



ANNUAL REPORT 2019

**ACADEMIC DEVELOPMENT
AND SUPPORT**

**The Future
Reimagined**



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ACADEMIC DEVELOPMENT AND SUPPORT

Annual Report 2019

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 improve 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. These include psychosocial support initiatives to stabilise and enrich the personal environment of the students, academic support initiatives to maximise learning opportunities, and initiatives to deepen and broaden the pervasive and sophisticated use of academic technologies. We strive to become a leader and pioneer of the Fourth Industrial Revolution in terms of teaching and learning. The opportunities and effects of 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 increased from 2018 to 2019. The undergraduate degree credit success rate, over six years, has been as follows:

Undergraduate degree credit success rate

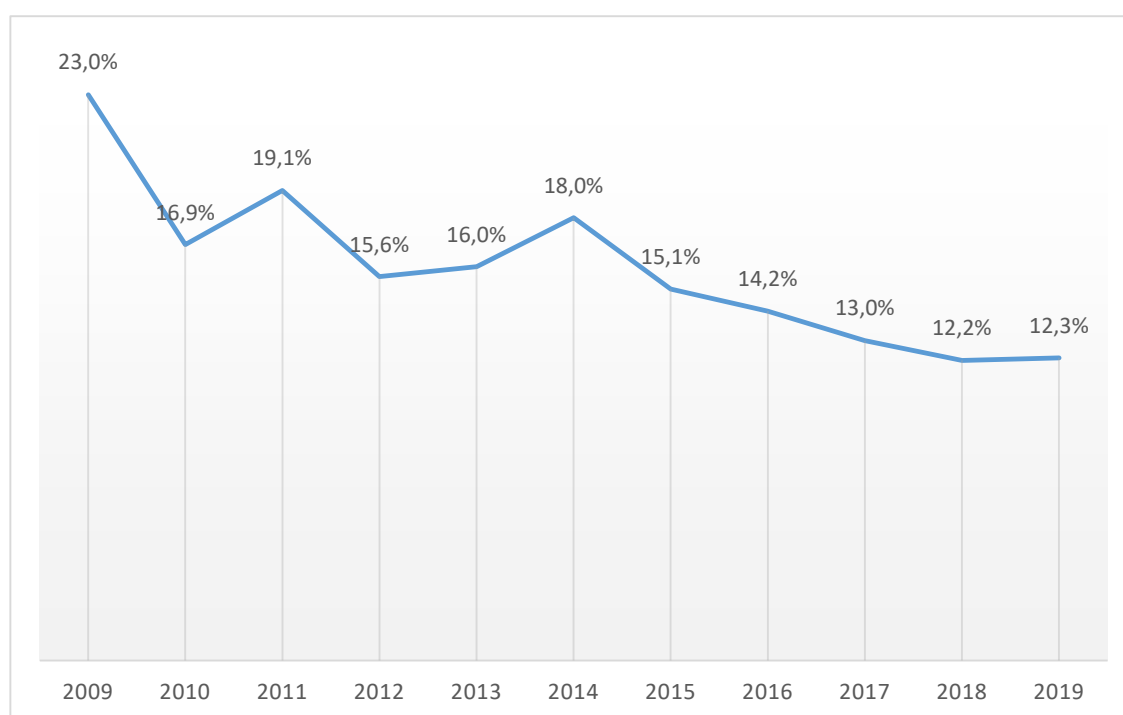
2014	2015	2016	2017	2018	2019
84,5%	85,5%	85,4%	85,6%	85,6%	85,8%

The Integrated Student Success Initiative, which seeks to increase the module pass rate in priority modules, has been most successful in 2019, having achieved an overall module pass rate increase of 4,75%. 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. Our intention is to reduce it even more, through early intervention, making use of Blackboard Predict and by a focus on improving the module pass rate in priority modules, which in turn will reduce the number of F7 (academically underperforming) exclusions. The current dropout rate (students registered in 2019 and not returning in 2020) is 12,3%.

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 2017 cohort registered for undergraduate three-year programmes, completion in minimum time has increased to 39%.

Cohort analysis by year of first registration

	2012	2013	2014	2015	2016	2017
Completion in minimum time (M)	33%	38%	35%	38%	38%	39%
Completion in M + 1	18%	17%	15%	17%	18%	N/A
Cumulative completion after M + 1	51%	55%	50%	55%	56%	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 and 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 2019, ADC deepened and strengthened its high-impact interventions in order to work towards more actively improving student success at UJ.

The highlight of the year for ADC was the second year of full implementation of the groundbreaking 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 have the greatest impact on student success. The strength of ISSI is the collaborative participation of all eight Vice-Deans: Teaching and Learning. During 2019, ISSI made an impressive positive impact across the seven UJ Faculties and the College of Business and Economics (CBE). The ISSI interventions were once again 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 interventions involved active engagement with the lecturers of 90 modules, consisting of five each per semester from each Faculty and 10 from CBE. Faculty representatives completed an initial analysis, after which ADC staff with representatives from CAT and other support services met with the academics responsible for the various priority modules, to refine and finalise intervention plans. Additional UJ resources – in the form of the strategic tutor fund, the UJ funded e-books and ADS seed funding for ISSI implementation – were made available to stimulate the growth of ISSI. It is envisioned that the work conducted in ISSI will continue to grow and that it will lead to research publications on an institutional, data-informed approach to enhancing student success.

The ultimate measure of ISSI lies in student success. The dedicated, collaborative efforts of ADC staff and Academics resulted in very satisfying improvements in the success rates of the selected ISSI modules. During 2019, the 90 selected ISSI modules performed 3,5% better in the first semester (when compared to performance in 2018) and 6% better in the second semester. This resulted in a 4,75% increase for all the ISSI modules in 2019. There was also initial national recognition for ISSI when the ADC team was invited to present on this initiative at the USAf conference during 2019.

ADC contributed to all the UJ strategic objectives by supporting undergraduate student success in various 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 curriculum programmes, continued its excellent work in 2019. 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 650 first-year students registered in FEBE, Humanities and CBE. The module success rates of 13 of the 15 extended curriculum groups were 90% and above, with the remaining two groups performing at 89%. Moreover, the success rates of extended diploma offerings were found to be at their highest level (88,6%) since 2009, and those of the FEBE extended degree offerings in their first year were 93,5%, those of the extended diploma offerings in CBE were 93,25% and those in Humanities were 94%. ADC Access also had the privilege of congratulating two past FEBE extended programme students who both obtained their Master of Technology Degrees cum laude. One of the students was offered a full bursary to pursue her PhD at the University of Twente in the Netherlands. Finally, ADC Access managed to secure R350 000 from Widney, a subsidiary of PG Glass, to pay off the historical debt of 11 second-year students who had passed all their modules.

Academic Development and Innovation (ADI)

ADI consists of two parts: 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 2019, ADI continued to actively support student success at UJ through various initiatives. Some of its staff members 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 599 students and the two modules both registered a pass rate in excess of 95%.

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). ADI continued with the coordination of the student mentoring programme at UJ by means of continual engagements with UJ stakeholders, mainly in faculties and residences. During 2019, a total of 10 959 students attended either a mentor training session, individual consultations, group consultation, a focus group, a study skills workshop, residence training or ISSI interventions delivered by ADI staff members.

The Reading in the Discipline (RID) initiative continued to make progress in 2019 in the Faculty of Humanities. This approach involved the development of material and embedded interventions using actual academic content to assist students with making sense of the academic reading they are faced with, and about 1071 students attended RID workshops. In addition, RID interventions ranging from individual to group consultations were made in 2019, reaching an additional 642 students.

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, 5575 consultations were completed during 2019. 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. Strengthening academic writing at UJ remains a crucial and ongoing project.

The UJ FYE/SSE

During 2019, 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. The main focus of the UJ FYE/SSE committee during 2019 was to re-energise the UJ FYE and to make significant strides in the implementation of the identified activities in the seven new focus areas. This was accomplished and the year started with a very successful First Year Seminar (FYS), during which newly arriving first-year students were welcomed to and inducted into the UJ academic environment. The 2019 FYS achieved the highest student attendance in the history of the UJ FYS. Substantial progress was made in the seven new FYE/SSE focus areas, which formed the topics of the UJ undergraduate research conference hosted by ADC and the FYE/SSE office, in collaboration with the Faculties and CBE.

The SANRC

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. The year 2019 was once again a very productive one for the SANRC with some of the main areas of progress including the five-year anniversary of the annual First Year Experience conference held by the SANRC. The 2019 conference featured a guest presence from the SANRC's US-based sister organisation, the National Resource Centre for The First Year Experience and Students in Transition (NRC) in the form of Drs Jennifer Keup (Director) and Dallin George Young (Assistant Director for Research, Grants and Assessments). The conference was well attended, including other international colleagues. Abstracts submitted and presentations made at the conference showed an increasing level of maturity in the relatively new field of scholarship of the First Year Experience. In addition to this, the SANRC substantially increased its resource provision and curation role. This included two additions to the FYE Thought Series; the re-design and population of a substantially expanded website which can be viewed at www.sanrc.co.za; and the expansion and promotion of the SANRC resource room housed at the SANRC offices on the Auckland Park Bunting Road Campus.

The SANRC also made substantial progress in its advocacy role during 2019. The first highlight includes the establishment of a national awareness-raising campaign about the First Year Experience, framed as the National FYE Month. All public higher education institutions were encouraged to create awareness about the First Year Experience in various ways. Four higher education institutions were awarded Top Institutional Participation in National FYE Month badges as recognition for their participation in the National FYE Month campaign. Secondly, the SANRC's Orientation Campaign was boosted by a special Summit on Orientation at the 2019 SANRC FYE Conference as well as the release of a set of *National Guidelines for Good Practice in Orientation*.

CENTRE FOR ACADEMIC TECHNOLOGIES (CAT)

The Centre for Academic Technologies supports and enables the smart use of innovative and evolving technologies for teaching and learning. In 2019, CAT used a variety of strategies to train and support staff and students in blended teaching and learning. To keep up with new developments, and expand their skills and knowledge, CAT's learning designers and developers attended local conferences, seminars and webinars, and completed all three levels of the Blackboard Teaching and Learning International Certification training.

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. Prof Thea de Wet attended a conference of members of the Southern African Learning and Teaching (SAULT) Forum in Zambia. The focus of the conference was to share experiences, practices and ideas about academic development, and teaching and learning with technology across the SADC region. She was also nominated by the South African National Commission for UNESCO to attend the Mobile Learning Week in Paris and invited to join the South African delegation at the annual Achieving the Dream (ATD) Conference on Student Success in Long Beach, California, USA.

Several joint reports and publications, policy briefs and a new website with resources for blended teaching and learning (<https://blendedlearningresources.co.za>) are linked to CAT's participation in two collaborative research projects: (a) a Carnegie Corporation of New York funded project on #FeesMustFall and Blended Learning with UCT, UP, UFS, and (b) a Newton Fund/NRF funded project, Southern African Rurality in Higher Education (<http://sarihe.org.za>), with Bristol University, UJ's Centre for Academic Staff Development, Rhodes University and the University of Fort Hare on 'rurality': How do rural students transition to university, and what skills and ways of knowing do they bring?

Blended learning and teaching at UJ

There has been a steady increase in the use of technology-supported teaching and learning at UJ – most undergraduate modules have a presence on the Learning Management System. In 2019, CAT staff scanned through 1650 active undergraduate 2019 Semester 1 modules on Blackboard (Bb) to establish a baseline for UJ staff using the Bb tools and to determine what basic design elements are present in modules. Findings were used to support lecturers with tweaking and/or redesigning their learning material in a blended format. Together with Faculties and CBE, CAT designed a flexible module structure for use on the Learning Management System in 2020 and facilitated 52 departmental workshops for the rollout. These workshops were attended by 649 lecturers. In addition to the workshops, CAT staff also facilitated 11 customised departmental workshops, involving 248 staff members – all focused on promoting blended learning strategies.

CAT's 2019 Student Technology Survey was completed by 14 053 UJ undergraduate students. The results indicated that students are increasingly digitally literate (having digital knowledge and skills) and fluent (moving between devices and platforms) compared to 2017 and 2018 survey results. This we can see in their responses about attitudes, perceptions, device ownership and digital activities. For example, 91% of

undergraduates reported a welcoming or enthusiastic attitude towards learning supported by new technologies, with 56% rating their knowledge of technology as excellent or very good, and 62% reporting that their skills and abilities to use technology in general are either excellent or very good.

Their device ownership was 1% higher in 2019 compared to 2018, with 99% of students reporting that they own at least one of the following devices: a smartphone, a tablet, a laptop, or a desktop. Smartphones are most commonly (60%) used during the lectures. CAT has been actively promoting apps for learning, and there is increased evidence of such use in the survey. Almost 80% of undergraduates reported that they belong to a WhatsApp study group, and 67% frequently use the Blackboard app that allows for off-line learning.

Supporting innovation in teaching and learning

CAT is responsible for the development and upkeep of uLink, UJ's single sign-on access to a student and staff portal. In 2019, CAT completed the redevelopment of the uLink portal for UJ staff and students. The visual layout was developed to be intuitive and more in line with current design trends and focused on mobile access. The new uLink is device agnostic, providing students with a seamless experience on any type of device. The new design and architectural changes align CAT to be in a position to adopt *4IR, automation and AI* seamlessly into the new portal.

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 Lab (for the collaborative development of online learning products) has also been refined and customised for UJ needs within e-learning development. For example, the CAT Lab collaborated with the library to develop an online game for students to learn about plagiarism (<http://cat.uj.ac.za/libgame/>). Students playing the 'detective game' overwhelmingly reported enjoying the game and learning much about plagiarism.

CAT is also playing a key role in informing specifications and innovative pedagogies for future-fit classrooms at UJ to enrich and enhance student learning. Two venues that can each accommodate about 25 students or staff are being equipped with a variety of high-end technologies that will not only enhance teaching and learning experiences, but also enable interaction and collaboration. Two new-generation interactive touch screen Smartboards can link to different devices and allow for video conferencing; glass 'white' boards and a state-of-the-art illuminated, interactive glass presentation wall will be used for collaboration and presentations; while a 3D camera is ready for recording virtual reality experiences used with 20 VR glasses. The two venues will be small prototypes of smart classrooms. CAT will work with different Faculties and CBE to develop innovative modules/lectures that can serve as examples of teaching and learning in such venues in 2020.

Learning and teaching with mobile devices and e-textbooks

In 2019, we distributed handheld devices for the fifth year. UJ made R18 million available to purchase 4000 Mecer Xpress 2-in-1 tablets with removable keyboards. Using CAT's Face-and-Place platform with a facial recognition algorithm and a booking system, CAT handed the devices out to Quintile 1-3 NSFAS first-year students in a short period.

In 2019, the University of Johannesburg made R8 million available for purchasing e-textbooks for students in priority modules. The available funds were divided according to historic FTEs and allocated proportionally to Faculties. ITS Funda was appointed by UJ as the 2019 e-book aggregator. They provided an e-reading platform with the miEbooks application. With CAT support, 79 books were linked to 112 priority modules for a potential 24 000 downloads – roughly equal numbers of modules in both semesters. By the end of 2019, 68% (16 000+) of the e-textbooks had been downloaded.

CENTRE FOR PSYCHOLOGICAL SERVICES AND CAREER DEVELOPMENT (PsyCaD)

During 2019, students sought assistance at PsyCaD for various reasons. At the first point of contact, students received assistance through an advisory (walk-in) service. There is an increasing demand for consultations as reflected in the number of 6651 students who were assisted in 2019 compared to the 5899 students who were assisted in 2018. The increased demand is also reflected in the number of counselling sessions that increased from 6155 in 2018 to 7955 in 2019. Psychological services have been readily available to our clients, despite the growing number of clients requiring our services. Not only has the demand increased, but so too has the severity of the problems. During 2019, PsyCaD received 43 suicide related calls on the 24-Hour Crisis Line, of which eight callers had to be hospitalised.

In order to address both the increased demand for mental health services and the severity of mental health problems, PsyCaD has come up with a number of initiatives. Although the primary focus of PsyCaD is to assist students in distress, a range of life enrichment workshops is also offered. Some of these include workshops on self-awareness, adjustment to university life, managing stress, depression and anxiety and identifying risky student behaviour. The workshops are aimed at empowering students/staff with knowledge on various aspects of mental health. During 2019, the number of workshops presented to faculties and students was 58, versus 29 presented during 2018. The duration of sessions has also been changed in order to meet the increased demand for counselling services. The duration of the advisory service was increased from 15 minutes to 30 minutes, to allow for more client-therapist engagement and a more efficient screening service. In addition, the duration of therapy sessions has also been decreased from 60 to 30 minutes. These changes did not only bring about a more efficient system of identifying students in distress, but also resulted in more students being accommodated and shorter waiting lists for counselling.

In order to assist students in distress, PsyCaD is also in the process of establishing a short-term 'safe house' or holding facility. This facility will provide accommodation for those students who are in need of specialised interventions, but do not meet the criteria for hospitalisations. The idea is to stabilise and monitor the students until such a time as they can be transferred to another facility or the care of their families.

In addition to online support in the form of a PsyCaD module on Blackboard, the psychological services team has maintained a social media presence as a resource for the sharing of information, and keeping abreast of the ideas and opinions reflected by existing and prospective clients, and the community in general. Their social media presence on Facebook and Twitter has been well managed and updated with relevant

information. During 2019, the number of subscribers to our social media pages reached 6004 (Facebook) and 1581 (Twitter), and we continue to endeavour to align ourselves with the rapid changes and advances in technology.

There is also a greater demand for support for students with disabilities. In 2018, the Disability Unit processed 56 new applications for concessions, which increased to 69 in 2019. During 2019, the unit provided assessment support to 81 students. Of these, 23 students graduated at the end of 2019. The support that is provided is effective, as reflected in an 87% module pass rate. In addition to supporting the students with assessments, ongoing psychosocial support is offered to these students. There are dedicated case workers for students with disabilities on each campus, and in 2019 there were 651 counselling sessions with these students. The Disability Unit also organised a Career Fair and industry talks for students with disabilities. Companies that were looking specifically at recruiting people with disabilities were invited to the fair and to conduct talks with the students. This initiative proved to be a success and will be developed further in 2020.

Graduate recruitment is a priority, and UJ continues to be rated among one of the best higher education institutions for graduate employability, according to the QS Graduate Employability Rankings. The PsyCaD Career Services unit provides a range of career development and graduate recruitment services that support students in their career planning and transition to the workplace upon graduation. The career guidance, assessment and counselling programme interventions offered by Career Services span a diverse range of career development support modalities and approaches, ranging from career guidance programmes, designed to assist learners and prospective students to explore career and study options in the Career Resource Centre, as well as through online applications, quality career assessment and counselling interventions. In addition to counselling services, there is also an increasing demand for career guidance and development.

The Career Services unit conducted a number of workshops across all four campuses, including two workshop series. Attendance of these workshops is faculty-based and voluntary. The demand for on request workshops within academic departments also increased in 2019. During 2019, 2191 students attended these workshops. Workshops are supplemented with individual sessions, which has also grown in popularity. During 2018, 539 students were assisted with CV writing and job searching skills, and this number increased to 1103 in 2019.

The annual recruitment programme of the Career Services unit offers services to both students and potential employers, in addressing the needs of students searching for work-integrated learning opportunities and internships, temporary positions while studying, and jobs for graduating students. Visible recruitment activities in the form of on-campus talks and events and job searching workshops are offered. In addition, the Career Services unit offers an online job portal, as well as a comprehensive website to inform students and recruiters about career services. The PsyCaD Career Services Recruitment Programme 2019 hosted two on-campus Career Fairs to 128 companies including 14 on-campus company presentations. Twenty companies attended the Law Career Fair, which was hosted in March, and 90 companies attended the General Career Fair in August. In addition to career fairs, companies have the opportunity throughout the year to host on-campus presentations on all four campuses. During 2019, 14 on-campus

company presentations were hosted on the APK campus.

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 2019, the University Capacity Development Grant (UCDG) implementation intensified substantially when compared to the initial 2018 implementation. ADC played a leading and coordinating role in implementing and reporting on the UJ UCDG plan. Of the total of R150 914 336 approved for the three-year period 2018-2020, R50 446 778 was made available to UJ during 2019. ADC once again represented UJ at the Centre for Research on Evaluation, Science and Technology's monitoring and evaluation (M and E) development workshops to develop an M and E framework for the UCDG. These workshops are used to refine the DHET-approved UCDG planning template that will be in use from the second round of the UCDG as well as the reporting procedures.

The implementation of the UJ UCDG plan spans across ADS, Faculties, the Research Office, and the Postgraduate Centre. Dr André van Zyl, Director of ADC, was responsible for some of the implementation as well as coordinating the DHET reporting and audits for the UCDG and the Foundation Grant of R44 137 000. 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 the additional budget allocated to tutors, senior tutors and the Assistant Lecturer Programme.

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.

To date, 30 635 students from three different student cohorts have been enrolled for the module. Of the 10 293 students who were enrolled in 2017, 64,7% have completed the module thus far. This amounts to 6663 completions. In 2018, 10 234 students were enrolled for the module, and 59,3% of these have completed, which amounts to 6068 completions. Another 10 108 were enrolled for the module in 2019, and 49,8% have completed already. This amounts to 5034 completions. In total, 17 363 students have completed the module, which represents 58% of the total enrolment for this module over the past three years.

Artificial Intelligence in the 4IR

Artificial Intelligence in the 4IR, a free, fully online, non-credit bearing module, rolled out to the UJ community (all undergraduate/postgraduate students and staff members) in February 2020. The purpose of this module is to introduce students to artificial intelligence (AI), its applications, and its implications for society and the future of work in the Fourth Industrial Revolution (4IR). This non-technical, self-paced module consists of eight units, aimed to help students develop a conceptual model of a world with AI, as well as encourage students to reflect on their role in a world that is being transformed by AI-driven technologies. Upon completion of Artificial Intelligence in the 4IR, students will receive an electronic certificate. For current students, this achievement will also reflect at the top of their academic transcript. In support of the module, all undergraduate students were given free access to the bestselling book, *21 Lessons for the 21st Century* by Yuval Noah Harari. This forms part of the ADS Common Read Programme, aimed to facilitate a culture of reading and provide a shared experience and basis for meaningful conversations focused on living in the face of constant and disorientating change.

UJenius Club

The UJenius Club encourages undergraduate students to strive for excellent academic success, while offering a variety of intellectual, social, professional and career development opportunities. The aims of the UJenius Club are achieved in partnership between ADS, the seven Faculties and the College of Business and Economics. Since 2012, the UJenius Club has celebrated the best and brightest young minds, who achieved an annual average of 75% with no module below 70% in the year preceding their membership. In 2018, 561 students were accepted into the UJenius Club, which increased to 596 in 2019. This is the second highest figure recorded for the UJenius Club. A total of 76,8% of the 2019 members were enrolled for degrees, 18,6% were enrolled for diplomas, and 3,8% were enrolled in honours degrees.

During 2019, a decision was reached to merge the Orange Carpet students with the UJenius Club. Orange Carpet remains as a marketing strategy by Student Marketing to attract top-achieving students, and these students automatically become 2020 UJenius members once they register with UJ. These students get the privileges associated with Orange Carpet, but also the added UJenius privileges. One of the major reasons for merging Orange Carpet and UJenius was to align financial and other benefits of the two initiatives.

There are continuous meetings with internal and external stakeholders in order to create more opportunities and benefits for UJenius students. The UJenius club has a strong relationship with the Undergraduate Awards organisation. In addition, UJenius students are prioritised for company visits and in this regard, three companies, who are interested in recruiting top-achieving UJ students, hosted our UJenius students. In collaboration with Huawei, an internship programme for 10 of the UJenius students will be launched in 2020. Many companies approach UJ in order to recruit our top-achieving students and these requests are forwarded to our UJenius students. This collaboration between UJenius and the companies is advantageous to both parties as the students are notified of vacancies, and companies benefit by having direct contact with our top achievers. One of the highlights in 2019 was that 10 of the UJenius students had the opportunity to visit higher education institutions in Hong Kong, Taiwan and Japan.

A UJenius committee, consisting of senior members of UJ staff, has been established to coordinate and monitor the UJenius students. The most important priority for this committee will be to investigate ways to align financial support for the Orange Carpet/UJenius students. The other priority will be to improve the faculties' involvement for the UJenius students, and to generate more privileges and incentives for our top achieving students.

UJ Winter School

During July 2019, the newly conceptualised UJ Winter School was launched. The 2019 iteration of the Winter School consisted of two main events. First, in collaboration with TechnoGirl Trust (a Trust initiated by the Department of Basic Education and in partnership with UNICEF), UJ implemented the first 'Young Women for STEM in Africa (YWSA)' event. The TechnoGirl initiative identifies high school girls between the ages of 15 and 18 who are from disadvantaged communities, and who are interested in STEM careers.

The second event, 'Winter School. Reimagined' was organised by ADC and held in the APK Library on 9 and 10 July 2019. The event included a wide range of presentations, all showcasing the excellent 4IR related work being done at UJ. The Winter School garnered substantial interest, and in total reached 236 910 unique views on social media and the UJ website over the two-day event.

Online programmes portfolio 2019

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 rollout of another two Master's programmes in the first quarter of the year, namely the Master in Educational Management and the Master of Public Management and Governance. 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. A further three Advanced Diploma programmes were added to the undergraduate suite from the second intake in March 2019, namely: Logistics, Transportation & Management and People Performance Management.

As indicated in the Table below, there has been a constant growth in module registration numbers across the six online programmes, which were running during 2018 and 2019 (this excludes the Master of Public Management and Governance, which has been in a state of phasing out). Growth in the complete undergraduate and postgraduate online suite is reflected by the total increase of 352 additional module registrations at the end of 2019 (with 750 module registrations), in comparison to the end of 2018 (with 398 module registrations) – thus a growth of almost 47%.

UJ Online Programmes – Module registrations increase from 2018 to 2019

Online programme	Launch date	Module registrations	Module registrations	Module registrations
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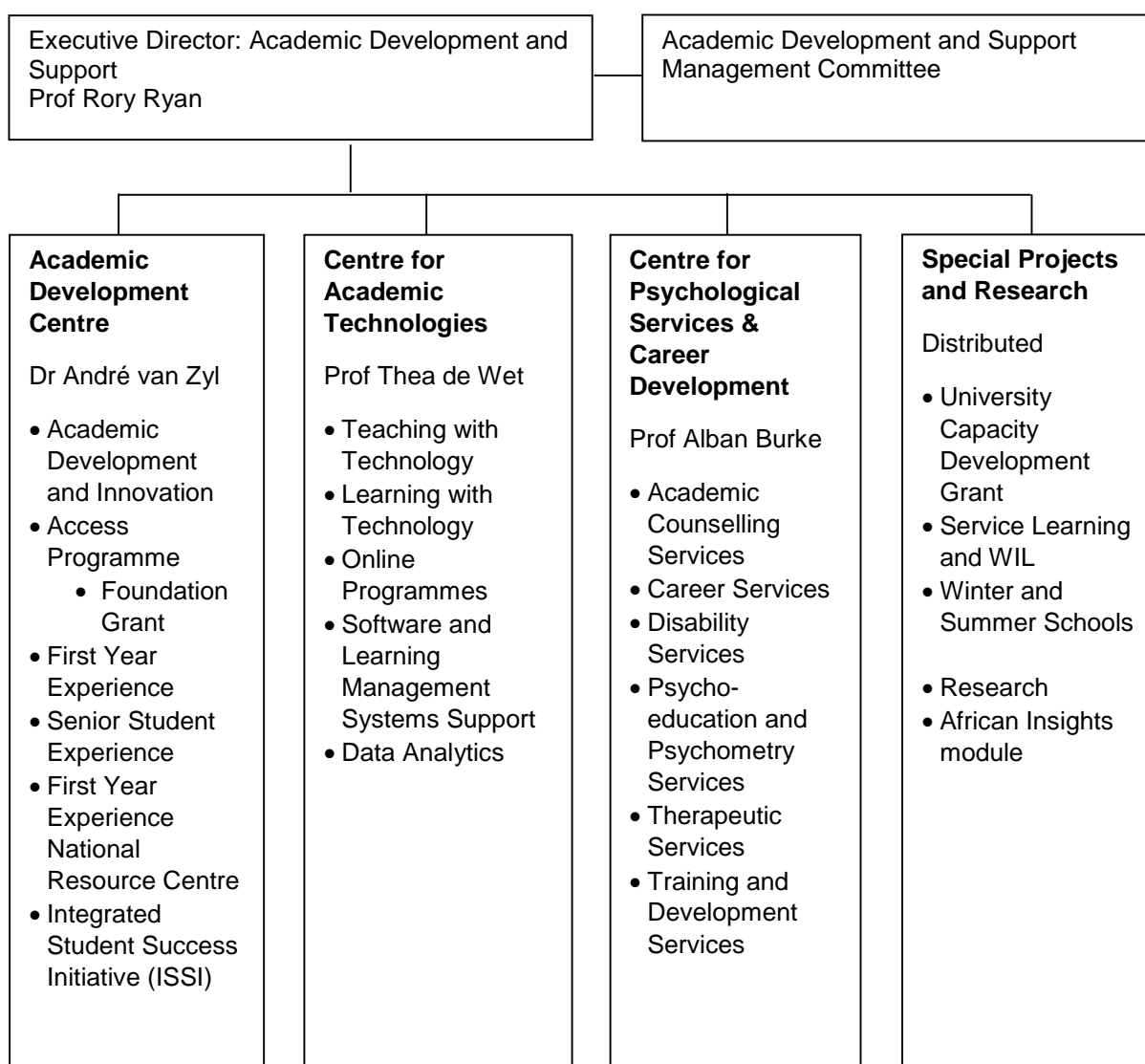
		D6: 2018 intake	D6: 2019 intake	increase from 2018 to 2019
Master in Public Health	23 Oct 2017	122	155	33
Master of Education in Information & Communication Technology	23 Oct 2017	107	121	14
Master of Public Management and Governance	D1: 15 Jan 2018	7	6	-1
Master of Education in Educational Management	D2: 12 Mar 2018	93	106	13
Bachelor of Commerce in International Accounting	D4: 01 Jul 2018	15	67	52
Bachelor in Human Resource Management	D4: 01 Jul 2018	17	64	47
Advanced Diploma in Financial Markets	D4: 01 Jul 2018	37	126	89
Advanced Diploma in Logistics	D2: 11 Mar 2019	N/A	44	44
Advanced Diploma in Transportation Management	D2: 11 Mar 2019	N/A	43	43
Advanced Diploma in People Performance Management	D2: 11 Mar 2019	N/A	18	18
Total module registrations		398	750	352

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 2020 goals are to increase retention and success, and to produce graduates who are 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).

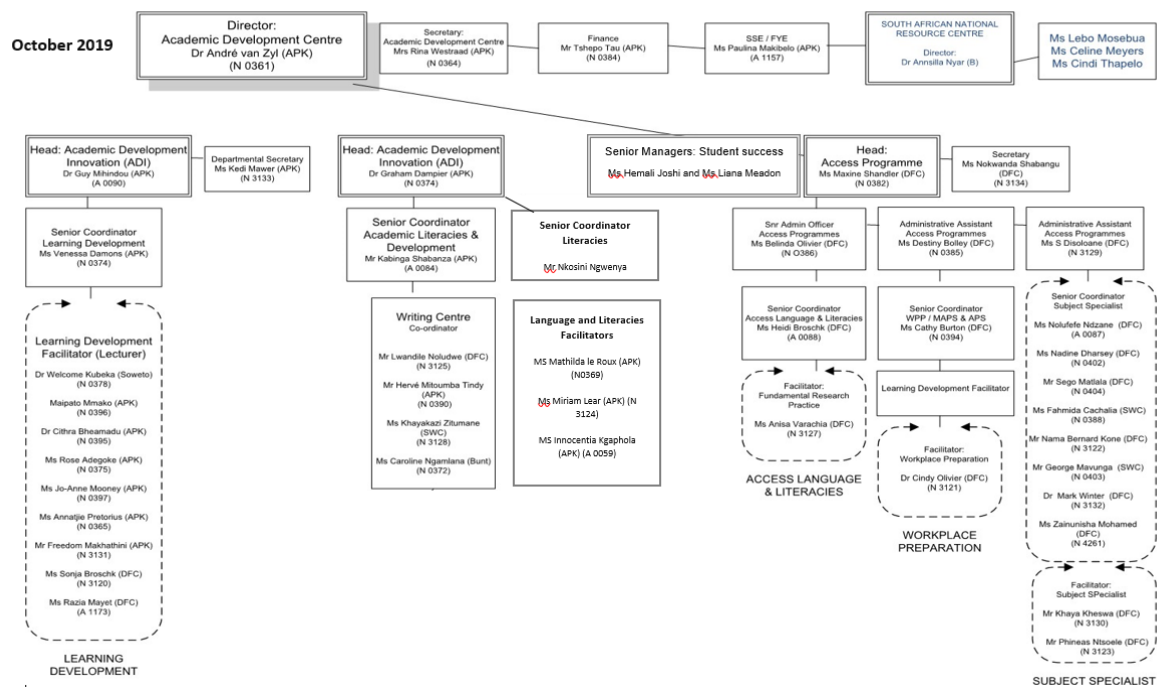


Operating Context

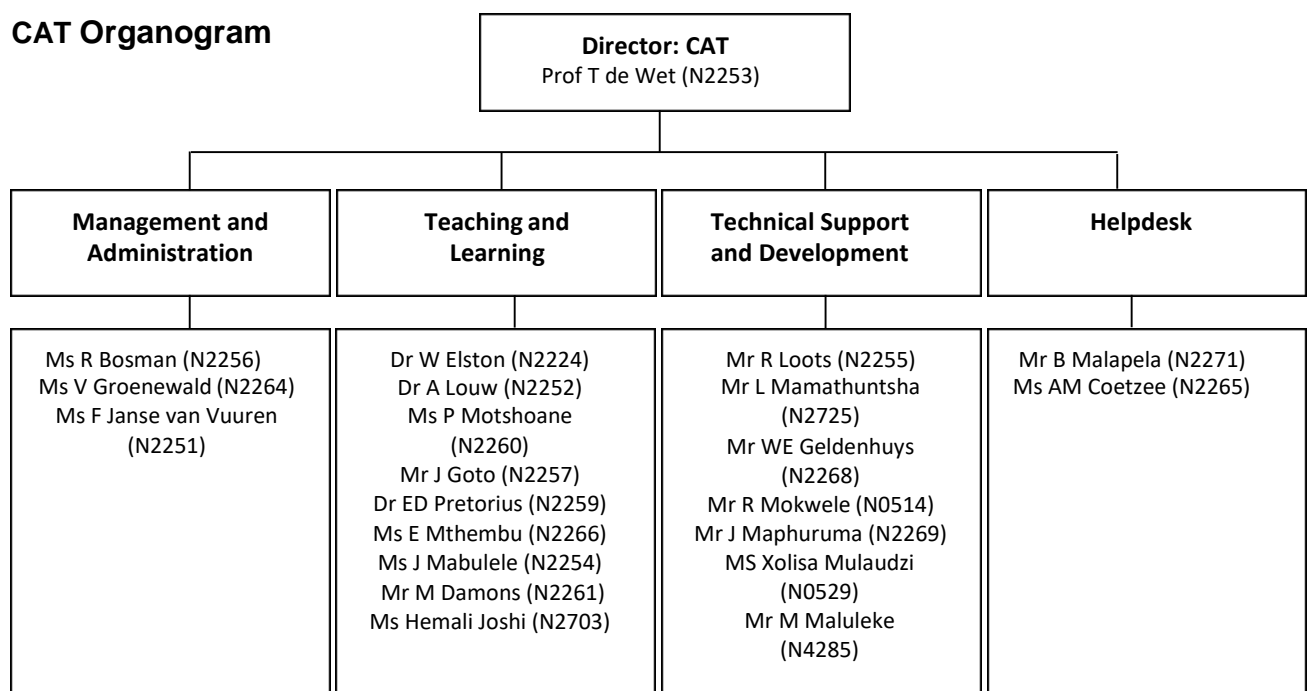
The centres in ADS all focus on the intellectual and professional development of our students and aim to provide the best possible academic experience for them by maximising the possibilities of success. The **Academic Development Centre (ADC)** focuses its attention on supporting undergraduate student 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 and 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



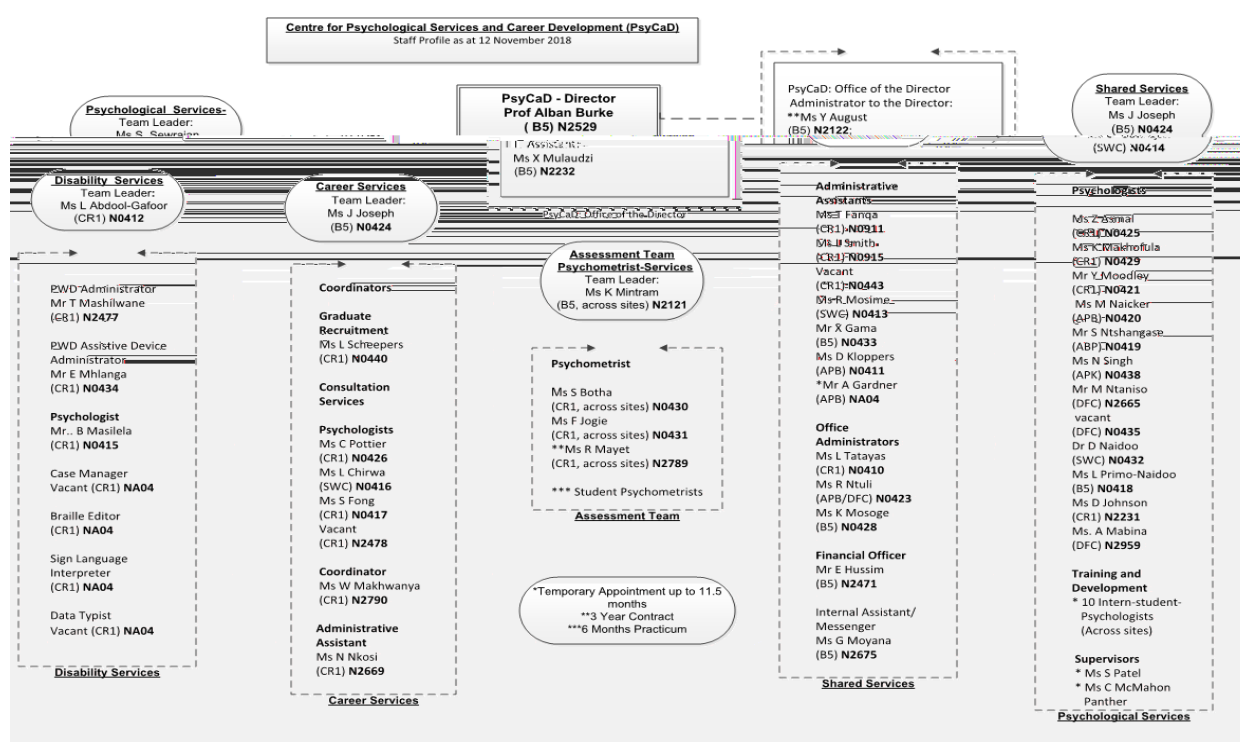
CAT Organogram



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 adhered to while 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) and meets 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 'Under-preparedness 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.

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.

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 five minutes in 2019.

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 2019, significant progress has been made in collaboration with CAT, 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 achieved successes, 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. This was mainly brought about by the development, adoption and implementation of the Integrated Student Success Initiative (ISSI) from the first semester of 2018 and continued unabated during 2019. 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 structures for quick response 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 2019, ADC supported the drive towards 'recruiting outstanding students' by actively participating in and presenting an event for 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 2019, 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 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 has a current 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 aims through all its efforts, specifically the FYE and SSE initiatives, to continue this growth. ADC also contributed 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 2019 academic year.

The 2019 Implementation of the Integrated Student Success Initiative (ISSI)

As stated above, 2019 saw the second full year of implementation of the UJ ISSI initiative. ADC has once again played a leading role in the continued ISSI 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 difference. During 2019, this included the following institutional developments:

- The quarterly meetings of the institutional Student Success Committee (SSC) under the leadership of the ED: ADS. The SSC actively contributed to the discussions and implementation of various student success initiatives at UJ and also provided oversight to ISSI.
- 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.
- A small ISSI implementation fund aimed at facilitating effective interventions.

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 2019, these lists were used to identify the 45 modules per semester (the top 10 in CBE and the top 5 in each of the other faculties) on which ISSI interventions would be focused. During the first semester of 2019 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 of 2019 there seemed to be a clear positive link between ISSI activity and pass rate. 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.

For the 2019 ISSI implementation, the average success rate for the eighty-eight modules involved in the ISSI was 75,1% in 2018, which was far below the institutional average of 85,6% in the same year. After the ISSI interventions in 2019, however, the average success rate for the same collection of modules was 79,6%. This amounts to a 4,5% increase overall. When the two semesters of 2019 are considered separately, the first semester modules success rate increased by 3,5% (this figure includes modules with an activity rating of 0 which implies no activity). The success rate of the second semester modules increased by 5,5%.

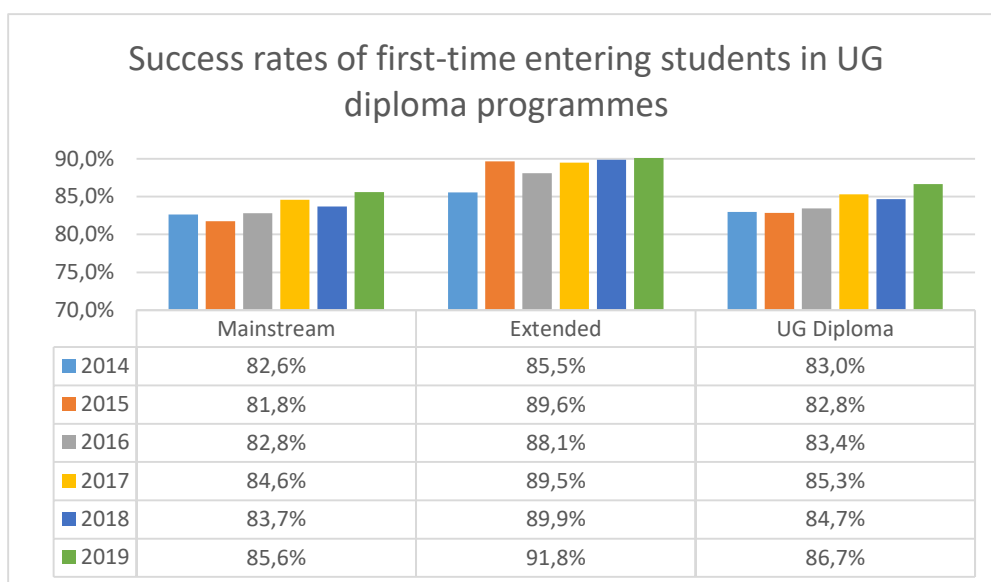
Although the ISSI implementations described above formed the mainstay of the ADC Literacies and Academic Development and Innovation staff, they also continued with existing interventions and work reported on below. ADC Access is the only exception to this because their efforts are exclusively focused 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 IPEM on success rates of first-time entering students in undergraduate diploma programmes from 2014 until 2019, the success rate for undergraduate students increased to 86,7% in 2019, while the success rate in the extended diploma offerings increased to 91,8%.



In addition, the success rate for undergraduate students in FEBE for 2019 was 84%, while the success rate in the extended degree offerings in the same faculty was an excellent 87,9%. These results were achieved in the third year of implementation of the extended BEng Tech programmes despite the extended programme students not meeting the regular entrance requirements.

The following tables indicate the 2018 and 2019 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 2018	Module Success Rate 2018	Registrations 2019	Module Success Rate 2019

B Construction	44	88%	46	90%
BEng Tech in Physical Metallurgy	39	83%	47	96%
BEng Tech in Extraction Metallurgy	51	90%	43	89%
BEng Tech in Mech Engineering	44	95%	46	94%
BEng Tech in Indust Engineering	66	91%	66	96%
BEng Tech in Civil Engineering	64	96%	41	96%
BEng Tech in Elec Engineering	35	94%	39	95%
Dip: Operations Management	45	95%	58	89%
Dip: Management Services	61	97%	60	94%

Faculty of Humanities

Extended Curriculum Programme Name	Registrations 2018	Module Success Rate 2018	Registrations 2019	Module Success Rate 2019
Dip: Public Relations	46	97%	51	94%

College of Business and Economics

Extended Curriculum Programme Name	Registrations 2018	Module Success Rate 2018	Registrations 2019	Module Success Rate 2019
Dip: Human Res Management	67	89%	71	93%
Dip: Small Business Management	36	85%	38	96%
Dip: Logistics	42	98%	38	92%
Dip: Transportation	21	95%	24	92%

The above results are a reflection of efforts by ADC staff to improve the quality of teaching and learning in the extended programmes, to contribute to the broader institutional commitment to excellence in teaching and learning, and improved throughput rates at UJ. This resulted in 13 of the 15 extended programmes having module success rates of 90% and above and the remaining two groups performing at 89% in 2019.

Academic Development and Innovation

ADI comprises two main units: Learning Development (LD) and UJELP. The LD unit contributed to student success by teaching 599 undergraduate extended degree students. Pass rates of 95% for MAPS Economics and 97% for MAPS Humanities were achieved in these two modules. For the second year running selected MAPS students participated in the Africa-by-bus excursion arranged by the Division for Internationalisation. In September 2019, 30 Humanities MAPS students departed on the

resultant bus trip to Tanzania. This trip is designed to be both educational and experiential with students being expected to demonstrate their abilities to apply themes which were taught in class in a completely different context. The participants had to document their trip through digital storytelling with the resulting stories being evaluated by the ADC staff and shared with their peers. To enable them to effectively create a digital story, the students were involved in a workshop on digital story telling offered by the Centre for Academic Technologies (CAT) before embarking on the trip. The overall sense was that the students and participating ADC staff members enjoyed the trip while learning a lot.

ADI continues to provide customised and just-in-time study skills interventions to students in the faculties. The table below contains a summary of the learning development workshops, group consultations, residence academic advisor workshops and individual consultations conducted during 2019.

Learning development activities in 2019

Type of activity	Number of workshops presented	Number of students attended
Learning development workshops	168	4296
Focus group consultations	17	99
Residence academic advisor workshops	5	135
Reading in the discipline (RID) interventions	Class sessions	1071
RID workshops	5	642
Integrated Student Success Initiative (ISSI) workshops	52	5081
Mentor training sessions	19	539
Workshops in collaboration with the Department of Educational Psychology: Masters project	42	88
Individual consultations	N/A	533
Total	308	12 484

One of the new initiatives being driven by ADI is the growth and improvement of volunteer peer mentoring at UJ. During 2019, ADI developed standardised training material and worked with the various departments to equip peer mentors to support student success. A significantly higher number of peer mentors were trained in 2019 (539) than in 2018 (253). The UJ Mentor coordinator also initiated a mentor survey geared towards better understanding the views and experiences of the various key stakeholders involved in mentoring at UJ.

UJ English Language Programme (UJELP)

The purpose of the University of Johannesburg English Language Programme (UJELP) is to facilitate the acquisition and development of appropriate reading, writing, speaking,

and listening skills of international students for both communicative and academic purposes. UJELP comprises a 6-level programme which stretches over nine months. During 2019, 145 students were tested and about 135 students from across the world were enrolled in the various 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. What characterised Reading in the Discipline in 2019 is its rapid growth and its involvement in student life, particularly in the Department of Strategic Communication, where the interventions were well coordinated through a joint venture between the lecturers and the RID task team.

Department of Academic Literacies

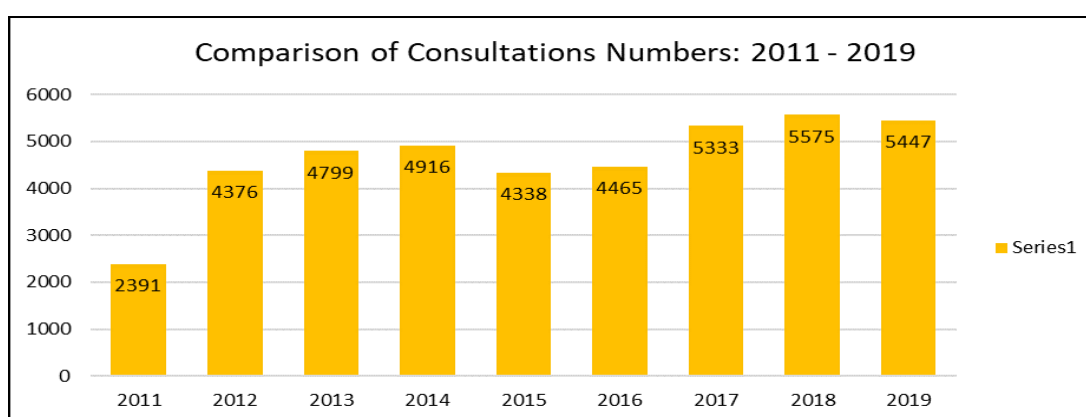
Academic Literacies focuses on various facets of a student's literacy needs, from reading academic texts to assistance with writing. The close working relationship between Learning Development and Academic Literacies allows staff in both departments to respond to specific needs identified as part of ISSI's work in various modules.

The Writing Centres

The unit has four Writing Centres, one on each campus, which assist undergraduate and honours students. The approach of the Writing Centres is 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 core business of the Writing Centres is to conduct one-on-one and group writing consultations with students. However, due to the momentum of the Integrated Student Success Initiative (ISSI), the Writing Centre coordinators offer a high number of workshops and provide academic literacy support to academic departments across the institution.

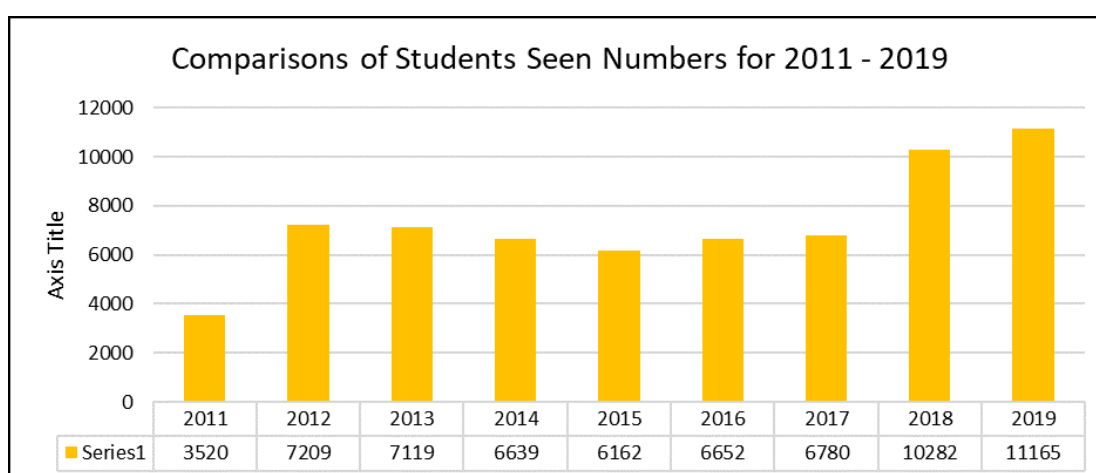
In 2019, the number of group consultations has increased substantially. The implication of this is that while fewer consultations were recorded, the Writing Centres work with a higher number of students. The number of writing consultations decreased slightly from 5575 in 2018 to 5447 in 2019.

Number of consultations 2011-2018



The decrease in the number of consultations was counteracted by a sharp increase in the number of students seen across all campuses. One of the reasons for the notable increase in students seen is the Writing Centre's role in the ISSI. This is represented in the figure below.

Number of students seen 2011-2019



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 1446 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 a 92% pass rate for 2019. The Language and Skills for Science (LSS) module, offered in the Faculty of Science, achieved a pass rate of 84% in 2019. Significant improvements in the planning and delivery of Language for Economic Sciences (LES) offered in the College of Business and Economics (CBE), resulted in the best performance in this module to date with 96% of students passing in 2019.

Other ADC projects

Intensive Revision Programme

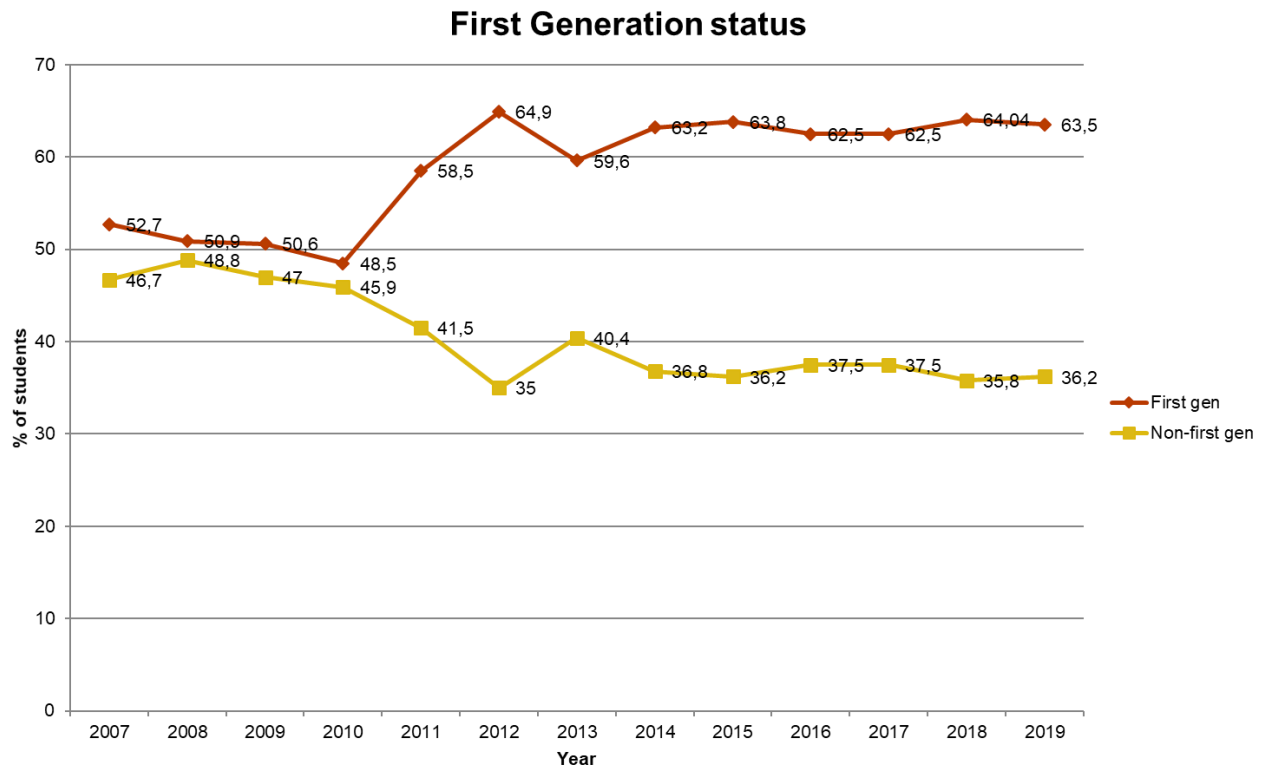
The Intensive Revision Programme (IRP), initiated in 2016, is a focused intervention with the primary purpose of increasing the various module pass rates, and thus secure a positive effect on the throughput rate and reduce the dropout rate. IRP sessions offer a series of structured academic interventions 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 2019, the IRP was once again successfully implemented and student attendance was good.

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

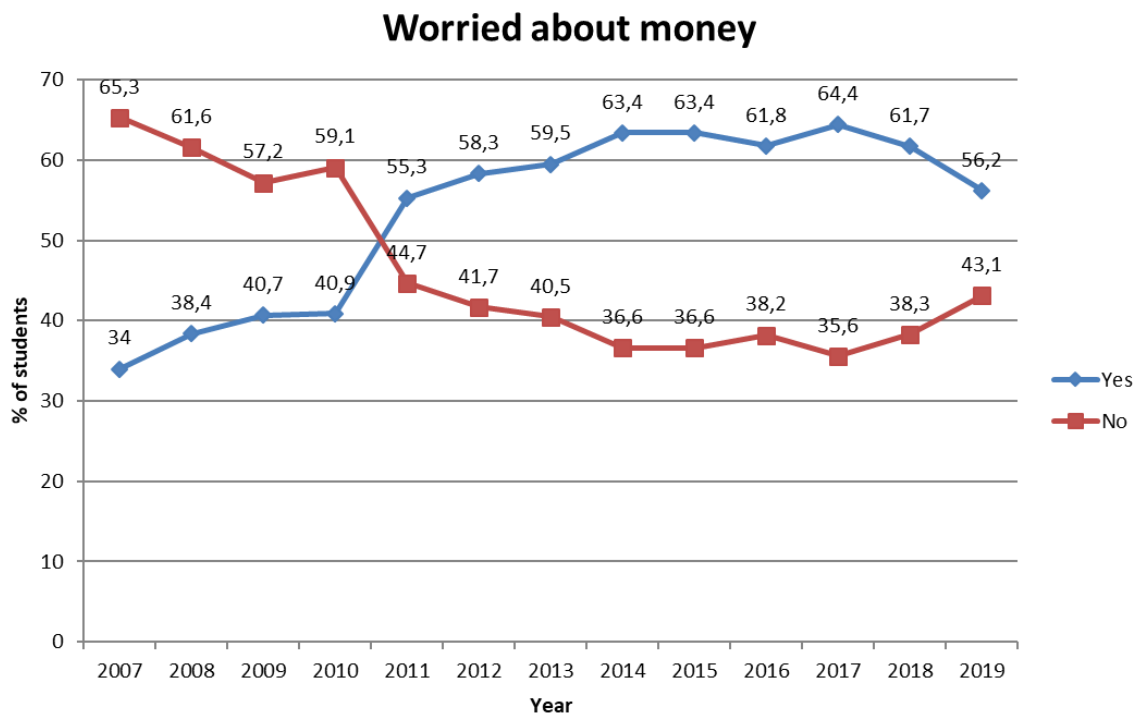
The UJ First Year and Senior Student Experience (FYE SSE) continued to strengthen and deepen its contribution towards the improvement of student's success in 2019. The FYE/SSE committee used 2019 as the first year of implementing the seven new focus areas that were identified during 2018. Some highlights include:

The more effective use of senior students to enable and support student success was pursued through increased levels of customised tutor training. The mentoring system was also strengthened and training and reporting increasingly formalised.

The gathering, distribution and use of student's profile and experience data were improved during 2019. These efforts included the rollout of the Student Profile Questionnaire (SPQ) during FYS to create a profile of the new student cohort, which is subsequently shared institutionally. This information is then used to plan and customise initiatives that meet the needs of the students. The following interesting data points emerged from the 2019 SPQ.

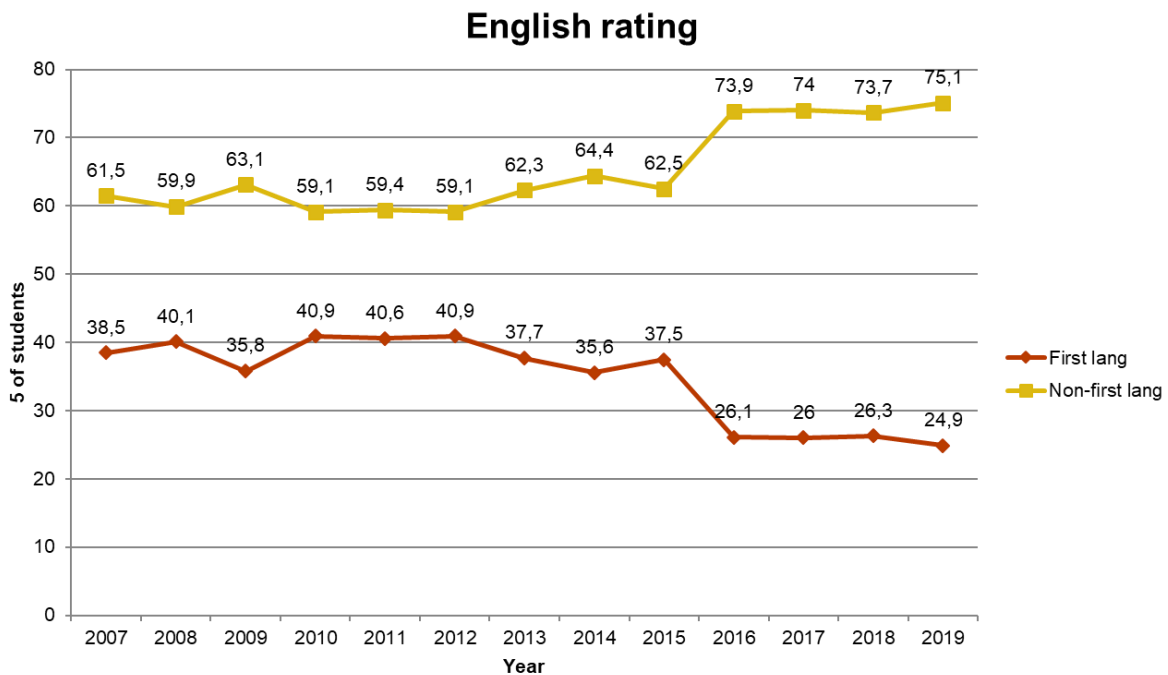


The graph above indicates that from 2018 to 2019 the proportion of first-generation students among UJ first-years remained above 60%.



Another interesting aspect portrayed by the graph above is that the proportion of first-year students worried about money continued to decline and has decreased by 5,5% from 2018 to 2019. This could be because of the interventions on fully funded higher education

made by the central government.



The graph above indicates that the proportion of UJ first-years that do not have English as their first language has increased by 1,4% from 2018 to 2019 and was above 75% for the first time since SPQ data has been collected. In addition to the SPQ data, the FYE/SSE committee and community also used the annual Undergraduate Student Experience Survey to better understand the student experience.

The UJ first year seminar (FYS) ran successfully and is growing from strength to strength each year. It was implemented across a four-day period from 29 January to 1 February 2019. To facilitate the transference of information, a three-pronged approach was used. This included contact sessions; the provision of printed materials (the UJ-developed “Toolbox” booklet and the nationally provided Grad magazine); and the availability of online FYS materials on the “Find your way” mobi site.



Orientation is however not a once-off event; there is support for students beyond the First

Year Seminar. Extended orientation activities were organised across the four campuses to cater for students who were not able to attend the FYS. Additionally, different divisions and departments such as the UJ Library, ADC, PsyCaD, CAT and IOHA organised workshops as part of extended orientation. Lastly, academic staff teaching first-year students were provided with short and targeted extended orientation PowerPoint slides.

In order to work towards better preparing students for postgraduate studies, the inaugural Undergraduate Student Research Conference (UGSRC) was organised in collaboration with the eight UJ Faculties and the CBE. The conference was a great success. The student presentations were of a very high quality and the event was very well attended by both fellow students and UJ staff. From 2020, the UGSRC will be aligned with the UJenius programme.

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

The South African National Resource Centre for the First Year Experience and Students in Transition (SANRC) is a national centre established in 2015 for the purpose of promoting and enhancing first-year transitions and student success on a national scale. Although the SANRC operates independently, it is housed at the University of Johannesburg under the auspices of the Academic Development Centre (ADC).

The SANRC was very productive during 2019:

(a) They had the five-year anniversary for the annual First Year Experience conference, held by the SANRC since 2015. The 2019 conference featured a guest presence from the SANRC's US-based sister organisation, the National Resource Center for The First Year Experience and Students in Transition (NRC) in the form of Drs Jennifer Keup (Director) and Dallin George Young (Assistant Director for Research, Grants and Assessments). The conference was well-attended and also included some international colleagues. Abstracts submitted and presentations made at the conference showed an increasing level of maturity in the relatively new field of scholarship of the First Year Experience.

(b) The SANRC initiated a new publication series, named the FYE Thought Series, and has since released three FYE Thought Series:

- Van Zyl, A. (Ed). 2017. *The First Year Experience in Higher Education in South Africa*. SANRC FYE Thought Series #1.
- Nyar, A. 2019. *The First Year Experience in South Africa: A National Perspective*. SANRC FYE Thought Series #2.
- Scott, I. 2019. *Designing the South African Higher Education Sector for Student Success*. SANRC FYE Thought Series #3.

(c) The SANRC established a national awareness campaign about First Year Experience, entitled National FYE Month. All public higher education institutions in South Africa were encouraged to create awareness about the First Year Experience in various ways. Their efforts were summarised and sent to the SANRC who selected four institutions of higher education (University of the Western Cape, Tshwane University of Technology, University of South Africa and Stellenbosch University) as the Top Institutional Participation in National FYE Month. Electronic badges were provided to them in recognition of their

participation in the National FYE Month campaign.

(d) The SANRC's Orientation Campaign was boosted by a special Summit on Orientation at the 2019 SANRC FYE Conference as well as the production of a report: Nyar, A. 2019. *National Guidelines for Good Practice in Orientation*.

(e) The SANRC has now acquired a sizeable collection of books, reports and other materials on the First Year Experience, which is available for viewing during certain hours in its special Resource Room at B Green 11, Auckland Park Bunting Road Campus of UJ. In 2019, the Resource Room saw an uptake in numbers of users (including students) consulting the materials. Similarly, the newly redesigned SANRC website saw an increase in numbers of users browsing the website for Suggested Readings, which is available on the website.

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.

CAT staff and student training and support

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.

During 2019, the CAT instructional designers (IDs) facilitated over 100 workshops across all campuses. These workshops focused on a flexible Blackboard template that would help to give structure to the design of modules. CAT staff offered a large number of Turnitin workshops to both students and staff, including presentations to the Library and Postgraduate School. CAT IDs are a vital 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 two modules of the Postgraduate Certificate (PGDip) offered to higher education practitioners at UJ.

During the 2019 FYS, CAT staff saw over 6500 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 2019 FYS Bb module; and (d) where to find help for any e-learning related questions. Also, CAT e-buddies helped over 1500 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 2019, 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 15 million individual logins in 2019 and during the core ten academic months in 2019 uLink had approximately 45 000 daily individual student logins. The module registration process on Blackboard was partially automated for 2019.

Learning and teaching with mobile devices and e-textbooks

During 2019, handheld devices had been distributed for the fifth consecutive year. UJ made R18 million available to purchase 4000 Mecer Xpress 2-in-1 tablets with removable keyboards. Using CAT's Face-and-Place platform with a facial recognition algorithm and a booking system, CAT could hand out the devices to Quintile 1-3 NSFAS first-year students in a very short period.

In 2019, the University of Johannesburg made R8 million available for purchasing e-textbooks for students in priority modules. The available funds were divided according to historic FTEs and allocated proportionally to Faculties. ITSI Funda was appointed by UJ as the 2019 e-book aggregator. They provided an e-reading platform with the miEbooks application. With CAT support, 79 books were linked to 112 priority modules

for a potential 24 000 downloads – roughly equal numbers of modules in both semesters. By the end of 2019, 68% (16 000+) of the e-textbooks had been downloaded.

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) by designing online intervention programmes;
- 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 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 from 2018 to 2019 in the number of students who are utilising PsyCaD's services. During 2018 a total number of 12 054 students were seen for counselling sessions and this increased to 15 702 in 2019.

Number of students seen for counselling per campus

Site	Advisory			Therapy			Total		
	2017	2018	2019	2017	2018	2019	2017	2018	2019
APK	3294	3401	3834	2751	4067	4739	6045	7468	8573
DFC	971	1113	1437	657	742	2176	1628	1855	3613

APB	532	732	711	658	786	1370	1190	1518	2081
SWC	667	653	669	445	560	766	1112	1213	1435
Total	5464	5899	6651	4511	6155	9051	9975	12054	15702

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	4625	4387
2016	6773	4285
2017	5464	4511
2018	5899	6155
2019	6651	9051

If one compares the number of students seen for counselling from 2015 to 2019, 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 2019.

There seems to have been a shift in the reasons for counselling from 2018 to 2019 with relationship problems dropping from the top reason in 2018, to the 10th position in 2019. Students still seem to be experiencing problems with adjustment to university which results in a wide range of emotional problems. Of concern, however, is the increase in the number of students who have been traumatised.

Top 10 reasons for counselling

No.	Reason for counselling	
	2018	2019
1	Relationship problems	Adjustment disorders
2	Adjustment disorders	Post-traumatic stress disorder
3	Mixed anxiety and depressive disorder	Generalised anxiety disorder
4	Generalised anxiety disorder	Mixed anxiety and depressive disorder
5	Mild depressive episode	Depressive episode
6	Acute stress reaction	Mild depressive episode
7	Post-traumatic stress disorder	Neurodevelopmental disorders and physical disabilities
8	Moderate depressive episode	Acute stress reaction
9	Reaction to severe stress, and adjustment disorders	Recurrent depressive disorder, current episode moderate
10	Depressive episode	Relationship problems

As part of their internship, PsyCaD intern psychologists, under the guidance of a psychologist, operate the 24-Hour Crisis Line. The Training and Development Services unit facilitates training in crisis management and suicide prevention early in the year to allow 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, 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 UJ students at any time of the day and night. The psychologist's main aim will be 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, as well as 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 and is marketed through posters and a sticker that is extensively circulated at various forums.

During 2019, the 24-Hour Crisis Line has assisted **563** callers throughout the year. Of these, **43** were suicide-related calls and all of these were successfully assisted.

Number of Crisis Line calls from 2017 to 2019

	2017		2018		2019	
Month	No. of Callers	Suicide-related Calls	No. of Callers	Suicide-related Calls	No. of Callers	Suicide-related Calls
January/February	63	1	40	5	64	8
March	56	1	43	5	56	4
April	44	2	43	8	66	2
May	86	0	57	7	70	5
June	41	0	18	3	45	5
July	36	0	31	3	58	3
August	54	1	46	8	49	5
September	53	3	39	4	48	1
October	53	8	78	8	50	5
November	46	1	49	3	57	5
December	8	0	0	0	0	0
TOTAL	540	17	317	54	563	43

The type of problems that callers were dealing with were relational difficulties, poor academic performance as well as feeling depressed and/or stressed among others. May was the busiest month for the 24-Hour Crisis Line, with **70** calls received this month alone. The general concern in this month was stress-related, which is common at this time of

year with exams approaching. In addition to the students who made use of this service, 35 staff members called the 24-Hour Crisis Line during the year.

In addition, PsyCaD assists Campus Health Clinics by availing the services of Intern Psychologists to provide HIV Counselling and Testing (HCT). In total, the intern psychologists facilitated 140 HCT sessions of the total number of clients seen by Campus Health Services during 2019.

Various life enrichment workshops are provided to the UJ community. Some of these include workshops on self-awareness, adjustment to university life, managing stress, depression and anxiety and identifying risky student behaviour. The workshops are aimed at empowering students/staff with knowledge around various aspects of mental health. During 2019, the number of workshops presented to faculties and students was 58, versus 29 presented during 2018.

The psychological services team has maintained a social media presence as a resource for the sharing of information, and keeping abreast of the ideas and opinions reflected by existing and prospective clients, and the community in general. Our social media platforms of Facebook and Twitter have been well managed and updated with relevant information. During 2019, the number of subscribers on our social media pages reached 6004 (Facebook) and 1581 (Twitter), and we continue to endeavor to align ourselves with the rapid changes and advances in technology.

The Psychological Assessment Services, in conjunction with the Psychological Services, offers a wide range of assessments to the students of the University of Johannesburg (UJ), the broader community, schools, and organisations. 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. The assessment team did **54** psycho-educational assessments for external clients. This is a significant increase from the 29 assessments that were done in 2018.

Disability Services

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

- 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.

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 possible, on holistic support and the development of our students with disabilities as illustrated below:



Facilitation of Reasonable Accommodation

The University is committed to providing equal university education and training opportunities to all people. The governance of support for people with disabilities is undertaken by the Transformation Committee. In order to standardise applications for accommodations and concessions, all applications are reviewed by the UJ Concessions Committee. This committee considers and provides for fair assessment practices for students with disabilities, underpinned by reasonable accommodation and inclusive education practices. The committee members discuss, provide suggestions for support and/or approve concessions based on medical/psychological documentation provided by a student with a disability. The committee meets monthly, whereupon the decisions of the committee are communicated to the student.

In the case of Learning Disorders, specialised psycho-educational assessments – aimed at identifying learning or occupational barriers that might hamper academic performance – are required for the application process. Some of our students do not have the financial resources for these psychological assessments, in which case the Psychological Assessment Team does these assessments pro bono. During 2019 this team did 10 individual concession assessments.

The number of new concession applications increased from **56** in 2018 to **69** in 2019. Of note is the shift in the type of disabilities, with a decline in visual impairments, but an increase in the neurodevelopmental disorders and physical disabilities.

Comparison of new concession applications between 2018 and 2019

Disability	Number of new concessions	
	2018	2019
Learning	17	21
ADHD	8	16

Visual	11	5
Blind	3	2
Physical Disability	9	16
Psychiatric	6	5
Neurological	2	3
Hearing	0	1
Total	56	69

One of the main priorities of the Disability Unit (DU) is to provide the students with disabilities with academic support, not only by means of concessions, but also emotional support, provision of equipment, etc. The table below reflects the efficacy of this support.

Academic success of the Students with Disabilities from 2012 to 2019

Category	No. of modules written (2012-2019)	%	No. of modules written (2019)	%
Passed with distinction	294	16	90	17
Passed	1240	66	358	67
Competent	22	1	2	0
Supplementary exam passed	84	4	13	2
Supplementary exam failed	84	4	24	5
Failed	78	4	14	3
No admission to exam	86	5	30	6
Total	1888	100	531	100

From 2012 to 2019 the students with disabilities were registered for 1888 modules of which 87% were successfully completed. In 2019 specifically, the students were registered for a total number of 531 modules, and again an 87% pass rate was achieved.

Career guidance and work readiness

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

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

As mentioned previously, the DU aims to provide the student with disabilities with holistic support. In 2019, the focus was on preparing students with disabilities to the world of work. There has been a growing trend of companies contacting the DU to recruit people with disabilities. The idea was conceived to have a separate career fair for students with disabilities. This idea was piloted in 2019 and 10 exhibitors showcased at the fair during the General Career Fair that was hosted by the Careers Team.

Psychosocial support

Psychosocial support sessions form the foundation of a supportive environment for staff and students with disabilities. This is the space in which they can share their challenges and solutions can be found. Sessions include, but are not limited to: NSFAS support, residence and accommodation requests, concessional support, training on assistive software and hardware, access to study material in alternative formats, etc. There was a big increase in the number of sessions from 2018 (n=325) to 2019 (n=651) which can be accounted for by changes in processes and an expansion of services, which provided students with additional support.

In the beginning of 2019, the Staff with Disabilities portfolio was moved from Human Resources to PsyCaD. In January 2019, staff with disabilities were contacted for appointments so that the DU could update its records and offer support. A total of 33 staff were assisted in 2019. Cases differed from those requiring simple assistance such as parking accommodations, reasonable accommodation for a staff member to move site, and recommending physical changes in office spaces to create a better working environment. In some cases, both line managers and staff were assisted. The disabilities that have been supported have ranged from hearing, physical, neurological, emotional and visual. Various software, hardware, furniture and disability aids have been purchased and are in the process of being ordered or delivered. The integration of staff with disabilities within the PsyCaD Disability Unit has been seamless thus far and has been a welcome addition to the current portfolio.

Number of Counselling Sessions for Staff and Students with Disabilities

Sites	Students		Staff
	2018	2019	2019
APK	281	596	47
SWC	37	24	0
APB	2	15	3
DFC	5	16	12
Total	325	651	62

Technological support

Technological support that is provided to students and staff with disabilities includes

training, assistance and advice regarding assistive technology, hardware and software. These include, but are not limited to: Jaws, Zoom-Text, Non-Visual Desktop Access, Dragon, Eye-Pal, Merlin Readers, etc.

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

SERVICE	DETAIL	2018	2019
Training Sessions (Number of Students)	APB	1	23
	APK	20	1
	DFC	1	0
	SWC	4	0
Editing	Requests	501	198
	Pages edited	4602	5327
	Total hours	140	190
Braille Services	Requests	108	41
	Pages edited	562	295
	Pages brailled	1204	748
Sign Language (Hours)	APB	120	120
Transport	Students	206	350
	Staff		3
Test and Exam Invigilation	Students	164	240
	Papers	618	939
Scribing (Hours)		42	78

As part of the holistic support provided to students with disabilities, learning support sessions are facilitated by the Disability Unit for first-year students. The transition from high school to university can be a difficult one, potentially more so for students with disabilities. Through the facilitation of 24 sessions from January to June across all sites, first-year students were provided an opportunity to 'check-in' with one of the DU staff members and make them aware of challenges (e.g. of a classroom-based, learning, psychosocial or environmental nature), so that the necessary intervention could be facilitated. It also included extended orientation support in terms of study related material.

Advocacy and Access

Based on current legislation, the support of people with disabilities should remain a prioritised university commitment. To achieve this, there are some identified areas of development and growth, which the unit wishes to focus on going forward. With regard to risk mitigation, the following aspects apply:

- Universal design in curriculum – the premise of this inclusive educational model supports the notion that adaptations in the built environment, curriculum and/or classroom should not only be reserved for students with disabilities, but that these adaptations would benefit all students. This model will be investigated more in the teaching and learning arena going forward.
- Enhanced accessibility – the support of persons with disabilities extends beyond ensuring access to infrastructure. It involves a strategic commitment that encompasses teaching and learning and so ensuring that all students, regardless of disability, can access the same services as their peers.
- It is the unit's goal to be able to provide equitable support to all categories of disability. To date, support for Deaf students has been limited. The university flagged this as a factor for reputational risk, based on discriminatory practices. Support to deaf students and staff members remains therefore a priority and there is a plan to phase in the required support.
- Enhanced collaboration with the Human Resources division through streamlining processes of recruitment and retention of employees with disabilities. This focused support would include educating staff on the definition of disability and thereby increasing the number of employees with disabilities. To this end, dedicated, streamlined and specialised support of these employees would also be implemented.
- Engaging with various divisions and departments and collaborating on specific strategic tasks to promote the university's strategic goals regarding people with disabilities. Through the formation of task teams and the identification of division-related goals, the promotion of disability issues will be implemented at university level.
- With the advent of information and communications technology, new opportunities for assisting students with disabilities can be achieved through the optimal use of assistive technology (AT). However, this also calls for stakeholders to start to critically interrogate learning and teaching methodologies. This could include flexible classroom materials, varying the delivery of information and/or adapting assessment methodologies.

Legislation proposes that all disabilities, irrespective of the category, should be conceptualised within the confines of reasonable accommodation in higher education. Reasonable accommodation proposes that barriers that could possibly hinder the progress of an employee, need to be considered and appropriate measures by the employer need to be put in place to support this.

The disability ambassador programme is an extension of the services that the unit offers to staff and students. It is a disability awareness initiative that aims to create support for staff and students living with disabilities and to psycho-educate individuals and the public on disabilities and how we can collaboratively create a disability-friendly, equitable and accessible environment for people living with disabilities.

The DU@work newsletter also continued in 2019 in both an electronic format to all faculties, residences and staff with disabilities and hard copies at each PsyCaD reception.

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, 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 has four main domains, i.e. Career Assessment and Guidance, Work Readiness, Graduate Recruitment and Employer Relations.

Over the past couple of years, the focus of Career Services has shifted away from the traditional Career Assessment to the preparation of our students for the world of work. This shift in focus has also triggered a move away from the traditional one-on-one consultations to group and online interventions. However, individual consultations are still offered.

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 in which the Career Services unit may consider extended involvement, in order to optimise the preparedness of UJ graduates for the employment market upon graduation. Career Services was rated among the top three Career 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.

Career Assessments and Guidance

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

The career guidance and consultation process involves the provision of effective and efficient career guidance and consultation services to all PsyCaD clients. To ensure this, the following responsibilities needed to be attended to: 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, a majority of sessions focused on assisting students with how to construct a CV and cover letter.

In 2019, the Career Services resource centres conducted more than **1230** career advisories, as opposed to **1006** in 2018.

Number of internal and external clients assisted during career advisory interventions

Site	Career Assessment		Career Advisory		Career Counselling		Total	
	2018	2019	2018	2019	2018	2019	2018	2019
C Ring 1	68	558	852	846	454	513	1374	1917
DFC	19	13	119	105	13	34	151	152
APB	12	21	107	146	14	18	133	185
SWC	10	8	124	140	58	48	192	196
B5	10	65	0	0	0	3	10	68
Total	119	665	1202	1237	539	616	1860	2518

There has been an increase in the number of career guidance sessions, from **539** in 2018 to **616** in 2019.

Work Readiness

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. In 2018, 60 workshops were presented which were attended by 1800 students. In 2019, these were increased to 66 workshops, attended by 2046 students. Increases in the demand for on-request workshops within academic departments were also noted in 2019. 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.

Graduate Recruitment

The annual Recruitment Programme of the Career Services unit offers services to both

students and recruiters of graduates. The programme addresses 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 also 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 PsyCaD Career Services Recruitment Programme hosted two on-campus Career Fairs with 128 companies, and one Government Career Day hosting 11 employers and including 14 on-campus Company Presentations and six Industry Talks. The PsyCaD Career Services Recruitment Programme 2019 hosted three on-campus Career Fairs with 116 companies and one Government Career Day hosting 10 employers and including 15 on-campus Company Presentations, 17 Industry Talks and eight Interviews hosted at the Career Resources Centres.

The on-campus career fairs continue to be a major focus point of the annual graduate recruitment programme. Alongside this, the company presentations and industry talks further ensures employer networking and recruiting opportunities for UJ students and graduates. The Career Services unit has a strong commitment to promote career development opportunities to its students, and also to increase the number of career related opportunities available for our current students, graduates, postgraduates and alumni. The move towards the institution's strategic focus towards global excellence and stature had propelled the unit towards greater connectedness, engagement and networking with graduate employers.

In 2019, the three on-campus Career Fairs included:

- **Law Career Fair:** Career Services hosted the annual Law Career Fair in conjunction with the Faculty of Law in May 2019. There was a slight decline in the number of companies who attended the Law Career Fair, from 20 in 2018 to 17 in 2019.
- **Commerce Fair:** In 2019, PsyCaD hosted a Commerce Career Fair in May 2019, which was attended by 28 companies.
- **General Career Fair:** The annual General Career Fair in August 2019 was attended by 71 companies. According to completed evaluation forms returned by companies, this event was rated as excellent. Feedback also suggested that students have been groomed with regard to CV Writing Skills, Job Hunting Skills and Interview Skills.

Employer engagement and relations

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

The employer engagement strategy has done and will continue to do the following:

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

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

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

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: Artificial Intelligence in the 4IR
- Annexure 5: UJ Winter School
- Annexure 6: 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 2019 the employment equity was at 63.3%.

ADC Employee Equity Profile	African	Coloured	Indian	White	Foreign Nat.	Disabilities	Male	Female	Total
P5: Director			1	1			1	1	2
P6: Heads			1	3	1		2	3	5
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	6	12	6		16	33	49
TOTAL	49						49		

Appointments and Resignations

During 2019, ADC did not record any resignations and two staff members joined the team. Ms Hemali Joshi was appointed in a P6 position that was created via an upgrade of a P7 position and Ms Liana Meadon was moved from the Executive Director's office to ADC.

CAT Employee Profile

CAT Employee Equity Profile December 2019	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, System Administrator	3	1	1	1			3	3	6
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
Subtotal	9	1	1	11	0	0	8	14	22
TOTAL	22					22			

Appointments and Resignations

There were no resignations in 2019.

Staff Qualifications

CAT Staff	Highest Academic Qualification						Further Studies					
Academic Qualifications	Doctorate	Masters	Honours	Bachelors	Diploma	Grade 12	Doctorate	Masters	Honours	Bachelors	Diploma	Grade 12
TOTAL	4	8	2	2	2	4	2	1	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 50% in 2019.

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	19	1	10	3	6	1	6	14	20

Leaders)									
P8: Coordinator II (Psychometrists, Financial Officer, Employer Relations)	4				2	2	1	3	4
P9 – P10: Coordinator I (Graduate Recruitment Programme, Office Administrators)	6		3		1	2		6	6
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	40	1	20	5	9	7	10	31	41

Appointments and Resignations

During 2019 there were no resignations.

PsyCaD had a total of 41 employees of which 40 (98%) were permanent and 1 (2%) 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 2019 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 2019 there was a lack of seniority in terms of Educational Psychology, and a temporary Educational Psychologist was appointed to assist with the supervision of intern Educational Psychologists.

Staff Qualifications

The academic qualifications of the PsyCaD staff members are skewed towards master's and doctoral levels (58%). 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	19	1	1	19				
P8	4			1	2	1		
P9 – P10	6				2	1	1	2
P11 – P12	9				1	1	2	5
P13 – P15	1							1
TOTAL	40	1	2	20	5	3	3	8

COMMUNITY SERVICE, STAKEHOLDER ENGAGEMENT, NATIONAL AND GLOBAL REPUTATION MANAGEMENT

Academic Development Centre (ADC)

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 fifth 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 (CAT)

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, 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. An osTicket system is used to keep record of the queries. In 2019, the majority of the 4000+ queries 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.

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 Term 1, 2019. 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 just under 800 students attending) and 30+ Blackboard training sessions on four campuses with over 2000 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 2019, 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 2019 meetings, 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.

PsyCaD

During 2019, the Psychological Assessment Services team, in conjunction with the Psychological Services, Disability Unit, Career Services and Training and Development teams, partook in three community engagement projects. Each of these projects have been detailed below:

Career Assessments

As part of a Disability Unit initiative, **105** students with disabilities were assessed for the purpose of career guidance. The chosen school teaches an adapted curriculum that allows students with a variety of learning disabilities to complete their vocational school training. The aim of this project was to find suitable vocational career options for the Grade 9 students. Each student received an individual report and attended a group feedback session. The group feedback session adopted an interactive stance which allowed students the opportunity to actively engage with the contents of their reports, as well as access information about career options.

As part of an initiative to mentor young students in underprivileged communities, Tracker runs an annual mentorship program. The Psychological Assessment Services Team, in collaboration with Tracker, provides career assessments at no cost to the student. For 2019, 31 students from the Magaliesburg State School were assessed by the Psychological Assessment Services team at their school. The assessments were aimed

at providing the Grade 11 and Grade 12 students with career counselling and bursary options, to assist them in making an informed career decision. All students were assessed on personality, interests, skill level and career clusters. In this community project, all students were assessed on tablets, computers and phones in an effort to present the assessment process in an interactive, technologically accessible manner.

FUCHS Assessment Project

As part of a Disability Unit initiative, 105 students with disabilities were assessed for the purpose of career guidance. The chosen school teaches an adapted curriculum that allows students with a variety of learning disabilities to complete their vocational school training. The aim of this project was to find suitable vocational career options for the Grade 9 students. Each student received an individual report and attended a group feedback session. The group feedback session adopted an interactive stance which allowed students the opportunity to actively engage with the contents of their reports, as well as access information about career options.

Tladi Community Centre Assessment Project

The Tladi Community Based Treatment Centre is a facility which supports and assists individuals in vulnerable communities. As part of the assistance offered, individuals are provided the opportunity to obtain training that may benefit them when seeking employment. The Psychological Assessment Services and Career Services units of PsyCaD collaborated to formulate a career development programme to address the career development needs of eight graduates from the Tladi Community Based Treatment Centre. A two-fold process was undertaken which included career assessments, as well as work readiness workshops. The assessments were done on personality, interest and values. All clients received individual reports.

PsyCaD additionally offers a wide range of assessments for the broader community at either pro bono or at reduced/affordable rates. Assessments that are offered include:

- Psycho-educational assessment;
- Concessions (specialised psycho-educational assessment aimed at identifying learning or occupational barriers that might hamper academic success and aiding with the obtainment of examination concessions when applicable);
- Career assessment;
- School readiness; and
- Subject choice.

FINANCIAL REVIEW

An Abridged Income and Expenditure Statement of Academic Development and Support for 2019		
Expenditure	Budget 2019	Amount Spent 2019
Personnel Costs		
Salaries cost to company	73 779 931,69	71 479 958,22
Temporary salaries	13 399 856,32	12 695 733,31
Tutorial salary expenses	2 615 806,54	1 530 057,93
Invigilator salary expenses	50 185,01	112 164,00
Overtime salaries	4 998,00	69 255,41
Subtotal	89 850 777,56	85 887 168,87
Restricted Budget (Software)	12 743 116,48	17 094 429,13
Operational Costs	35 492 283,56	34 013 239,66
TOTAL	138 086 177,60	136 994 837,66

Within Personnel Costs, a saving of R 3,963,088 was achieved.

Within Operations, there was a saving of R 1,479,043.

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.

The following paragraphs highlight contributions by the 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 2019 exams and evaluative research indicated that it was of real benefit to attending students. ADC provided leadership in the UJ Student Success Committee and the second round of implementation of the Integrated Student Success Initiative (ISSI) during 2019. 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 2019, 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.

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, 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 Psychology profession. 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 Team Leader: Disability Services serves on the Higher Education Disability Services Association (HEDSA) executive committee and is the Chairperson of the local HEDSA region. 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 2019, 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 the 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 fifth 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.

During 2020, 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 2019 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 2019, 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 2019 and will continue in 2020. Support for students, learning in a blended environment and 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 2020.

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, has identified an off-campus facility that will be converted into a temporary holding facility for students in extreme distress. This holding facility will accommodate students for a maximum of 24 to 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 are concerned, we will have to increase our online interventions and investigate all possibilities for automatising services.

The PsyCaD Career Services unit provides a holistic range of career counselling and development services across the lifespan of its clients. Our scope of service delivery has expanded beyond the physical borders of the campuses during the past year, through the implementation of various online initiatives and social media interactions.

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 Career Services unit is reflecting on its long-term vision and exploring re-energising the priority service delivery areas within the unit. The Career Services unit will note the findings of the various surveys undertaken by SAGEA, Unversum and the Student Employability Survey – 2018. It will give careful consideration to service delivery responses that will help prepare students and graduates to gain wilful work experience while they are studying, and to develop employment-related skills required to be competitive in the national and global labour markets.

The re-energising of the Career Services unit will therefore explore strategies to optimise service delivery in the following priority areas, namely:

- Strengthen career guidance, assessment and counselling services to facilitate the career choice and development of our clients, especially enabling UJ students to make informed decisions about their future careers and enabling them to take self-responsibility to manage their careers while they are studying.
- Strengthen the use of online and digital technologies, by using our systems to facilitate customer relationship building between the Career Services unit, students and graduates, and employers.
- Strengthen the career work readiness programme by establishing and growing faculty and academic departmental relations.
- Optimise employer relationship building and networking, in collaboration with UJ stakeholders in Alumni, Advancement and the Bursary office.
- Cultivate active employer relations and engagement to establish the University as a preferred supplier of graduates.
- Establish and deepen relations with faculties and cultivate enhanced relations in faculty settings between Career Services and students, especially final-year students, to establish career work readiness and development modules in the curriculum.

These priority areas represent a new and exciting direction for the PsyCaD Career Services unit, and careful attention will be given to these strategic and priority enhancements during 2020 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. Some of these planned projects, interventions

and initiatives include:

- Adding more content to its existing module content on Blackboard, but also adding Psychological Assessments and Disability Unit modules.
- Purchasing, populating and launching an online Work Integrated Learning Management System (WILMS) that will allow students to find suitable WIL placements.
- The Psychological Assessment team has been developing an online Personality Questionnaire which they hope to finalise and launch in 2020.
- The Career Services team is designing an online Work Readiness Toolkit, which will eventually replace the face-to-face workshops that they are currently presenting.
- The Career Services team is also exploring the possibilities for supplementing the current on-campus Career Fairs with Virtual Career Fairs in 2020.

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

This 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 1935 extended qualification students.

R44 137 000 was allocated to UJ for the 2019/2020 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 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 Head of Department: ADC 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

Introduction

The UJenius Club, a partnership between the division of Academic Development and Support (ADS) and the eight Faculties within UJ, is an initiative to acknowledge outstanding academic performance by undergraduate students, and promotes further intellectual, social, professional and career development for academically acclaimed students, but also aims to encourage undergraduates to enrol for postgraduate studies.

The UJenius Club focuses on:

- Acknowledging and promoting academic excellence as a core component of the UJ student identity.
- Bringing together students from a diverse range of disciplines to stimulate interdisciplinary discussion and collaboration.
- Promoting the UJ values.
- Creating a social space where UJenius Club members from different faculties and campuses are able to interact with each other, and to build partnerships and friendships.
- Creating opportunities for closer contact with members of the broader UJ community.
- Providing UJenius members with privileged connections and benefits, given their academic performance.

Management

In 2019, the Registrar, Prof K Burger, led a team of people from different domains and departments within UJ to find ways of aligning the reward systems of the UJenius Club and the Orange Carpet Programme. 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 associated 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;
- 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 proposal to align the Orange Carpet with the UJenius Club was accepted at the first MEC meeting of 2019, and a new coordinator has been appointed.

The UJenius Club is now managed by the new coordinator, Prof Alban Burke, with the assistance of Ms Jacqueline Postma (PsyCaD). The team oversees all Club operations yearly. The UJenius committee, consisting of senior staff members and representing all the relevant stakeholders, was constituted in 2019. The UJenius Committee consists of the following members:

- The Director: PsyCaD (Chairperson)
- One representative from each Faculty and College
- Manager: Student Marketing
- Senior Director: Student Affairs
- Representative from Events Coordination
- Representative from Student Finances
- Representative from the Division for Internationalisation
- Representative from the Library
- Coopted members, as the committee deems fit

The functions of the Committee are the following:

- Development of a strategy for the UJenius Club;
- Policy formulation, monitoring and revision;
- Initiate partnerships with both internal and external role players to maximise opportunities for UJenius students;
- Facilitate the support of UJenius students from Faculties and Departments;
- Plan, coordinate and monitor UJenius events.

Activities

Below is a brief list of the club activities for 2019:

- During 2019, various meetings were conducted to plan Club events, evaluate the progress of the Club and discuss new Club procedures.
- The first priority was to set up a central UJenius Office. The UJenius Office is located within the B5 (PsyCaD) building on the APK Campus and aims to serve all UJenius Club members with any queries that they may have.

- Furthermore, a dedicated UJenius email address has been set up to serve the Club Members more efficiently. To find out more about the UJenius Club, the students may contact their respective faculties, or they may send an email to the UJenius Team at ujenius@uj.ac.za. For urgent queries they can contact the UJenius Office at the B5 Building (Office 145 – 011 559 3112).
- The new UJenius Club coordinator and team also implemented the use of social media platforms to connect with its club members, in line with 4IR and the ever-changing world of communication. Currently UJenius Club members are able to join the closed UJenius Facebook Group – this can be done by requesting to join directly via Facebook, or by following a link that is sent out regularly via email. The UJenius Team shares news, updates and important information using this platform.
- The coordinator had individual meetings with stakeholders at UJ. These meetings served to build relationships within UJ and externally. The aim of internal relationships is to increase benefits for UJenius members.
- The coordinator continued to develop a strong relationship with the Undergraduate Awards organisation at the University of Dublin, and the Club's registration with this organisation has been renewed for 2020.
- Numerous student and faculty-wide queries were answered regarding the function and purpose of the UJenius Club.
- The Club has also established a UJenius Committee with representatives from each Faculty serving on the Committee, as well as members from CAT and PsyCaD.
- The Club has also started with planning for a UJenius Student Advisory Committee. This Committee will also meet in early 2020 and will assist with student inputs into UJenius as well as initiating activities for UJenius students.
- After membership criteria and benefits of the Club are finalised, the Club will distribute a digital booklet or pocket guide that they have started developing in 2019. This booklet will focus on important information as well as Frequently Asked Questions (FAQ) as a guide to new members.
- With the assistance of CAA, the UJenius Club has sent out an electronic survey to all Orange Carpet and UJenius Students to identify needs, queries and problems.
- The electronic survey that was sent out also assisted the Club in identifying certain individuals to act as UJenius Ambassadors. These senior UJenius students would act as mentors for other UJenius students, they will assist Student Marketing with school visits and campus tours for school learners (for early 2020).
- At the end of 2019, the new UJenius coordinators has met with UJ Graphics to help develop branding and marketing for the Club. With the assistance of the UJ Branding Office, the Club has designed branding material, e.g. pull-up banners for production in early 2020.
- In November 2019, the UJenius Club partnered with PsyCaD Career Services and invited the UJenius students to industry and company talks held by VISA.
- Preference was given to many UJenius students for recruitment requests by companies, and information regarding possible vacation work has also been forwarded to the students.

Partnerships

The UJenius Club is hoping to continue to develop a special relationship with top performers in 2020; seeking to contribute to their further academic and professional development, while offering benefits and opportunities for members to find ways to

connect with other UJ stakeholders.

During 2019, UJenius members were able to access benefits as a result of a number of old and new partnerships between the UJenius Club and other UJ stakeholders. Over and above these benefits, UJenius members received rewards for their academic achievements, which included:

- A certificate outlining the achievement of the UJenius Club member, which can be used when seeking employment;
- UJenius gifts;
- Opportunities to listen to, and network with, high quality guest speakers and leaders in a variety of fields;
- Invitations to prestigious social functions and opportunities where UJenius members were prioritised for selection.

In 2019, UJenius hosted the company, VISA, in collaboration with PsyCaD's Career Services. VISA had the opportunity to network and talk with UJenius students, and the students had the opportunity to attend a Workshop and Information Session on the world of work after university and on graduate programmes that VISA offers.

The UJenius Club has partnered with a number of essential UJ stakeholders, and in this way has maximised the way in which UJenius Club members can receive benefits for their outstanding academic achievements. The internal stakeholders include:

- Faculties: UJenius members represent all eight Faculties and the College at UJ, who offer a wide variety of activities set aside for their top achievers. The UJenius Club is also hoping to establish specific Faculty representatives within each Faculty.
- Alumni Networks: This partnership means that UJenius Club members benefit by becoming their own affinity group; allowing for continued connection and opportunities to engage with other UJenius Club members.
- Library and Information Services: This partnership entails that UJenius Club members benefit by receiving postgraduate loan privileges. Essentially, UJenius students are allowed to take out 16 items for 30 days, rather than 6 items for 14 days. Furthermore, UJenius club members may attend special events hosted by the library.
- PsyCaD: UJ's Centre for Psychological Services and Career Development offers various career development services across all four UJ campuses to enrolled students and external clients. These services include career assessments, career counselling and education, access to comprehensive career resource centres, a job portal and various graduate recruitment programmes. Furthermore, PsyCaD Career Services provides students with opportunities to prepare and develop their employability skill-set, while linking students to incredible employment opportunities. In light of this, UJenius was very glad to partner with PsyCaD for the long-term benefit of UJenius Club members. This partnership means that UJenius club members have the privileged opportunity to be put into contact with prospective employers; and where interview processes might possibly be facilitated by PsyCaD. Members also have the opportunity to attend the career fair and career-related workshops, to ensure that members are well-groomed for employment prospects. Furthermore, members have access to online career assessments and career guidance.

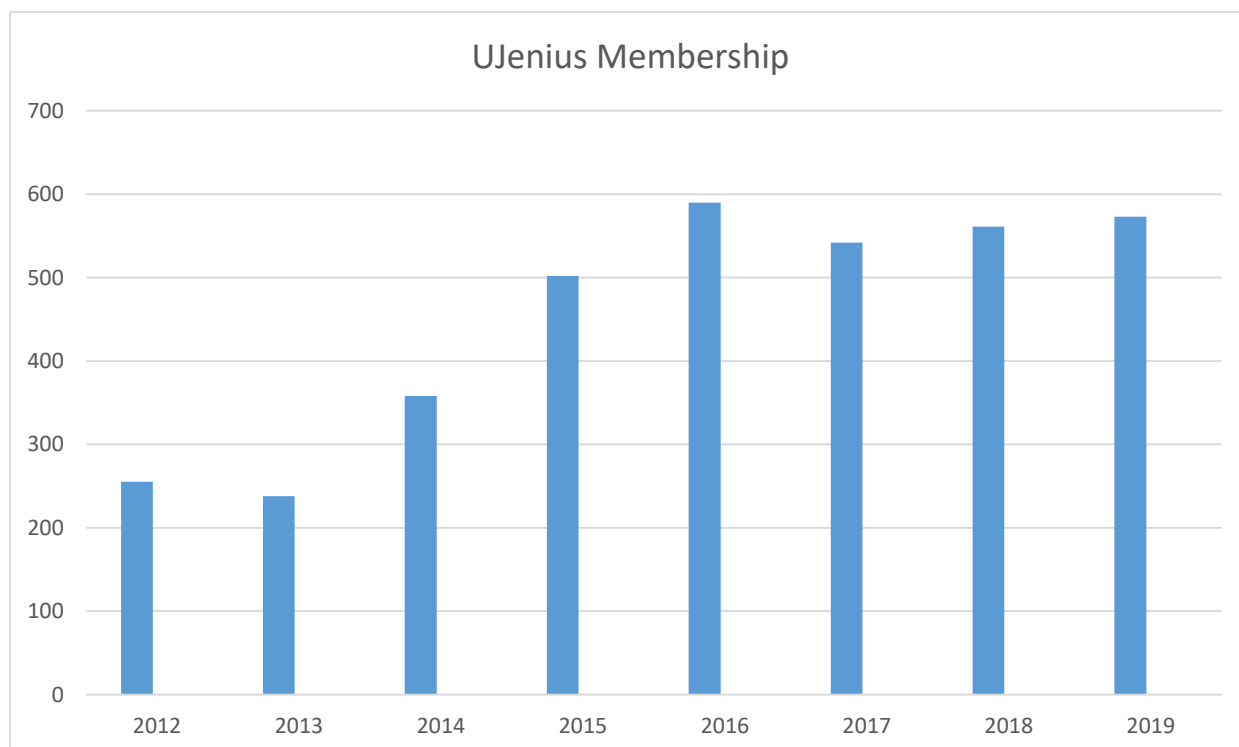
Membership

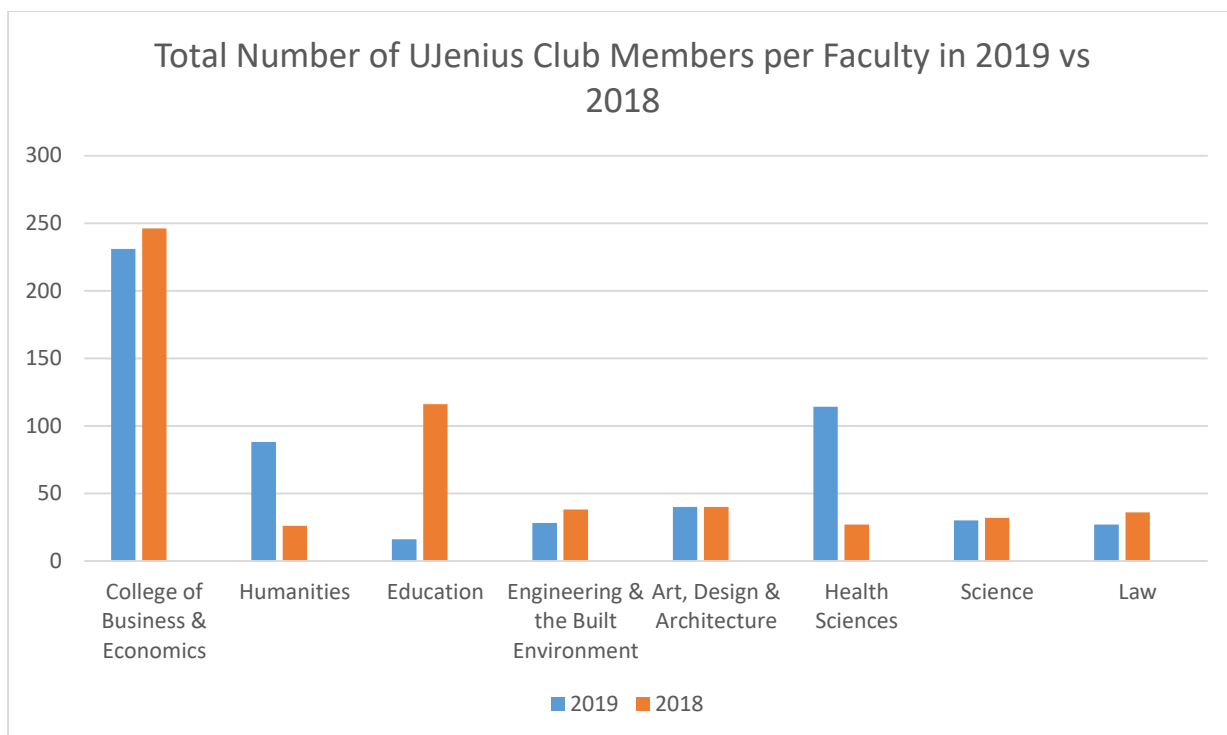
Since 2012, the UJenius Club has celebrated the best and brightest young minds, who despite taking a full load of modules have achieved an annual average of 75% with no module below 70% in the year preceding their membership. In 2019, 574 students were selected into the UJenius Club – this is 12 more than in 2018 and also the fifth year in a row that more than 500 students achieved membership status. This is due to a significant increase of students entering the club from the College of Business and Economics. In 2019, 441 members (76,8%) were registered for degree studies at UJ, 107 members (18,6%) for diplomas and 26 members (4,5%) for other qualifications.

UJenius Members per Faculty 2019

Faculty	Honours		Other PG		UG Degrees		UG Diplomas		Total	
College of Business and Economics	3	0,5%	0	0,0%	158	27,5%	70	12,2%	231	40,2%
HEALTH SCIENCES	0	0,0%	4	0,7%	91	15,9%	19	3,3%	114	19,9%
HUMANITIES	15	2,6%	0	0,0%	70	12,2%	3	0,5%	88	15,3%
ART DESIGN AND ARCHITECTURE	0	0,0%	0	0,0%	35	6,1%	5	0,9%	40	7,0%
SCIENCE	3	0,5%	0	0,0%	25	4,4%	2	0,3%	30	5,2%
ENGINEERING & BUILT ENVIRONMENT	0	0,0%	0	0,0%	21	3,7%	7	1,2%	28	4,9%
LAW	0	0,0%	0	0,0%	27	4,7%	0	0,0%	27	4,7%
EDUCATION	1	0,2%	0	0,0%	14	2,4%	1	0,2%	16	2,8%
Total	22	3,8%	4	0,7%	441	76,8%	107	18,6%	574	100,0%

Total number of UJenius members from 2012 to 2019





Recommendations for 2020

Seeing that the UJenius Club and the Orange Carpet Programme aligned during 2019, the year 2020 will be the first intake of Orange Carpet students into the UJenius Club.

Planning has commenced to have this process run smoothly. With the assistance of Student Marketing, a Welcome Event has been scheduled for early 2020 to welcome the first-year Orange Carpet students into the UJenius Club.

Furthermore, it is the Club's aim to establish a UJenius Student Advisory Committee. This committee will be made of up UJenius students whose duty it will be to accurately and objectively report members' suggestions, ideas, information and concerns back to the UJenius Committee. The UJenius Club aims to have representatives of the UJenius Student Advisory Committee on each campus.

The responsibilities of the UJenius Student Advisory Committee will include:

- To be available to listen to UJenius students' views and concerns, and actively represent them in an objective and accurate manner;
- To actively participate on the Student Advisory Committee and attend scheduled meetings throughout the academic year;
- To provide accurate and objective feedback to the club members on the proceedings of the Student Advisory Committee.

In 2020, the UJenius Club aims to have a group of UJenius Ambassadors. A UJenius Ambassador is a club member who is tasked to present the Club in a positive light and by doing so help to increase the UJenius brand and Club awareness. The UJenius Ambassador is meant to embody the corporate identity in appearance, demeanour, values and ethics. Predominantly, the UJenius Ambassadors should be known as

positive spokespersons, leaders and community influencers, appointed to boost awareness.

The UJenius Ambassadors will also be involved in helping at various UJenius events, hosting and organising meet-ups with other club members, as well as helping with inquiries in the UJenius Office. It is important that the UJenius Ambassadors remain well informed when it comes to the club they are representing, due to their nature of being the go-to persons when questions arise from club members. A UJenius Club member may nominate themselves, should they be interested in representing the UJenius Club.

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.

To date, 30 635 students from three different student cohorts have been enrolled for the module. Of the 10 293 students who enrolled in 2017, 64,7% have completed the module thus far. This amounts to 6663 completions. In 2018, 10 234 students were enrolled for the module, and 59,3% of these have completed, which amounts to 6068 completions. In 2019, 10 108 were enrolled for the module and 49,8% have completed already. This amounts to 5034 completions. In total, 17 363 students have completed the module, which represents 58% of the total enrolment for this module over the past three years.

Faculty	2017 cohort	2018 cohort	2019 cohort	Faculty Total
CBE	2724	2644	1878	7246
EDU	475	447	369	1291
FADA	194	158	124	476
FEBE	999	553	702	2254
HSC	403	483	324	1210
HUM	1228	894	630	2752
LAW	120	247	280	647
SCI	320	611	556	1487
Grand Total	6463	6037	4863	17363

In the second semester of 2019, 80 students joined the African Insights tutors for a tour of the Apartheid Museum and Constitution Hill. Tour guides helps the African Insights tutors with expanding on the South African inheritance in a way that only an embodied experience of these museums could offer.

ARTIFICIAL INTELLIGENCE IN THE 4IR

Artificial Intelligence in the 4IR, a free, fully online, non-credit bearing module was launched by ADS in October 2019 and rolled out to the UJ community (all undergraduate/postgraduate students and staff members) in February 2020. The purpose of this module is to introduce students to artificial intelligence (AI), its applications, and its implications for society and the future of work in the Fourth Industrial Revolution (4IR). This non-technical, self-paced module consists of eight units, aimed to help students develop a conceptual model of a world with AI, as well as encourage students to reflect on their role in a world that is being transformed by AI-driven technologies. Students are required to read through all eight units, and successfully complete two multiple-choice question (MCQ) quizzes for each unit in order to complete the module. Thereafter, students will be able to develop an understanding of the 4IR and automation, understand the evolution of AI, discuss foundational concepts and techniques of AI and their application to real-life problems, explore advances in AI research, application and commercialisation in the United States, the West and China, unpack the implications of AI for the future of the world of work, be aware of the social and ethical considerations of AI technology, and reflect on the future of AI for society. Upon successful completion of Artificial Intelligence in the 4IR, a digital certificate is issued to students which may be viewed and shared with third parties or possible employers through the UJ Digital Certificate platform. For currently registered UJ students, this achievement will also reflect at the top of their academic transcript.

In support of the module, all currently enrolled undergraduate/postgraduate students and staff members were also given free access to the bestselling book, *21 Lessons for the 21st Century* by Yuval Noah Harari, which forms part of the ADS Common Read Programme, aimed to facilitate a culture of reading and to provide a shared experience and basis for meaningful conversations focused on living in the face of constant and disorientating change. Students are encouraged to constantly reflect on their learnings, and access to this e-book and course discussion boards are used to create a sense of community among students by allowing them to reflect on their learnings and unanswered questions, as well as connect with like-minded peers on course-related material and trending 4IR news. Discussion boards are student-driven, in the sense that discussion topics are underpinned by student suggestions and recommendations, and driven by constant student participation, thus fostering continued (and organic, self-managed) student interest and advocacy in the attempt to create an effective, self-running, massive open online course (MOOC).

Students who are enrolled in Artificial Intelligence in the 4IR enrolled in the module by choice. To date, there are 10 445 currently enrolled students in Artificial Intelligence in the 4IR, with 752 completions, and 7 active discussion boards on various 4IR and AI-related topics, such as how the 4IR will impact current and future jobs, how the 4IR could help in the era of COVID-19, AI and mathematics, AI and commerce, and so on. In total, the course discussion boards have received a combined total of 1019 comments thus far, and the *21 Lessons for the 21st Century* e-book has since been downloaded by 1757 currently enrolled students. Interestingly, students who have already completed the module continue to complete the MCQ quizzes (sometimes up to five or six times) in order to achieve higher marks, as students are given unlimited attempts to complete the quizzes, even though they are only required to pass in one attempt with at least 50% in

order to progress from one unit to the next. Between the opening month (February 2020) and the end of May 2020, course enrolments have organically increased by 5581 students (115% increase), and course completions have increased by 653 students (560% increase).



WINTER SCHOOL. REIMAGINED

Introduction

Africa's first digital winter school called **Winter School. Reimagined** was organised by ADC and held in the APK Library on 9 and 10 July 2019. The event included a wide range of very capable speakers, all showcasing the excellent 4IR related work being done at UJ:

- The occasion kicked off with **Dr Tebogo Mashifana**, who featured in the [2019 Mail & Guardian Top 200 Young South African](#). Dr Mashifane spoke about the [Young Women for STEM in Africa](#), as UJ actively promotes initiatives that aim to close the gender gap in STEM fields.
- **Ms Ayanda Boo** mesmerised and enticed everyone with her presentation on how to **3D print your world** – from clothes to homes.
- **UJ's TechnoLab** was represented by two fourth-year students, who brought some robots to demonstrate how programming can make inanimate objects move via coding. It was really fascinating to see how these students were able to enable a robot to solve a maze.
- **Dr Arno Louw**, UJ Senior E-learning Specialist, presented on **the Intelligent Agent (IA) behind Artificial Intelligence (AI)**.
- **Prof Hennie Grobler's** session on **future-proofing mining education** in the 4IR was about how he incorporated cutting-edge technologies (like VR) into his curriculum to better prepare his students about what to expect when they go underground as mining surveyors.
- For a real change in professions in terms of using 4IR, **Andrew Makkink** presented a thoughtful presentation about **Emergency Medical Care** and how UJ is using manikins costing R1 000 000 as well as simple play-dough to train our students as first responders.
- A **student panel from the Electrical Engineering Sciences** contained four brave and very articulate students presenting their research. Ms Shiksha Dheda, Ms Prathika Maraj, Mr Marchel Sagming and Mr Jonathan Jacobs thoroughly entertained viewers and the audience alike with what they are busy working on in terms of 'serious games' as engineers. This fascinating panel discussion was coordinated by their senior lecturer, Dr Reolyn Heymann.
- **Day 1** ended with **Richard Hlalele** who educated all on **cyber security** and UJ's efforts to stay abreast of threats, phishing, and hacking.

- **Day 2** started with a **keynote address by Prof Babu Paul** who presented a very insightful overview of the 4IR: where it came from, and what it actually means, practically, and what it might possibly mean in the future.
- **The FADA FAB LAB** presentation from UJ's Architecture HOD, **Denver Hendricks**, challenged the audience with how pedagogy can plug technology into the curriculum without losing creativity and innovation.
- **What is life? What is biology?** by **Prof Duncan Coulter** – the HOD of Computer Science was a philosophical discussion about how these two questions apply to AI. It was intriguing as we explored what intelligence actually is. The fascinating presentation demystified many misunderstandings around the issues we currently experience in popular culture.
- **Prof Reinout Meijboom** asked some tough questions about addressing issues associated with poverty and suggested that 4IR can turn into an open-source revolution. His presentation was themed **"Imagine ..."** and he showed for example how his department was able to create a 3D-printed model building kit in Organic Chemistry, which would normally cost around R200, for R8.
- **The science of the small (nanotechnology)** was presented by **Prof Kriveshini Pillay**. Nanotechnology is all around us and has been for thousands of years but we only 'discovered' it recently.
- **4IR in professional careers like Chartered Accountancy** was the topic from **Husain Coovadia**, a Senior Lecturer and Deputy Head in Commercial Accountancy. He indicated that it was evident that CAs would not easily be replaced by automation, algorithms or robots, but that they would have to adjust their practice to fit into this new age.
- The final presentation for this year's Winter School was an insightful **view into the world of Industrial Design** by Senior Lecturer **Martin Bolton**. It showcased students' examples of real-world applications where industrial designs used recycled materials and parts built via 3D printing.

The 2019 Winter School: Reimagined successfully showcased the innovative work being done at UJ to integrate ideas from the 4IR into teaching and learning practices. It was also noticeable that the 4IR focus has resulted in higher levels of synergy between academic departments, for example Industrial Design collaborating with Architecture and Mining, and the Department of Emergency Medical Care collaborating with the Department of Mining. The 2019 Winter School made great strides in showing what 4IR means in practice and how we can reimagine our practice. It also included academics, students and real-time applications that connected people and ideas.

Winter School uptake

The 2019 edition of the UJ Winter School represented a change in direction for this annual event. Being a digital Winter School involved live streaming of the event as a whole as well as the planned creation of a digital Winter School resource page. The on-site attendance was disappointing after the initial 150 bookings for the 200 seat venue. The real reach of the 4IR Winter School is however more accurately assessed when the digital footprint is evaluated. The online activities related to the Winter School are listed below:

Social media

- **Facebook**

- 9 posts to 404 240 followers
- Reached: 163 869 people
- 1451 reactions (likes, shares, etc.)
- 361 clicks through to links

- **LinkedIn**

- 8 posts to 223 308 followers
- 833 engagements

- **Twitter**

- 26 posts to 43 6000 followers
- Impressions: 60 343 people
- 1440 engagements

Website

- Winter School Event Page: 2 700 page
views: <https://www.uj.ac.za/newandevents/Pages/winter-school-reimagined.aspx>
- UJ's first digital winter school: 90 page
views: <https://www.uj.ac.za/newandevents/Pages/first-digital-winter-school-powering-innovation-and-skills-of-the-Fourth-Industrial-Revolution.aspx>

YouTube

- A total of 1 190 streamed views

Media reach

- Four UJ FM live reads reaching 20 000 people

In total, we reached **236 910** unique views on social media and the UJ website over the two-day event, but potentially reached **256 910** people in total.

On the second day, the event was attended by a media team from JoburgTv. Their resulting video is available at: <https://www.youtube.com/watch?v=TXiKotcnNsQ&t=300s>

Conclusion

Overall the 2019 UJ Winter School. Reimagined was a great success. The programme contained many excellent speakers and the event ran smoothly and created a real impact in the online space. All talks were recorded and are currently being edited. They will be made available on a dedicated online Winter School space and be made available as discreet videos to the presenters and faculties for further use. The UJ Winter School. Reimagined rollout and expansion will continue in 2020 with exciting ideas already being considered.

UJ-HEPSA ONLINE PROGRAMMES

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 rollout of another two Master's programmes in the first quarter of the year, namely the Master in Educational Management and the Master of Public Management and Governance – the latter not having been open for any new enrolments since the beginning of July 2019, with a teach-out plan for all registered students up to the D3-6 May 2019 intake. 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. A further three Advanced Diploma programmes were added to the undergraduate suite from the second intake in March 2019, namely: Logistics, Transportation & Management and People Performance Management.

As indicated in the Table below, there has been a constant growth in module registration numbers across the six online programmes which were running during 2018 and 2019 (this excludes the Master of Public Management and Governance which has been in a state of phasing out), with a lower starting point uptake in the modules for the three Advanced Diploma undergraduate programmes, which were launched in the first term of 2019. Growth in the complete undergraduate and postgraduate online suite is clearly reflected by the total increase of 352 additional module registrations at the end of 2019 (with 750 module registrations), in comparison to the end of 2018 (with 398 module registrations) – thus: a growth of almost 47%.

UJ Online Programmes – Module registrations increase from 2018 to 2019

Online programme	Launch date	Module registrations D6: 2018 intake	Module registrations D6: 2019 intake	Module registrations increase from 2018 to 2019
Master in Public Health	23 Oct 2017	122	155	33
Master of Education in Information and Communication Technology	23 Oct 2017	107	121	14
Master of Public Management and Governance	D1: 15 Jan 2018	7	6	-1
Master of Education in Educational Management	D2: 12 Mar 2018	93	106	13
Bachelor of Commerce in International Accounting	D4: 01 Jul 2018	15	67	52
Bachelor in Human Resource Management	D4: 01 Jul 2018	17	64	47

Online programme	Launch date	Module registrations D6: 2018 intake	Module registrations D6: 2019 intake	Module registrations increase from 2018 to 2019
Advanced Diploma in Financial Markets	D4: 01 Jul 2018	37	126	89
Advanced Diploma in Logistics	D2: 11 Mar 2019	N/A	44	44
Advanced Diploma in Transportation Management	D2: 11 Mar 2019	N/A	43	43
Advanced Diploma in People Performance Management	D2: 11 Mar 2019	N/A	18	18
Total module registrations		398	750	352

A number of scheduled Steering Committee Online Programme (SOP) meetings were held between UJ and our partner colleagues from HEP SA. The UJ-HEP SA partnership has become fully developed, with numerous interfaces between the partners with regard to application, enrolment, financial administration, faculty administration, student support, marketing, and the functioning and composition of the SOP. However, with the view to continued improvement and growth, structured work sessions and meetings within faculties and between faculties and HEP SA divisions were held to address issues such as: retention; extended registration cycles; capping of numbers for the high-in-demand Education and Health Master's programmes, streamlining of some programme carousels to alleviate the workload of academics and ensure increased student success; and an improved UJ Online website, which resulted in increased and more focused views. By the end of 2019, after two full years of running the online programmes, processes and procedures have been effectively imbedded in the online student life cycle, resulting in further improvements, such as the 2019-2020 roll over of non-expired applications from the UJ system only, instead of two systems. By means of these and other academic, administrative and marketing improvements, the University has once again made continued progress in addressing the need for online higher education in South Africa.