced by students, especially at undergraduate level. It was initiated in 2018 and will grow substantially during 2019.

Department of Academic Literacies

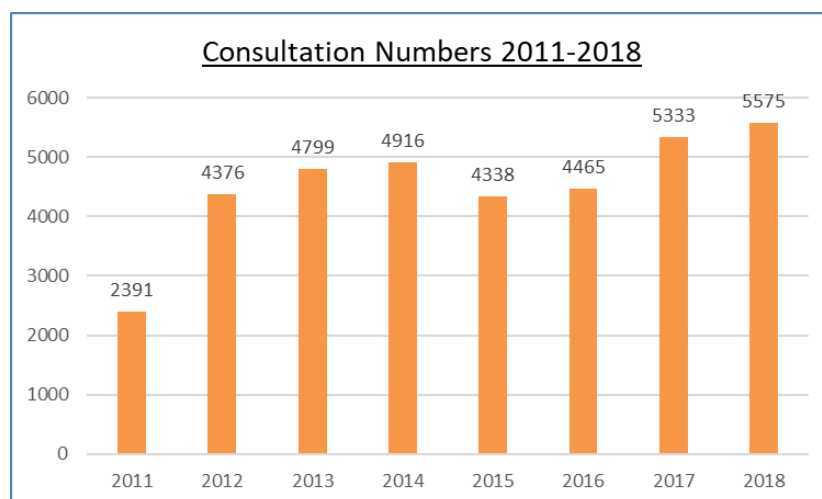
Academic Literacies focuses on various facets of a student's literacy needs, from decolonisation to assistance with writing. By separating learning development and academic literacies, allows staff in both departments to respond to specific needs identified as part of ISSI's work in various modules.

- **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).

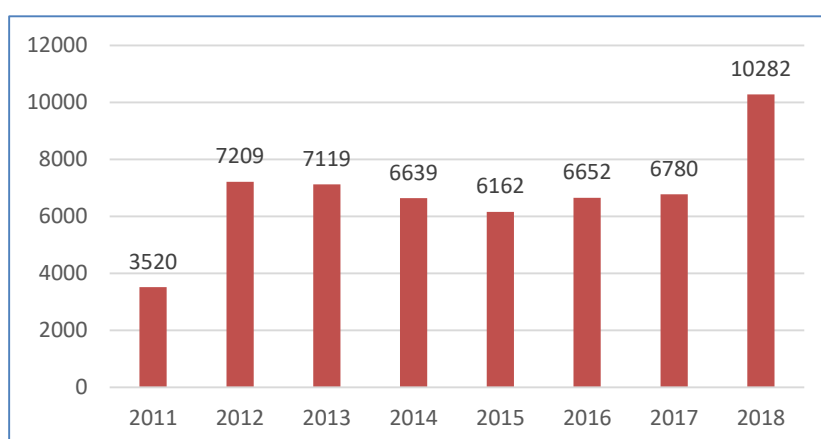
The writing centres did a remarkable job in helping students improving their academic writing skills by means of regular and structured consultations. The overall number of consultations increased for all writing centres from 5 333 in 2017 to 5 575 in 2018. The increase was due to the various literacy needs identified in ISSI and an increasing trend for students to schedule group consultations. In addition, the role of writing centre consultants was defined more carefully to increase consistency across the centres. The figure below shows the long-term trends in student consultations from 2011 to 2018.

Number of consultations 2011-2018



The number of students seen in 2018 increased dramatically as lecturers participating in ISSI have increasingly referred students to the writing centres. This is represented in the figure below.

Number of students seen 2011-2018



- **The Language for courses**

‘Language for ...’ courses were offered in the Faculties of Science and Law, and in the College of Business and Economics. A total of 1 144 students from extended and mainstream qualifications enrolled for these courses. These modules are all year modules, structured around a series of themes, which the faculties have identified as relevant to their students.

The students in these courses performed very well. English for Law (EFL), offered in the Faculty of Law, achieved an 85% pass rate for 2018, which represents an increase of 1%. The Language and Skills for Science (LSS) module, offered in the Faculty of Science, achieved a success rate of 81% in 2018. The Language for Economic Sciences (LES) offered in the College of Business and Economics (CBE) continued to perform above the UJ average with a success rate of 94% in 2018.

Other ADC projects

- **Intensive Revision Programme**

The IRP, initiated in 2016, 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. IRP sessions offer a series of structured academic interventions in order to assist students with their preparation for their exams. ADC was responsible for organising the IRP and for making all the required logistical arrangements. During 2018 the IRP was once again successfully implemented and student attendance was good.

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

The UJ FYE and SSE continue to be nationally leading initiatives aimed at supporting student success. As a way of ensuring maximum impact, the First Year Experience and Senior Student Experience committees were merged in 2018. Seven new focus areas were identified and approved through a consultative process and include:

- The more effective use of senior students to enable and support student success;

- More emphasis on academic staff development and the professionalisation of higher education;
- Improved gathering, distribution and use of students' profile and experience data;
- Creation and expansion of online support hubs for students and staff;
- The re-energisation of the first-year seminar and extended orientation;
- Preparing students for postgraduate studies and lifelong learning;
- Preparing students for the world of work and active citizenship.

The First Year Experience as a Year-long Programme

During 2018, the FYE initiatives continued to form a seamless first-year experience for UJ students throughout the whole year.

- **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, the FYE office interacted with prospective students during the mini open days and with organisations such as UBS during career day, which they organised for five schools in the Diepsloot area. An online mobi-site <http://findyourway.uj.mobi/> and the FYS webpage were utilised as a way to communicate plans with prospective students. The content on both sites was continually updated and expanded with orientation presentations, videos and FYS programmes.

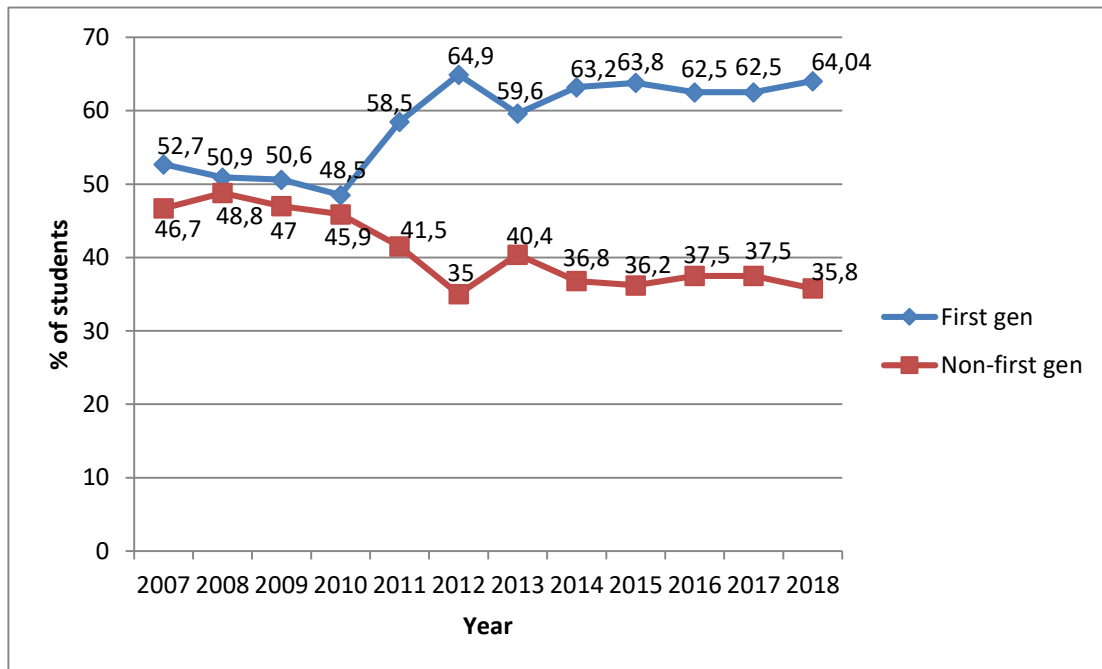
- **The First Year Seminar (FYS)**

The successful UJ First Year Seminar programme continued during 2018. The FYS committee responsible for planning FYS once again continued with the excellent work. All UJ stakeholders from Support Services, as well as the college and seven faculties contributed towards the planning process. The programmes varied considerably in length and nature, but generally they 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.

- **Research and data informed approach**

The FYE initiative continued its data informed approach during 2018. The Student Profile Questionnaire (SPQ) sessions were conducted during FYS. The aim is to get a clearer picture of the profile of the newly entering student cohort. Below are some interesting findings for 2018.

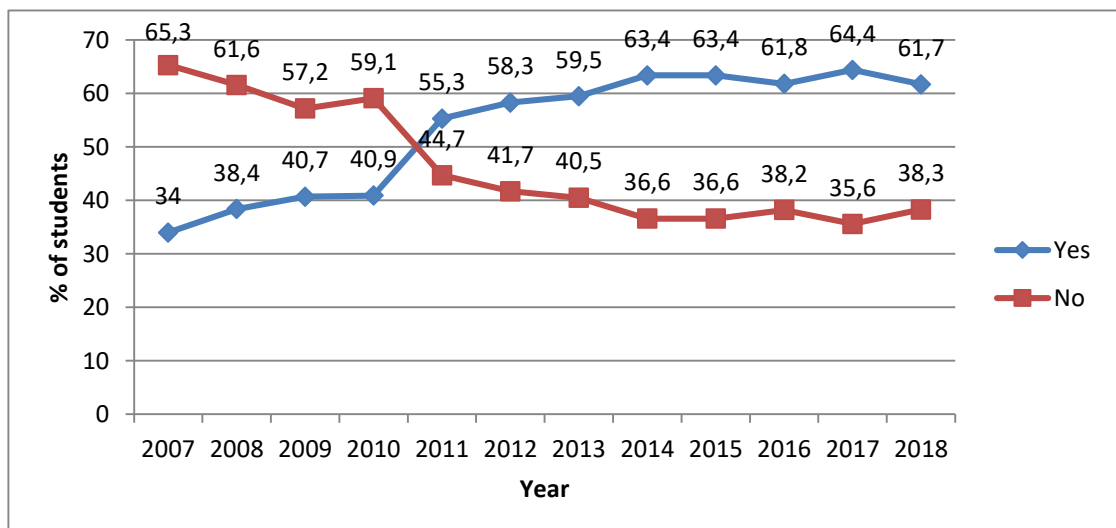
First Generation status



The graph above indicates that the proportion of first-generation students among UJ first-years continued to be very high with 64,04% of students self-identifying as being first-generation university entrants, a 1,54% increase from 2017.

Another interesting fact as depicted by the graph below is that in 2017, 64,4% of students were worried about money and in 2018, 61,7% reported to be worried about money, a decline of 2,7%. The data was shared with different UJ stakeholders working with students in forums and training sessions.

Worried about money



- The involvement of senior students**

The UJ FYE/SSE advocated the effective use of senior students to enhance the success of students in earlier years. Faculties and the unit of Tutor Development worked collaboratively to implement a tutoring programme. In 2018, various discipline-specific training sessions were conducted. In addition, the FYE/SSE

office worked closely with ADI and the faculties to strengthen peer mentoring at UJ.

- **Online student support hubs (Success 101 and Findyourway)**

For the academic year, the FYE office in collaboration with CAT conducted a review of Success 101 to improve on the usability and content of the hub. First-year lecturers, colleagues from Tutor Development, tutors, mentors and under-graduate students participated in the process. As a result the Success 101 site was converted into an e-book and the content and videos on Findyourway were expanded.

- **Participation in conferences and national initiatives**

The leading role of the UJ FYE efforts in South Africa was once again recognised. The UJ First Year Experience coordinator participated in the SANRC FYE conference, where she presented on the UJ FYS approach. Her participation resulted in her facilitating conversations between UJ FYE office and three other institutions in South Africa. These conversations further led to her facilitating a workshop on the approach at the University of Witwatersrand in July. She attended the colloquium on food insecurity for students in South African tertiary institutions, which was hosted by the Dullah Omar Institute. She also participated in an awareness campaign video recording done by SANRC regarding the use of the resource centre housed in their offices.

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

The SANRC is a DHET-funded national centre housed under the auspices of UJ's Academic Development Centre. Since 2015 the SANRC has been working to fly the national flag of the First Year Experience (FYE) in several important ways, i.e. growing South Africa's constituency of FYE scholars and practitioners, increasing the pool of knowledge and published literature about the FYE and ensuring that the increasingly vibrant national FYE community has a knowledge-sharing platform through an annual FYE conference.

Some SANRC highlights for 2018 include:

- **Setting a Scholarly Agenda for South Africa's FYE Community**

In 2018 the SANRC made significant progress on several key projects related to FYE scholarship.

- **National FYE Inventory Project and SANRC FYE Thought Series #2**

The National FYE Inventory Project culminated in a research article by Dr Annsilla Nyar, Director of the SANRC, scanning the state of FYE in the country: *The First-Year Experience in South Africa: A National Perspective*. This article is #2 in the SANRC Thought Series, a publication series of FYE-themed research papers which is intended to serve as a vehicle for a steadily growing pool of national literature about the FYE.

- **SANRC FYE Thought Series #3**

Prof Ian Scott, Honorary Professor based at the Centre for Higher Education Development (CHED) at University of Cape Town, authored #3 in the SANRC FYE

Thought Series: *Designing South Africa's Higher Education System for Student Success*.

- **SANRC National Campaign for University Orientation**

The National Campaign on Orientation made good progress in terms of a set of draft national guidelines toward good practice in the field of orientation. Dr Annsilla Nyar has authored a working paper in this regard: *Draft National Guidelines for Good Practice in Orientation*. During this project the SANRC has reached out to many orientation professionals at universities across the country whose various inputs and insights will shape the final version of the national guidelines for good practice in orientation. When endorsed by orientation professionals at a professional development workshop at SANRC FYE Conference 2019, this report will form #4 in the SANRC FYE Thought Series.

- **Book Article on the FYE**

During the early part of 2018 Dr Annsilla Nyar wrote an article on the national FYE which will be included in a book, jointly published by UNESCO and the International Association of Student Affairs and Services (IASAS). In line with book publication processes, the manuscript is currently being prepared and grant rights being signed prior to the release of the book in 2019. Though still in preparation stages, the forthcoming article will be noted as follows:

Nyar, A. (2019). The First-Year Experience in Ludeman, R. (Ed). (2019). *Student Affairs and Services in Higher Education: Global Foundations, Issues and Best Practices* (Forthcoming). UNESCO/International Association of Student Affairs and Services (IASAS): New York.

In addition, Dr Annsilla Nyar once again served as guest editor for a special FYE edition of *Journal of Student Affairs in Africa* (JSAA) First-Year Experience in Perspective. Dr Nyar was responsible for collating the special edition of the journal in its entirety. The journal is available online at <http://www.jsaa.ac.za>.

- **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 working hard to produce a repository of FYE resources and materials for the collective use of South Africa's FYE knowledge community. A large part of this comprehensive repository of FYE resources and materials is uploaded on the SANRC website <http://www.sanrc.co.za> under Suggested Readings.

- **SANRC Resource Room**

The SANRC has prepared a special room at the Centre's offices on UJ's Bunting Road campus in Auckland Park, which houses FYE material and resources. This room is open to the public during designated hours and is to be used for reference purposes only.

- **Creating and Developing South Africa's FYE Knowledge Community Through Collaboration and Networking**

The SANRC is aware of the importance of both national and international networking and collaboration. Toward this end the SANRC has reached out to

South Africa's universities in many different ways as well as other global FYE centres such as the European First Year Experience Network (EFEYN) and the Canadian Network for the First Year Experience and Students in Transition. The SANRC continued to work in close partnership with the National Resource Centre and recently renewed their three-year partnership agreement. Dr Annsilla Nyar is also a member of the International Advisory Board of the National Resource Centre. She is currently helping to plan the International First Year Experience panel at the Annual Conference of the National Resource Centre for 2020.

- **The Annual SANRC FYE Conference**

The SANRC FYE Conference is an annual event which has, since 2015, gained an important place on the higher education calendar in South Africa. The SANRC FYE Conference is seen as a stand-alone resource for South Africa's FYE community in terms of the opportunity it offers the FYE knowledge community for learning and exchange of scholarly and practical information.

As listed on the SANRC website <http://www.sanrc.co.za>, the conference programme, presentations and book of abstracts show the depth and breadth of the national FYE conversation as it is currently beginning to take shape. The conference continues to provide high-quality keynotes and speakers for the benefit of South Africa's FYE community. In 2018, conference keynote speakers included Prof Sandile Songca, Deputy Vice-Chancellor of the University of Zululand; Dr Emmanuel Mqgwashu, Dean of Education at Rhodes University and Dr Laura Dison, coordinator of the Postgraduate Diploma in Higher Education at University of the Witwatersrand.

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 provides 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. 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 2018. 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 2018, the helpdesk responded to close to 40 000 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.

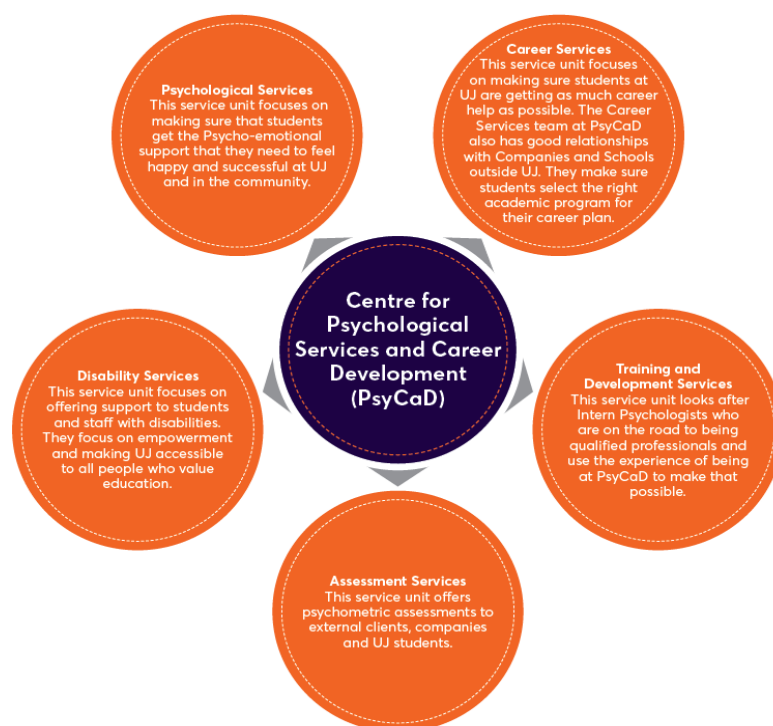
In collaboration with the other ADS centres, CAT developed and designed slides to run on five television screens (sponsored by CAT) at different joint ADS reception areas on all four campuses (two on APK, and one on each of the other three campuses), in order to market ADS services to students. The messages 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 2018 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.

CENTRE FOR PSYCHOLOGICAL SERVICES & CAREER DEVELOPMENT (PsyCaD)

PsyCaD offers a broad spectrum of psychological and educational services to UJ students and staff, as well as the wider community. PsyCaD's services aim to enhance the psychological fitness of clients to manage personal life challenges, increase productivity, and to optimise their performance. This includes dealing with trauma and stress. PsyCaD is accredited by the Health Professions Council of South Africa (HPCSA) as a site for the training of Intern Psychologists and Student Psychometrists. PsyCaD's professional staff are Counselling, Clinical and/or Educational Psychologists, and Psychometrists registered with the HPCSA. PsyCaD broadly offers services in the following areas:



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; and
- 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
- 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.
- Career assessments and guidance for prospective students;
- Academic advice for subject selection, academic advice for appropriate placement; advice for access to bursaries and loans, and referral to appropriate professionals.

In achieving UJ's Strategic Objective 5 (National and Global Reputation Management), PsyCaD:

- Contributes to the UJ and PsyCaD website and social media sites;
- Liaises with all relevant internal and external stakeholders;
- Collaborates with ADC and CAT;
- Participates in ADS and UJ committees;
- Meet HPCSA requirements regarding code of conduct, scope of practice and client management; and
- Arrange opportunities for benchmarking with other national and international universities.

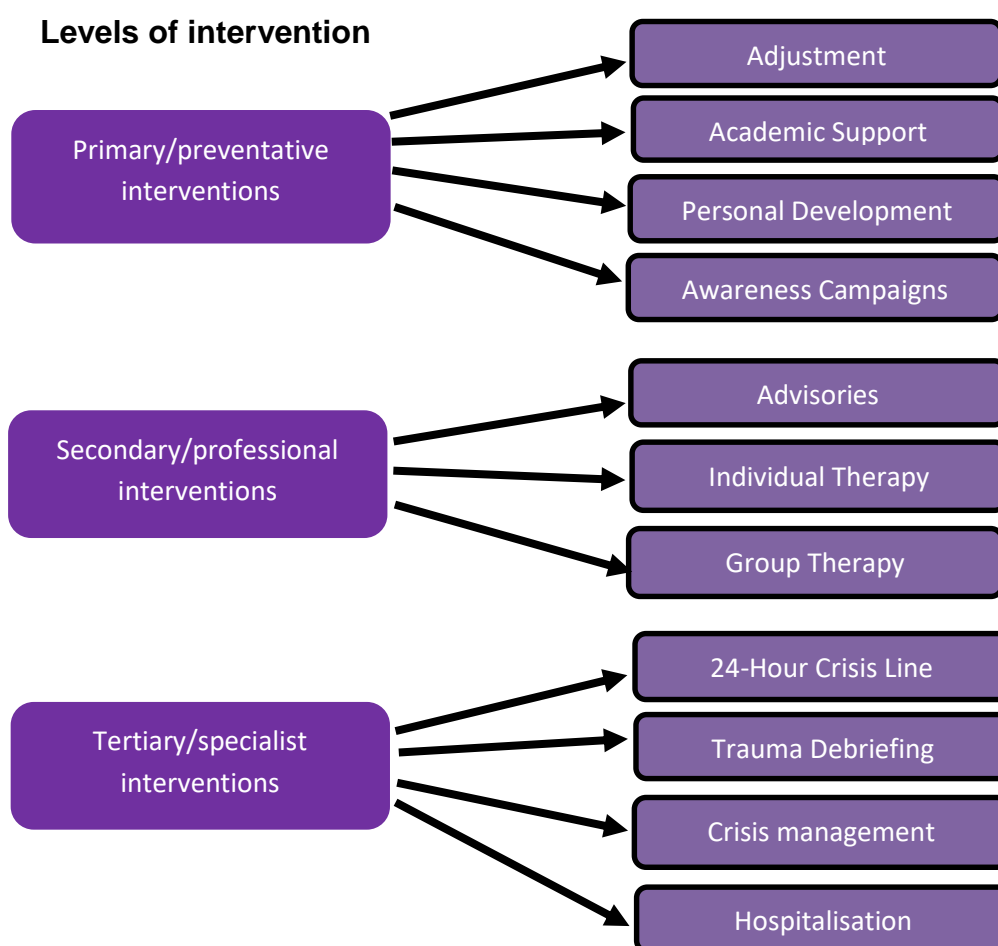
Finally, PsyCaD also contributes to achieving UJ's Strategic Objective 6 (Fitness for Global Excellence and Stature) through:

- Cooperation with other teams, divisions and faculties;
- Feedback from others to improve PsyCaD's collective performance;
- Professional administrative functions;
- Maintaining a welcoming, organised reception area;
- Maintenance and improvement of Career Resource Centres; 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

PsyCaD provides support and interventions on three levels, as illustrated below:



PsyCaD strives to have a psychologist on each site at all times during official working hours (07:30-16:00), Mondays to Fridays while the University is officially open.

In the isolated instances where a psychologist is not immediately available, the following guidelines are followed:

- Appointments may be booked via Reception on the site.
- Should a situation arise where a client needs to speak to a psychologist urgently:

- Reception will locate an available psychologist on another site.
- Should no psychologist be available, Reception will assist the client to contact the Crisis Line from a private space.

In instances when PsyCaD offices are closed, clients are referred to Protection Services, Campus Health Services or the 24-hour Crisis Line by means of the notice that is displayed prominently at PsyCaD offices, giving details of both the location and the contact details for each service per campus.

There has been a steady increase in the number of students who are utilising PsyCaD's services from 2017 to 2018. During 2017 a total number of 9 975 students were seen for counselling sessions and this increased to 12 054 in 2018.

Number of students seen for counselling per campus

Site	Advisory		Therapy		Total	
	2017	2018	2017	2018	2017	2018
APK	3 294	3 401	2 751	4 067	6 045	7 468
DFC	971	1 113	657	742	1 628	1 855
APB	532	732	658	786	1 190	1 518
SWC	667	653	445	560	1 112	1 213
Total	5 464	5 899	4 511	6 155	9 975	12 054

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

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

Year	Advisory	Therapy
2015	4 625	4 387
2016	6 773	4 285
2017	5 464	4 511
2018	5 899	6 155

If one compares the number of students seen for counselling from 2015 to 2018, it is noticeable that there has been an increase in the number of students seen in this period, with a sharp increase from 2017 to 2018.

Given the psychosocial development stage of our students, it is not surprising that the main reason for seeking counselling is to deal with relationship problems and difficulties adjusting to university. These adjustment difficulties often result in anxiety and depression-related disorders.

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

Collaboration with the residences and faculties was a priority this year with many therapy and workshop referrals stemming from this relationship. The distribution of a poster that guides students to our services in faculties and residences has assisted in delineating our serves from those in other support units at UJ. The Faculty Liaison Process (FLP), is a specific PsyCaD strategic process, which forms part of the global PsyCaD processes (i.e. Therapeutic Services, Career Development, Training and Development, Workshops, Peer Buddies, etc.).

The FLP operations and functions primarily include:

- To establish effective communication (i.e. regular/periodic meetings) between PsyCaD and schools/faculties and departments;
- To make and assist in decisions regarding student re-admissions, exclusions and support;
- To orientate and inform faculties and departments about PsyCaD Services with regards to current services and resources, and the development of new services and resources (i.e. online workshops).

The University of Johannesburg aims to achieve its objectives, goals and mission through practical and innovative strategies. Likewise, PsyCaD has its own specific strategies, which complements the University's core functions and operations.

Contained in these strategies are more specific processes (e.g. FLP), which are geared to assist in achieving some of the University targets:

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

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

To adapt to the changing circumstances we shifted our focus from relying on psychometric evaluations to utilising a structured form of counselling support, e.g. 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 when utilising the ARP, either within counselling sessions or as a service during walk-in sessions.

The core function of the **Residence Liaison programme** is to provide psychosocial-emotional support, which is preventative and/or curative in nature, to UJ resident students and the resident managers/wardens. The primary format of such 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.

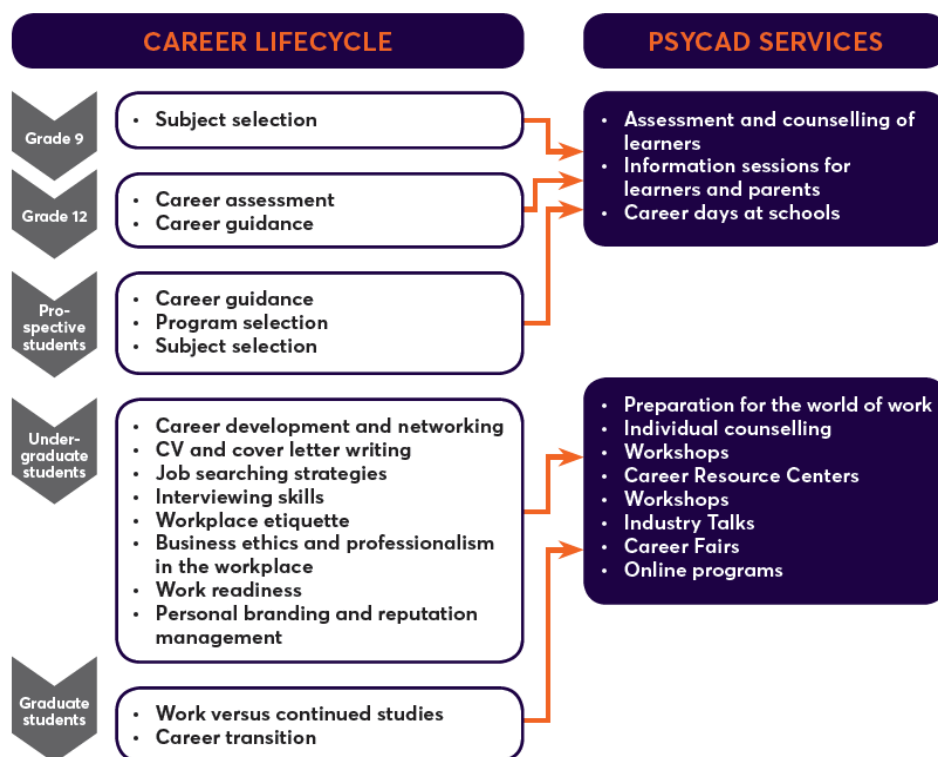
At the beginning of 2018 emails were sent to residence managers/wardens to establish contact and to offer PsyCaD services. Twenty responses were received. This is a marked improvement on previous years, however only ten (50%) were fulfilled. The low delivery rate is due to short notice periods, requested dates and times being on weekends, public holidays and/or late evening. Another significant factor is that of poor comeback from residences with alternative dates or times.

PsyCaD also offers **group workshops** as part of the many processes that are aimed at providing much needed support throughout the student life cycle. PsyCaD staff members facilitate these workshops. The content of the workshops provide information and an opportunity for face-to-face group interaction on a variety of psychological topics.

The workshops are offered on all campuses and are usually requested by faculties and departments based on identified needs. All workshop requests are sent to the Psychological Services division within PsyCaD and these are coordinated by a psychologist who is based at the Soweto Campus. These workshops offer an opportunity for collaboration and network between PsyCaD and faculties in offering integrated support to students. In the 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.

Career Services

The mission of Career Services is to promote the career development and related life planning skills of UJ students and prospective students, and to facilitate graduate recruitment opportunities and contact with potential employers, in order for our clients to actualise their career development goals. Services are offered that support both internal and external clients throughout their career life cycle:



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

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

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

The **core functions** of the Career Services unit include:

- Provide career counselling and career assessments to clients;
- Career Work Readiness Programme and Student Employability Skills Programme to assist students in gaining job skills and driving employability;
- Career Resource Centres (CRCs) on each of the four campuses;
- Online technologies and innovation: a job portal that offers a range of online graduate opportunities to potential employers;
- The Graduate Recruitment Programme to facilitate the recruitment of UJ students and graduates;
- Employer Relations Programme.

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

A number of surveys, conducted by both internal (Student Employability Survey) and external bodies (Universum Talent Research Survey and The South African Graduate Employers Survey) indicated a number of areas that the Career Services unit may consider extended involvement in, in order to optimise the preparedness of UJ graduates for the employment market upon graduation. Career Services was rated among the top three Careers Services in the country by companies in a survey that was done by SAGEA.

The Career Services unit noted the findings and recommendations of these surveys, and addressed the findings within its planning and re-energising in career services for 2019.

The following can be reported for the different domains in 2018:

- **UJ Work Readiness Programme**

The Career Services unit conducted a number of workshops across all four campuses. Themes included: CV writing, interview skills, business etiquette, job searching strategies, career development, communication skills, time management, leadership skills, preparing for the world of work, teamwork, and presentation skills.

Attendance of these workshops are faculty-based and voluntary. Attendance tends to change in correlation with students' employment needs as they near graduation, and their awareness regarding the recruitment programme. Approximately 1 800 students attended these workshops in 2018. Increases in the demand for on-request workshops within academic departments were also noted this year.

In addition to workshops, the Career Services team also did talks on UJFM on the following topics: CV writing, interview skills, job searching, business etiquette, normalising exam stress, personal branding, interviews for psychometric assessments, business etiquette regarding colleagues with disabilities, financial soundness, and utilising digital space in job searching.

- **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 and analysed. The individual career advisory statistics were completed by the Psychologists, the Intern Psychologists, Student Psychometrists, and M1 Psychology students on each campus.

Number of internal and external clients assisted during career advisory interventions

	Career Assessment Intake	Career Assessment Feedback	Career Advisory	Career Counselling	Total
C Ring 1	68	56	852	454	1 430
DFC	19	16	119	13	167
APB	12	11	107	14	144
SWC	10	6	124	58	198
B5	10	61	0	0	71
Total	119	150	1 202	539	2 010

In the case of the B5 site, the feedbacks (n=61) exceed the intakes (n=10). This is due to the fact that external clients are not always clear about the reason for an appointment. In some cases they book an individual session, and during the session it becomes clear that a career assessment is indicated. In those cases these sessions have not been captured as 'Career Intakes', but as individual counselling sessions.

- **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 minute sessions). 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. 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.

- **Recruitment Programme 2018**

The annual Recruitment Programme of the Career Services unit offers services to both students and recruiters of graduates, in addressing the needs of students searching for work integrated learning opportunities and internships, temporary positions while studying (to augment income and finance studies), and jobs for students (degree and diploma) upon graduation. The programme facilitates and enables recruitment opportunities and networking between UJ students/ graduates and employers seeking to recruit recent graduates from the University of Johannesburg. To this extent, visible recruitment activities in the form of on-campus talks, events and career fairs, and job searching workshops are offered. In addition, the Career Services unit offers an online job portal, SMS and mass email services, social media postings, as well as a comprehensive website to inform students and recruiters about our services.

Internal liaisons are well established with collaborative cooperation between the Coordinator of the recruitment programme, and the Marketing Coordinators of all faculties at UJ. Other internal role players include student organisations and UJFM. Externally, the Career Services unit maintains relationships and professional affiliations with all participating companies of the Recruitment Programme and Job Portal, Universum Communications and the South African Graduate Recruiters Association (SAGRA). The University of Johannesburg, represented by the Career Services unit, also enjoys membership of the South African Graduates Developers Association (SAGDA).

In 2018 the Career Services Recruitment Programme hosted two on-campus Career Fairs to 128 companies, including 14 on-campus company presentations.

- **Law Career Fair**

Career Services hosted the annual Law Career Fair in conjunction with the Faculty of Law on 06 March 2018 on the Auckland Park Kingsway Campus. A total of 17 Law firms attended the fair. We also hosted a competition for the Law students. We accomplished to have three companies as well as the Faculty of Law who sponsored us with five prizes in total. According to company feedback received all were satisfied with the services and students.

- **General Career Fair 2018**

A successful General Career Fair, took place between 20 and 23 August 2018 on the Auckland Park Kingsway Campus. This very successful event saw 90 companies participating. According to completed evaluation forms from companies this event was rated as excellent. Feedback is that students may be

groomed with regard to CV writing skills, job hunting skills and interviewing skills.

- **Company presentations**

Companies have the opportunity throughout the year to host on-campus presentations on all four campuses. A total of 14 on-campus company presentations were hosted during 2018 on APK.

- **UJ Careers Workbook**

Career Services developed a self-help career guidance workbook, aimed at informing prospective UJ students in Grade 11 and 12 about study opportunities at UJ. This project formed an important aspect of the PsyCaD Career Services Strategy, aimed at providing simple and easily available career guidance information to prospective UJ students.

Throughout 2018 the first print run of over 25 000 booklets were distributed to various internal and external stakeholders. The booklet was furthermore included in the school information packs that were distributed to learners from priority UJ schools as visited by the UJ staff and at the UJ Open Days.

The workbook thus contributed to creating career awareness, as well as creating a means for scholars to empower themselves with regard to career decision making, career knowledge and career development. This, in turn, contributed to graduate preparation as well as readiness to make career choices in line with scholars' individual interests and skills.

- **Career Resource Centres**

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

The four Centres, situated on all UJ campuses, were visited by more than 12 000 clients in 2018. UJ students were the most frequent users of these facilities, although the services were also utilised by external visitors, mainly prospective students and clients referred by PsyCaD staff.

- **Engagement with internal and external stakeholders**

The PsyCaD Career Services unit participated in the UJ Open Days. By participating in these events, the unit supports the overall aim to provide an opportunity to prospective students to explore and gain insight in their career preferences, and subsequently explore related study possibilities within the context of the UJ programme offering. Prospective students had the opportunity to complete an online self-assessment tool, the PACE career interest questionnaire.

Disability Services

The Disability Services unit provides support to people with disabilities within the University. Support services include providing advice and facilitating academic accommodations, in collaborative partnerships with students, University lecturers, departments and faculties. The unit focuses, as far as is reasonable, on holistic support and development of our students with disabilities as illustrated below:



Disability Services consists of a team of professionals who provide the following support to people with disabilities:

- Confidential consultation sessions;
- Arrangements and concession application (e.g. extra time, use of assistive devices, venues, etc.) for tests/exams;
- Training, assistance and advice regarding assistive hardware and software;
- Assistive devices and technology at PsyCaD offices and in the libraries;
- Working with Lecturers, Residence, Campus Health, etc. to best support these students;
- Support with disability bursary applications;
- Access to study material in alternative formats (braille, audio, electronic text); and
- Support with accessible transport between campuses, residences and lectures.

During 2018 the unit assisted 501 students with either psychosocial or technical support.

Number of students with disabilities assisted with psychosocial and/or technical support

Support	Type	Total
	APK (Clients)	149
	APK (Sessions)	281
	SWC (Clients)	15
	SWC (Sessions)	37
	APB (Clients)	2
	APB (Sessions)	2

	DFC (Clients)	5
	DFC (Sessions)	5
TRAINING SESSIONS (NUMBER OF STUDENTS)	APB	1
	APK	20
	DFC	1
	SWC	4
EDITING	Requests	501
	Pages edited	4602
	Total hours	140
BRAILLE SERVICES	Requests	108
	Pages edited	562
	Pages brailled	1204
SIGN LANGUAGE (HOURS)	APB	120
TRANSPORT	Students	206
TEST AND EXAM INVIGILATION	Students	164
	Papers	618
SCRIBING (HOURS)		42

Assessment Team

The Assessment Team strives to understand clearly the needs of their respective clients, while working diligently to exceed those needs. It is a multi-faceted team servicing a broad client base, with clients ranging from infancy to adulthood.

They offer in-house, as well as on-site assessment services to the University of Johannesburg staff and students as well as to the greater South African public (schools, companies, NGOs, etc.). Through the use of valid, reliable methods, and psychologically grounded and scientifically sound assessment tools, they provide assessment services in a broad range of assessment areas, at an individual as well as organisational level.

Their aim is to provide innovative, comprehensive, unbiased and affordable assessment options, with due consideration of South Africa's rich and diverse population. They further pride themselves in the unparalleled and comprehensive practical training afforded to Student Psychometrists completing their Practicum at PsyCaD.

Assessments offered include, but are not limited to:

- Psycho-Educational Assessment
- Concession Assessment
- Career Assessment
- School Readiness
- Subject Choice
- Team Building Assessment
- Selection Assessment
- Organisational Assessment

During 2018, the Assessment Team conducted 585 assessments. PsyCaD is required to generate an income of approximately R300 000 through services rendered to external clients. Psychological assessments is the main source of this income and during 2018 the total income generated by assessment processes in PsyCaD

amounted to R422 687 (a 2,61% increase in the R 411 921 generated in 2017). The breakdown of all assessments is reflected in the table below.

Psychological assessments in 2018 per site and per type of assessment

Site	Type of Assessment	2017	2018
APK: C Ring 1 (D Les 303)	University Career Counselling	74	62
	F7 Assessments	3	1
	School of Tomorrow (SoT) E & P Assessments	2	5
	Company Assessment: MASSEL	3	1
	Training Student Psychometrists	16	14
	Training Intern Psychologists	13	10
	IPPM Student Psychometrist Selection Assessments	94	111
	Peer Buddy Assessment		16
	CPP and VO Assessment		29
	FADA Faculty Referral	209	57
	LASSI Online Assessment		2
	Nedbank CPP Assessment		25
	Sports Assessment		5
TOTAL:		414	338
APK: B5 Building	Psycho-Educational Assessment	29	28
	Career Transition Assessment	5	3
	FUCHS Assessment Project	53	113
	Career Choice (External)	43	24
	Concession Assessment	21	12
	Subject Choice	14	6
	Tracker Project	21	26
TOTAL:		186	212
SWC	University Career Counselling	5	5
	Psycho-Educational Assessment		1
TOTAL:		5	6

DFC	University Career Counselling	27	12
	Adult Career Transition Assessment	2	1
	Faculty Referral		4
TOTAL:		29	17
APB	University Career Counselling	12	11
	Faculty Referral		1
TOTAL:		12	12
GRAND ASSESSMENT TOTAL		646	585

In terms of assessments, the demand is high at APK where 550 assessments were done, and the lowest at SWC where only 6 assessments were done. Of note is that only 62 students requested Career Assessments, which is down from 72 in 2017. This could be an indication that students are sure of their selected career, that they are not interested in career assessments or that they are unaware of the service and the benefit it may hold for them. As far as the latter is concerned, the Assessment Team have done assessments, on request, for Peer Buddies, tutors, faculties and departments. It is hoped that through this initiative more students will be sensitised to the benefits of psychological assessments.

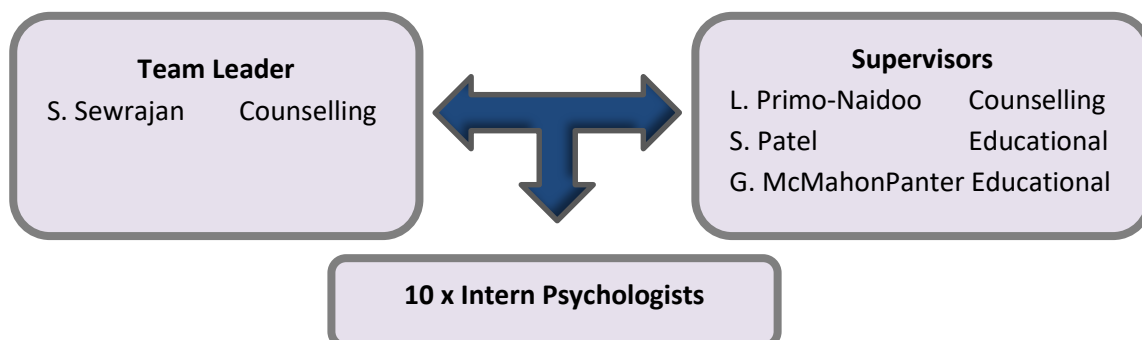
The Psychometrists also underwent training on the Cognitive Processing and Value Orientation tests that have added to their skills. In collaboration with HR these two tests have been used effectively for UJ staff, specifically for team building exercises. These tests can also be used effectively for selection and placement purposes in future.

Training and Development Services

- **Training of Intern Psychologists**

Training and Development Services is primarily responsible for the training of intern psychologists. PsyCaD is an accredited internship site for both Educational and Counselling internships. In 2018 PsyCaD trained 4 Educational Psychology interns and 6 Counselling Psychology interns. All intern psychologists' duties are carried out under the supervision of registered psychologists in PsyCaD.

Organisational design of Training and Development



The 10 intern psychologists commenced with their internship at PsyCaD in January 2018. They are affiliated with the following universities: University of Johannesburg, University of Witwatersrand, University of Pretoria, Pearson Institute and University of KwaZulu 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 regard 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. In 2018 they assisted a total of 3 938 clients which is an increase from the 3 220 clients they assisted in 2017. Their output is indicated in the table below.

Intern Psychologist Statistics for 2017 and 2018

Intervention Type	Number of clients	
	2017	2018
Therapy Sessions	1 624	1 887
Assessments	187	92
Advisories	869	1 642
Crisis Line Calls	540	317
Total	3 220	3 938

- **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.

- **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 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 2018 the 24-hour Crisis Line assisted 317 callers throughout the year. Of these, 54 were suicide-related calls and all the callers were successfully assisted.

Type of problems that callers were dealing with included relationship problems, poor academic performance as well as feeling depressed and/or stressed. September was the busiest month for the 24-hour Crisis Line, with 78 calls being received, mainly regarding poor academic performance and crime-related distress. Twenty staff members called the 24-hour Crisis Line in 2017 and this increased to 46 in 2018.

Crisis Line Statistics for 2017 and 2018

	2017		2018	
Month	No. of Callers	Suicide-related Calls	No. of Callers	Suicide-related Calls
January/February	63	1	40	5
March	56	1	43	5
April	44	2	43	8
May	86	0	57	7
June	41	0	18	3
July	36	0	31	3
August	54	1	46	8
September	53	3	39	4
October	53	8	78	8
November	46	1	49	3
December	8	0	0	0
TOTAL	540	17	317	54

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 University Capacity Development Grant
- Annexure 2: UJenius
- Annexure 3: African Insights
- Annexure 4: UJ Winter School
- Annexure 5: Online Programmes Portfolio

EMPLOYEE PROFILE

ADC Employee Profile

ADC has endeavoured to effectively support UJ's transformation goals in terms of employment equity. By the end of 2018 the employment equity was at 64% (from 59% in 2017).

ADC Employee Equity Profile	African	Coloured	Indian	White	Foreign Nat.	Disabilities	Male	Female	Total
P5: Director			1	1			1	1	2
P6: Heads				2	1		2	1	3
P7: Senior Coordinators	5	3	1	1	3		6	7	13
P8: Coordinators	9	1	3	4	2		6	14	20
P10: Administrative Assistant III				2				2	2
P11: Departmental Secretary, Administrative Assistant III	3			1			1	2	3
P12: Administrative Assistant II	3	1						4	4
Subtotal	20	5	5	11	6		16	31	47
TOTAL	47						47		

Appointments and Resignations

During 2018 five new staff members were appointed in ADC: Mr Freedom Makhathini, Mr. Nkosini Ngwenya, Ms. Maipatu Mmako, Ms Innocentia Kgapola and Dr Graham Dampier.

One staff member, Ms Sonja Broschk, left ADC to pursue other opportunities.

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	9	24	6		4	4	6	2				

Staff Achievements

• Publications

- Two staff members completed their PhDs during 2018: Dr George Mavunga and Dr Vanessa Damons.
- Khubeka, W. (2018). From comfort zone to reality: A community engagement to enhance student's academic performance, in *Health and Academic Achievement*. Digital Object Identifier: 10.5772/intechopen.68719, ISBN: 978-1-78923-731-3
- Khubeka, W. (2018). Reimagining new approaches in teacher professional development disciplinary measures: A survey from selected primary schools. Digital Object Identifier (DOI):10.5772/intechopen.77992, ISBN: 978-1-78984-190-9
- Nyar, A. (2019). The First Year Experience in Ludeman, R. (Ed). (2019). *Student Affairs and Services in Higher Education: Global Foundations, Issues and Best Practices* (Forthcoming). UNESCO/International Association of Student Affairs and Services (IASAS): New York.

CAT Employee Profile

CAT Employee Equity Profile December 2018	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			5			3	3	6
P7: Instructional Designer	2	1	1	1			2	3	5
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, System Supporter	2			2			2	2	4
P11 – P15: Videoconference Technician, Beverage Assistant	1					1		1	1
Subtotal	9	1	1	11	0	1	8	14	22
Total	22						22		

Appointments and Resignations

There were no resignations in 2018.

Staff Qualifications

	Highest Academic Qualification						Further Studies					
Academic Qualifications	Doctorate	Masters	Honours	Bachelors	Diploma	Grade 12	Doctorate	Masters	Honours	Bachelors	Diploma	Grade 12
TOTAL	4	7	3	2	2	4	2	2	1	3	0	0

PsyCaD Employee Profile

Given the fact that the core business of PsyCaD is delivering professional psychological services to the student population, the profile of the Mental Health Professionals (Peromnes 8 and upwards) is important. Compared to 2015, there has been a slight increase in the percentage of psychologists from designated groups, i.e. from 67 to 81%. Within the designated group, the most significant increase has been in the percentage of African psychologists, i.e. from 11% in 2015 to 31% in 2018.

The gender distribution is skewed towards female staff members (75%) which is in line with the gender distribution of the profession. All the sites have both male and female therapists, which is important as gender plays a significant role in the therapeutic process.

PsyCaD Equity Profile	Permanent	Contract	African	Coloured	Indian	White	Male	Female	Total
P5: Director	1					1	1		1
P7: Coordinator III (Psychologists, including the Team Leaders)	18	1	7	4	6	2	6	13	19
P8: Coordinator II (Psychometrists, Financial Officer, Employer Relations)	4	2	1		3	2	1	5	6
P9 – P10: Coordinator I (Graduate Recruitment Programme, Office Administrators)	4		2			2		4	4
P11 – P12: Administrative Assistants, Administrative Assistant: PwD, Information Technology Assistant, Administrator to the Director	9		6	2		1	2	7	9
P13 – P15: Internal Assistant	1		1					1	1
TOTAL	37	3	17	6	9	8	10	30	40

Appointments and Resignations

During 2018 there were eight resignations, of which six were psychologists. Two of the psychologists resigned to take up academic positions in the UJ Department of Psychology, and the two administrative assistants that resigned, moved to academic departments in UJ.

PsyCaD had a total of 40 employees of which 37 (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 2018 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 2018 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.

Staff Qualifications

The academic qualifications of the PsyCaD staff members are skewed towards master's and doctoral levels (52%). This is understandable if one keeps in mind that an MA degree is the minimum requirement for registering as a psychologist. 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	18	1	3	16				
P8	4	2		1	4	1		
P9 – P10	4						1	3
P11 – P12	9							9
P13 – P15	1							1
TOTAL	37	3	4	17	4	1	1	13

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

Purpose of the 2018 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.		
25-29 June 2018 at APK 02-06 July 2018 at APK	Riverlea FET College	80
Number of students trained		80

PsyCaD

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

Career Services

This unit 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.

The Career Services unit supported the following community engagement programmes during 2018:

- **Future Skills**
- **Krugersdorp Correctional Services:** Career Guidance in
 - Marketing Management
 - Human Resources Management

- Business Management
- Electrical Engineering
- **UJ International Student Society:** Subject choice workshop
- **Boys and Girls Club of South Africa**
- **Empowering parents** through CV writing and interview skills workshop

Disability Services

In 2018 Disability Services were actively involved in the following projects:

- **Bottle Tops for Wheelchairs project:** The Sweethearts Foundation has a project which exchanges 300kg of used bottle tops for a wheelchair. The Disability Services unit launched a bottle top collection initiative in UJ. With the support from many departments and faculties the unit collected enough bottle tops for two wheelchairs. The initiative is gaining momentum and we hope to be able to obtain many more wheelchairs through this project.
- **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 enables 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 2018.
- **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):** This project started in 2016 and will reach completion in August 2019. The resource centre, which is located in the PsyCaD offices at SWC is now fully equipped. During 2018 the unit trained 12 Speech and Hearing Therapists from Chris Hani Baragwanath Hospital on how to use assistive technology so that the Speech and Hearing Department could use the centre to assist patients with disabilities. In line with the vision to

set up satellite resource centres, contact was made with the Adelaide Tambo School in Soweto, and a resource centre is being established in the school. During 2019 teachers will be trained to assist learners in the school.

Psychological Services

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

In collaboration with the Assessment team, they assisted Tracker with a social initiative to provide career assessments and guidance to underprivileged boys in the Magaliesburg area. Both intern psychologists and student psychometrists travelled to Magaliesburg to conduct the assessments and then again a month later to provide feedback. Through this initiative 28 high school boys received guidance and insight into study options and possible future careers.

Assessment Services

The Assessment team, in conjunction with the Psychological Services and Career Services 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 2018		
Expenditure	Budget	Amount Spent
Personnel Costs		
Salaries cost to company	67 888 804.00	64 185 367.75
Temporary salaries	11 820 245.75	11 270 418.60
Tutorial salary expenses	1 348 386.68	1 146 826.40
Invigilator salary expenses	47 792.43	134 541.00
Overtime salaries	4 759.65	136 130.40
Subtotal	81 109 988.51	76 873 284.15
Restricted Budget (Software)	13 194 472.68	12 668 205.25
Operational Costs	22 266 781.78	14 646 319.30
TOTAL	116 571 242.97	104 187 808.70

Within Personnel Costs, a saving of R 3,703 436 was achieved. Within Operations, there was a saving of R 7,620 462.

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 new University Capacity Development Grant (UCDG), 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 psychosocial 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. In addition, the Integrated Student Success Intervention (ISSI) has made a big impact on student success initiatives at UJ.

Further similar interventions included:

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

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 CPASD, 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.

The ISSI initiative mentioned above is also a great contributor to this theme by providing a data informed and contextualised intervention strategy that enhances student success.

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 ISSI, the First Year Experience and Senior Student Experience initiatives. 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.

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 2018 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 first round of implementation of the Integrated Student Success Initiative (ISSI) during 2018. Both of these linked initiatives are aimed at improving student success and minimum time completion rates at UJ. The ISSI initiative is the first of its kind in the country that uses a data informed approach and traverses the whole institution.

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 2018, a number of projects were designed to support transformation initiatives. A key project was the implementation of an innovation lab aimed at the development of new and innovative collaborative teaching and learning media artefacts. Since 2015, uLink was the primary student and staff portal with over five million page requests per day.

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.

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 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 regard 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 2018 the **Academic Development Centre** increased the impact and depth of decisive contributions to ADS and to teaching and learning success at UJ. This included a wide variety of contributions ranging from effectively providing access to students, to developing and successfully implementing a new institutional approach to develop and support student success (ISSI). 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 fourth 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. Lastly, the nationally leading FYE and SSE initiatives moved to their next phase of implementation by focusing on seven new focus areas and implementation plans.

During 2019 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 2018 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 2018, 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 2018 and will continue in 2019. 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 2019.

CAT instructional designers played a key role in the support and development of online modules in partnership with AP in 2018. Important initiatives for 2019 include the redevelopment of uLink; 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 2019 is to increase and expand its footprint across faculties and to develop strong collaborative relationships with universities in the SADC region.

Over the past three years, **PsyCaD** has seen a significant change in the profile of students, their needs and expectations. As reported there has been a significant increase in the demand for individual counselling as well as the severity of problems. As far as the latter is concerned, there has been a significant increase in the number of suicide-related cases as well as the number of students that had to be hospitalised for severe psychological or psychiatric problems. This shift has implied that PsyCaD will have to firstly look at systems and procedures to deal with the growing number of emergencies and secondly find ways to still offer support and opportunities for self-development. As far as emergencies are concerned PsyCaD, in collaboration with Student Affairs and Protection Services, is looking at setting up a temporary holding facility for students in extreme distress. This holding facility will accommodate students for a maximum of 24-48 hours, which will allow us to find a suitable, safe and supportive environment for the student, e.g. family, hospital or rehabilitation centre. As far as support and self-development is concerned, we will have to increase our online interventions and investigate all possibilities for automatising services.

The Career Services unit has also implemented a number of service enhancement initiatives over the past two years, as reflected in this report. Currently the unit is reflecting on its long-term vision and exploring re-energising the priority service delivery areas within the unit. It will note the findings of the various surveys undertaken by SAGEA, Universum and the 2018 Student Employability Survey and will give careful consideration to service delivery responses that will help prepare students and graduates to gain work integrated learning experience while they are studying, and to develop employment-related skills required to be competitive in the national and global labour markets.

In re-energising the Career Services unit, strategies will be explored to optimise service delivery in the following priority areas:

- Strengthening of career guidance, assessment and counselling services to facilitate the career choice and development of our clients, especially enabling UJ students to make informed decisions about their career futures, and enabling them to take self-responsibility to manage their careers while they are studying.
- Strengthening the use of online and digital technologies to facilitate customer relationship building between Career Services, students and graduates, and employers.
- Strengthening the career work readiness programme by establishing and growing faculty and academic departmental relations.
- Optimising employer relationship building and networking, in collaboration with UJ stakeholders in Alumni, Advancement and the Bursary office.
- Cultivation of active employer relations and employer engagement to establish the university as a preferred supplier of graduates.
- Establishment and deepening of relations with faculties and the cultivation of enhanced relations in faculty settings between Career Services and students (especially final-year students), to establish career work readiness and development modules as part of the curriculum.

These priority areas represent a new and exciting direction for the PsyCaD Career Services unit, and careful attention will be given to the further consideration of these strategic and priority enhancements during 2019 to 2024.

In line with the UJ strategic objective to be the leading university in South Africa as far as 4IR is concerned, PsyCaD is investigating and implementing a number of technological approaches in Psychology.

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 roll-outs, 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 Foundation Grant (FG), and the University Capacity Development Grant (UCDG).

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. The resultant plan was implemented from 2018 with increased student numbers of 1 935 extended qualification students.

R40 128 000 was allocated to UJ 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) were 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.

UJ developed 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 for their approval.

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 011 559 2073 kirtim@uj.ac.za Dr Linda Mtwisha Senior Director: Strategic Initiatives 011 559 4850 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) 011 559 3558 tdewet@uj.ac.za	R1 000 000	R1 019 500	R1 030 469.82	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 011 559 3428 gadampier@uj.ac.za	R750 000	R764 625	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 2018

Introduction

The UJenius Club, a partnership between the division of Academic Development and Support (ADS) and the eight 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 replaced 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 2018:

- During 2018 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.
- Numerous student and faculty-wide queries were answered regarding the function and purpose of the UJenius Club.
- A proposal for further funding was submitted to Investec, which is currently under consideration.

Partnerships

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 with ADS, the faculties and other divisions within UJ. Since 2012, the UJenius Club has celebrated the best and brightest young minds, who despite taking a full load of modules have achieved an annual average of 75% with no module below 70% in the year preceding their membership. In 2018, 561 students were accepted into the UJenius Club. This is the fourth year in a row that more than 500 students achieved membership status. Of the 2018 members, 65,8% were enrolled for degrees, while 34,2% were enrolled for diplomas.

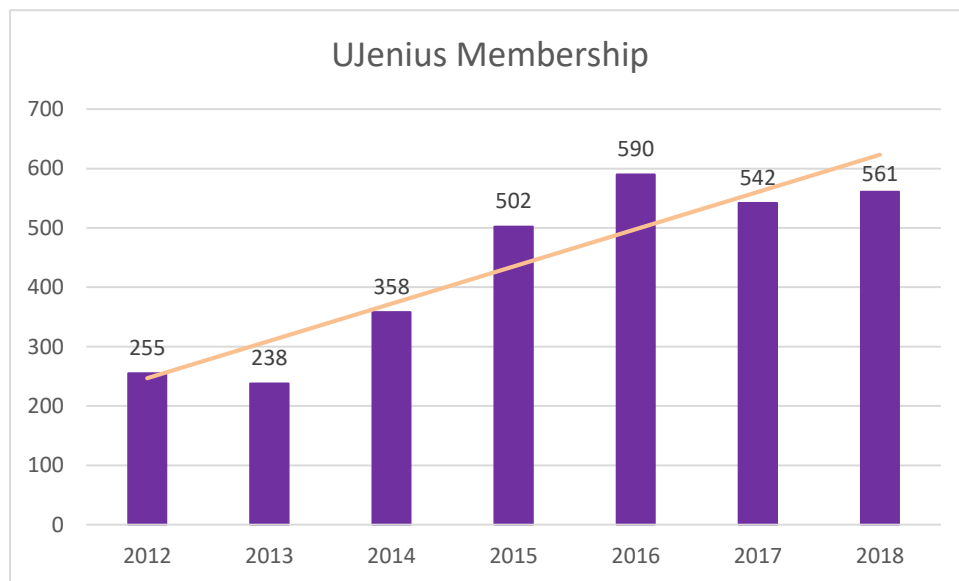
In 2018, UJenius participated in the Undergraduate Awards for the third year running. Undergraduate students all over the world were invited to submit research to an international judging panel. Brendon Roets in the Faculty of Health Sciences was lauded as a 'Commended Entrant' and attended an awards 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.

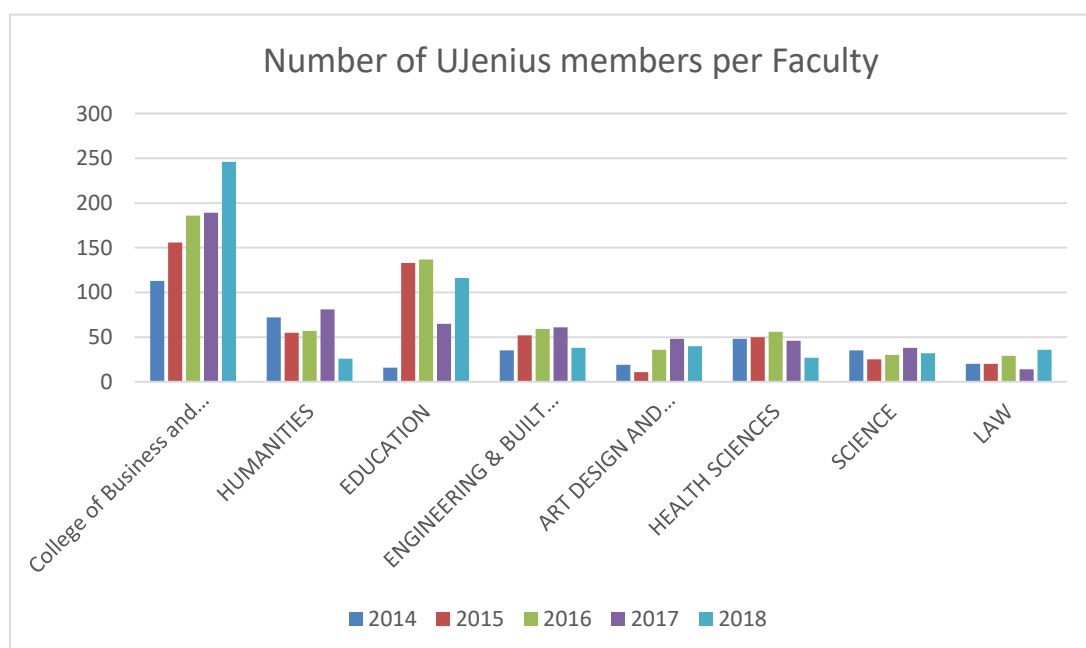
Membership

In 2018 there was a total of 561 members, which is 19 more than the membership recorded in 2017. This is due to a significant increase of students entering the club from the College of Business and Economics. The majority of the members were registered for degree studies at UJ (369 degree and 192 diploma students).

Total number of UJenius members from 2012 to 2018



Total number of UJenius members per faculty from 2014 to 2018



Faculty	UG Degrees		UG Diplomas		Total	
College of Business and Economics	173	30,8%	73	13,0%	246	43,9%
EDUCATION	70	12,5%	46	8,2%	116	20,7%
ART DESIGN AND ARCHITECTURE	27	4,8%	13	2,3%	40	7,1%
ENGINEERING & BUILT ENVIRONMENT	3	0,5%	35	6,2%	38	6,8%
LAW	36	6,4%	0	0,0%	36	6,4%
SCIENCE	23	4,1%	9	1,6%	32	5,7%
HEALTH SCIENCES	14	2,5%	13	2,3%	27	4,8%
HUMANITIES	23	4,1%	3	0,5%	26	4,6%
Total	369	65,8%	192	34,2%	561	100,0%

Recommendations for 2019

In 2019 the Registrar, Prof K Burger, led a team of people from different domains and departments within UJ to find ways of aligning these reward systems. The Orange Carpet is used to entice top high school learners into registering at UJ. The Top-Achievers Ceremony acknowledges and celebrates the accomplishments of first-year students, and is based on the marks they received in the first semester of their first year. The UJenius Club celebrates the accomplishments of senior students and is constituted from marks attained in the preceding year. As a result, the various rewards are not aligned in terms of the following:

- intended aims;
- selection requirements (criteria);
- the basis for judging academic performance;
- reward(s); and
- events.

A task team investigated various scenarios with the aim of aligning the various rewards to create a reward pathway for the students, i.e. from a prospective student to a first-time entering student, progressing up to time to completion of the degree and beyond. The intention is to maximise the potential impact of the reward system(s) by forming an exclusively prestigious group of students, who will receive the concomitant rewards and acclaim. As a result, the first proposal is to scrap the Top-Achievers Ceremony and to align the Orange Carpet with the UJenius Club. The latter intends to ensure that Orange Carpet students maintain their academic status by receiving the material incentives (in the form of bursaries, devices, international travel, etc.) and academic support (from the faculties, the college and Academic Development and Support) to qualify for the UJenius Club. This alignment will reward completion in minimum time and will create a culture of academic excellence, thereby raising the number of minimum time completions.

The proposed aligned reward system could have the following benefits:

- Saving in cost and time by streamlining the number of events;
- Saving in the cost of marketing campaigns;
- Creating a new branding opportunity for UJenius by, for example, highlighting the UJenius as 'your pathway to employment/career success';

- Rewarding persistent exceptional academic performance with the ultimate aim of awarding those students who carried this academic status from their first to final year;
- A much more focused financial expenditure in the form of bursaries allocated to qualifying students.

A proposal served at the first MEC meeting of 2019 to align the Orange Carpet with the UJenius Club, which was accepted. A new coordinator of the UJenius Club will be appointed in 2019.

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.

Of the 10 293 students who were enrolled, 2 820 completed in 2017. A total of 7 473 were enrolled in the module for the second time in 2018. Of these, 1 172 students have completed the module as at 30 January 2019. This brings the total number of 2017 students who completed the module, to 3 992, which is 38,8% of the initial cohort. In 2018, 10 234 first-year students were enrolled for the module: 1 383 were registered for a BEng Tech in the Faculty of Engineering and the Built Environment, which is the only faculty to incorporate the module into its curriculum. A total of 5 092 members of the 2018 cohort have completed the module, which amounts to a 49,8% completion rate. When the two cohorts are combined, 20 527 UJ students have been enrolled for the African Insights module. Of these, 9 084 students have completed in total, which amounts to a 44,3% completion rate.

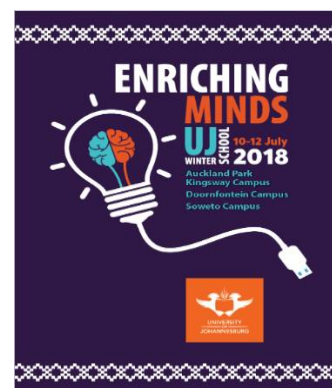
		Enrolled	Completed	Rate of Completions
		Number	Number	%
2017 cohort 10 293	Initial intake	10 293	2 820	27,4
	Re-enrolled in 2018	7 473	1 172	15,7
	Total completions		3 992	38,8
	<i>To be re-enrolled in 2019</i>	6 301		
2018 cohort 10 234	Initial intake	8 851	4 014	45,4
	FEBE BEng Tech	1 383	1 078	77,9
	Total completions		5 092	49,8
	<i>To be re-enrolled in 2019</i>	5 142		
Combined				
20 527	Total completions		9 084	44,3

In November 2018 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.

UJ WINTER SCHOOL 2018

Feedback Report

Winter School (WS) 2018 ran from 10 to 12 July 2018 on three campuses: 10 July at APK; 11 July at DFC and 12 July at SWC. There was substantial interest in the 2018 WS and although actual attendance was 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 practical implementation of the WS programme unfolded very well with no significant issues reported.

Programme and Presenters

The 2018 WS programme was once again wide ranging and interesting. Presenters who had participated during the past two years were re-invited and their ranks were expanded with a number of new presenters and themes being introduced in 2018. New presentations included: Script Writing; Digital Addiction; Young Entrepreneurs; and Cyber Security. The WS schedule consisted of thirty-one presentations and two themes were repeated on all three campuses. They were: Got my degree, what now? and My Personal Wellness.

Marketing

The preparations for the Winter School began in April and continued throughout May and June. The UJ Advancement and the Marketing team worked closely with the WS team to market the event through posters, pamphlets, social media, circulars and interviews on UJFM. This resulted in the greatest number of bookings being made in the history of the Winter School (1 025).

Attendance

As stated above, the WS received more than 1 000 bookings via the online booking system with 536 bookings made for APK sessions; 240 for DFC sessions and 249 for SWC sessions. Not everyone who booked attended however, resulting in 356 actual participants. The three most popular topics reflected the pragmatic interests of the attendees and were: Money Matters: Being Financially Savvy, Project Management and The art of Mastering your Action Plan.

Registration/Marshals

Senior students were involved in a variety of capacities to facilitate the WS. This included 15 marshals appointed and trained by the WS coordinator. The marshals

effectively directed participants to venues, answered queries, set up and assisted at the Registration Desk on all three campuses.

Feedback from participants and presenters

Participants were invited to complete a feedback form after each presentation. In general, the feedback was extremely positive. The presentations were rated as 'Excellent' by more than 80% of participants with 82% indicating that they would like to attend another Winter School at UJ. The informal emailed feedback was also positive.

Conclusion and recommendations

The Winter School at UJ has become an established part of the institutional calendar. A standard programme and roll-out plan has emerged that functions very well. The organisers do however think that the focus and target audience of future iterations of the WS should be re-clarified to ensure that the selection of topics facilitate and interest the target audience. It has also become apparent that only about a third of online bookings made result in actual attendance. This might be a normal trend in online bookings, but plans will be put in place to work towards a better conversion rate during 2019. It is also important to note that the participation from faculties in contributing to the programme has markedly decreased over time. This issue will also be addressed in 2019 as faculty-linked presentations and experiences should form the core of the WS programme.

The organisers will create a proposal for the way forward for the UJ WS after consulting with the affected parties and this will most productively tie in to the UJ vision and the 4th Industrial Revolution. The WS is a potential space for the University and its faculties to provide even more enriching and informative sessions for attendees.

Online Programmes Portfolio 2018

The University's strategy to have a strong presence in the domain of online accredited programmes made its first impact in October 2017, with the launch of two Master's programmes in Information and Communication Technology in Education, and in Public Health. This impact has increased visibly during the course of 2018 with the roll-out of another two Master's programmes in the first quarter of the year, namely the Master of Public Management and Governance, and the Master in Educational Management. The following three undergraduate programmes were rolled out in the second half of 2018: Bachelor of Commerce in International Accounting, Bachelor in Human Resource Management and the Advanced Diploma in Financial Markets.

The module registrations per relevant programmes increased with each of the six (D1-D6) intakes, and after the closing of registrations on 24 October 2018, the module registrations for the seven programmes amounted to 398. Refer to the Table below for details on the launch dates and total module registrations (including returning and new students) for the 2018 period per programme.

UJ Online Programmes 2018

Online programme	Launch date	Module registrations D6: 2018 intake
Master in Public Health	23 Oct 2017	122
Master of Education in Information and Communication Technology	23 Oct 2017	107
Master of Public Management and Governance	D1: 15 Jan 2018	7
Master of Education in Educational Management	D2: 12 Mar 2018	93
Bachelor of Commerce in International Accounting	D4: 01 Jul 2018	15
Bachelor in Human Resource Management	D4: 01 Jul 2018	17
Advanced Diploma in Financial Markets	D4: 01 Jul 2018	37
Total module registrations		398

A number of scheduled Steering Committee Online Programme meetings and other progress meetings and interventions were held between UJ and their partner colleagues from HEPSA. More than a 1 000 applicants completed a survey which provided a rich source of data for both UJ and HEPSA to work with, resulting in policies and procedures being streamlined with each intake. Even though the first intakes were slow to modest, the natural progression of the project and the changes made every two months ensured that the later intakes showed higher numbers and smoother processes, resulting in a good last intake for 2018 (D6 module registrations above). During 2018 the university has made great progress in addressing the need for online higher education in South Africa.

Working towards higher enrolment numbers for 2019, improved strategies are constantly being put into place to compress all applications as soon as possible and to ensure that a higher percentage of *admitted, not yet registered* students are turned into registered students.