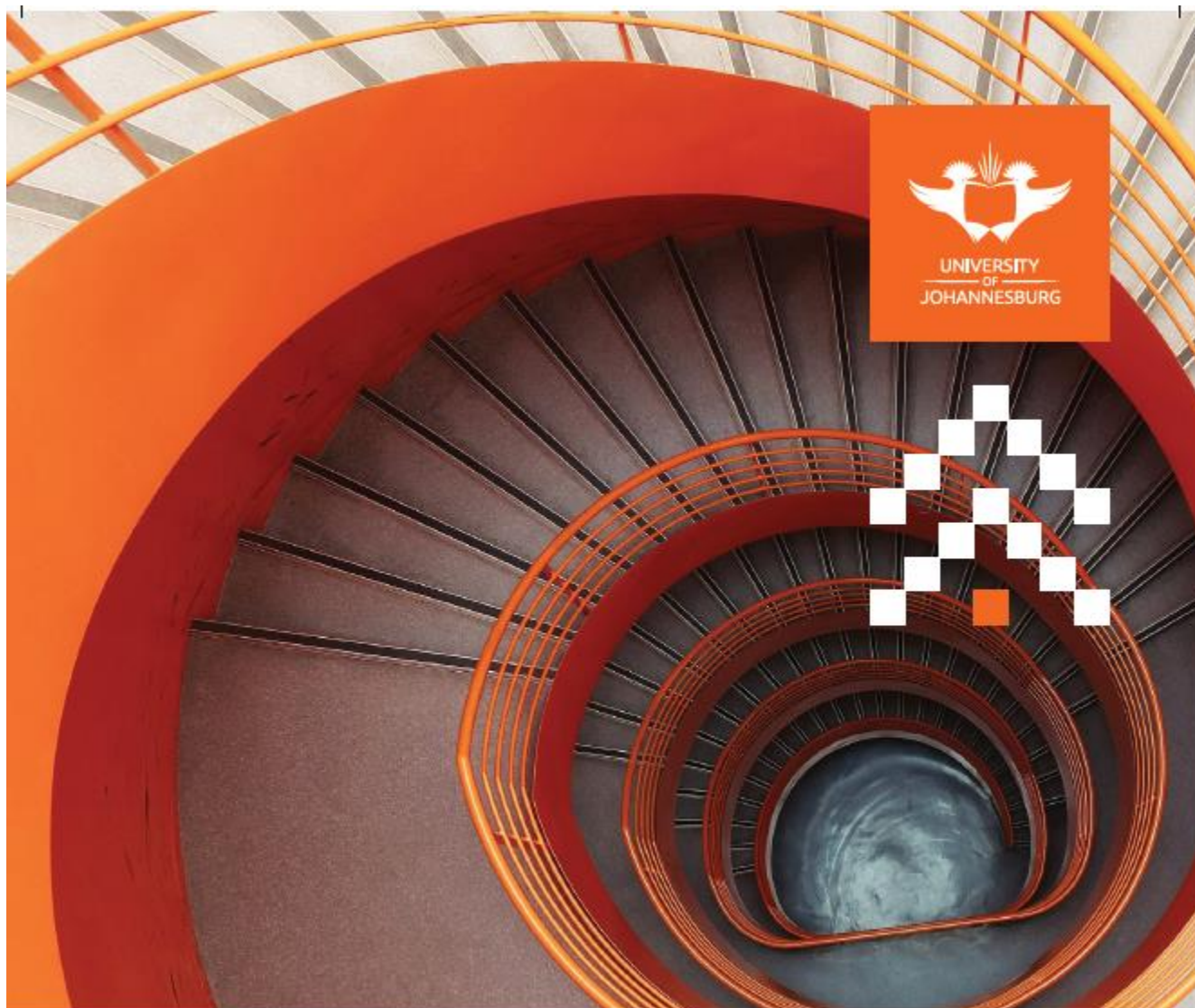


**DIVISION OF ACADEMIC PLANNING, QUALITY
PROMOTION AND ACADEMIC STAFF
DEVELOPMENT**



ANNUAL REPORT 2019

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EXECUTIVE SUMMARY

The Division of Academic Planning, Quality Promotion and Academic Staff Development (DAPQPASD) plays a pivotal role in academic planning within the University and in supporting the intellectual, professional and personal development of academics. The Division comprises two centres, the Centre for Academic Planning and Quality Promotion (CAPQP), and the Centre for Academic Staff Development (CASD). The activities of the Division and the Centres are integrated to achieve a strategically informed, targeted approach to meeting the goals of the University. A key priority is to provide academics with the knowledge and skills needed to develop innovative ways of responding to a rapidly changing higher education environment which is pivotal to ensuring curriculum and academic transformation within the University.

The work of the Division is aligned with five of the University's strategic objectives:



This report reflects the work undertaken in 2019 and some of the associated challenges.

KEY ACHIEVEMENTS

In no order of priority, the following achievements are recorded:

- 76 programmes accredited
- Nine proposals for new academic programmes were reviewed and evaluated
- 55 SLPs reviewed
- 29 new programmes submitted to the CHE for accreditation
- 2 title changes submitted to DHET and CHE

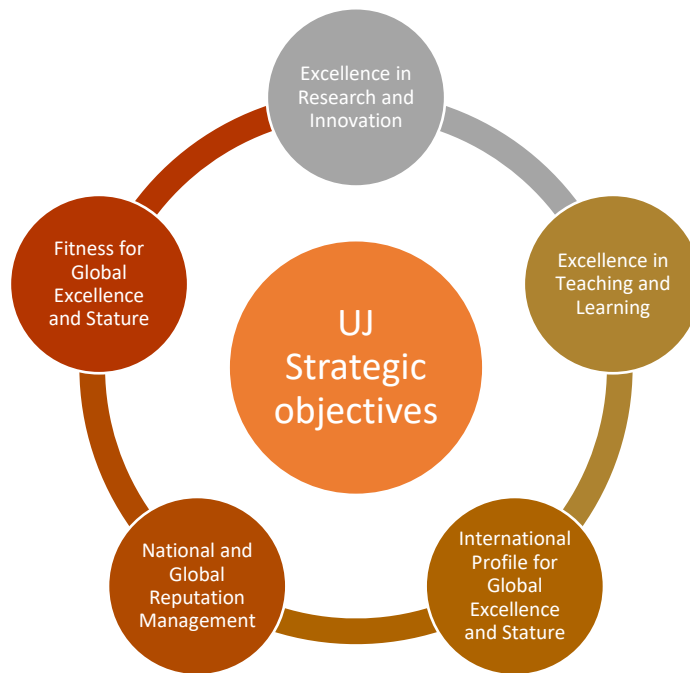
- 5 CESM additions submitted to DHET and CHE
- 33 programmes submitted to the Department of Higher Education and Training (DHET) for Programme and Qualification Mix (PQM) clearance;
- Contributions to the national project to develop a new Integrated Quality Assurance Framework (CHE, DHET, SAQA)
- Successful rollout of a fully online teaching evaluation process
- 1707 teaching evaluations conducted
- 1079 tutors trained
- Successfully hosted the following:
 - “*Exploring Industry 4.0*” Teaching and Learning Symposium on 10 May 2019;
 - Teaching and Learning Master Classes with Professor David Kennedy in May 2019: (1) Introduction to University Teaching: Becoming an effective Higher Education Teacher; (2) Assessment: the art and science of providing evidence of student learning outcomes, and (3) Academic Leadership: Adopting a scholarly approach;
 - “*Reimagining Assessment Symposium*” on 15 October 2019, facilitated by Professor Paul Prinsloo.
- Successfully hosted and convened the *SAIIR Quality Forum* with 90 participants in July 2019
- Development of key policies for the University
- Comment on and analysis of all new governmental policies pertaining to academic matters for the University.

CONCLUSION AND LOOKING AHEAD

In 2019, the Division made a significant contribution towards the achievement of the institutional strategic objectives. Staff across the two centres worked collaboratively to ensure that teaching and learning and programmes offered are of the highest quality. The workshops to prepare academics for teaching and learning in the 4IR is particularly noteworthy. This work will continue in 2020.

OPERATING CONTEXT

The Division responds to the UJ Strategic Plan 2025 and actively contributes to the following Strategic Objectives:



The Division plays a pivotal role in academic planning, quality promotion and academic staff development within the University. The work of the Division has a strong focus on teaching and learning activities and requires synchronisation with other units engaged in complementary activities across the University. As discussed later in this report, the two Centres have specific mandates and functions, although both operate in the overarching higher education development and regulatory framework.

GOVERNANCE STRUCTURE

The Division of Academic Planning, Quality Promotion and Academic Staff Development (DAPQPASD) reports to the DVC: Academic. The DAPQPASD, headed by a Senior Director, comprises of two centres: the Centre for Academic Planning and Quality Promotion and the Centre for Academic Staff Development. Staff meetings are conducted on a quarterly basis to ensure alignment with the University's strategic direction.

RISK

The following risks were identified in 2019:

- The organisation structure as inherited needs to be reviewed to ensure that we are optimally staffed at the appropriate levels;
- The delays in the accreditation of programmes by the CHE and the registration of qualifications on the NQF by SAQA had the potential negatively to impact on the University's 2020 intake. Direct interventions with the regulatory bodies by the University and other sector parties resulted in the accreditation and registration of all replacement programmes for the 2020 intake.
- Errors and omissions on the NQF (administered by SAQA) have the potential to create difficulties with employers, funders, etc. However, by the end of 2019 corrections and additions to all but two programmes' registrations had been effected.
- The integration of academic planning and programme review with staff development continues.
- Given the workloads of academics, a constraint on training is the availability of academics to attend academic staff development initiatives.
- Limited funds are available for the appointment of assistant lecturers. This is clearly a need as expressed by faculties.

HUMAN RESOURCES

The Division consisted of sixteen¹ (16) permanent staff members and two (2), 3-year fixed term staff members. The Division made one (1) appointment in 2019, Ms Portia Mashinini who was appointed as Facilitator in the Centre for Academic Planning and Quality Promotion on 1 June 2019, as the previous incumbent appointed in November 2018, resigned in April 2019.

¹ As at 1 December 2019.

FIGURE 1. ORGANOGRAM

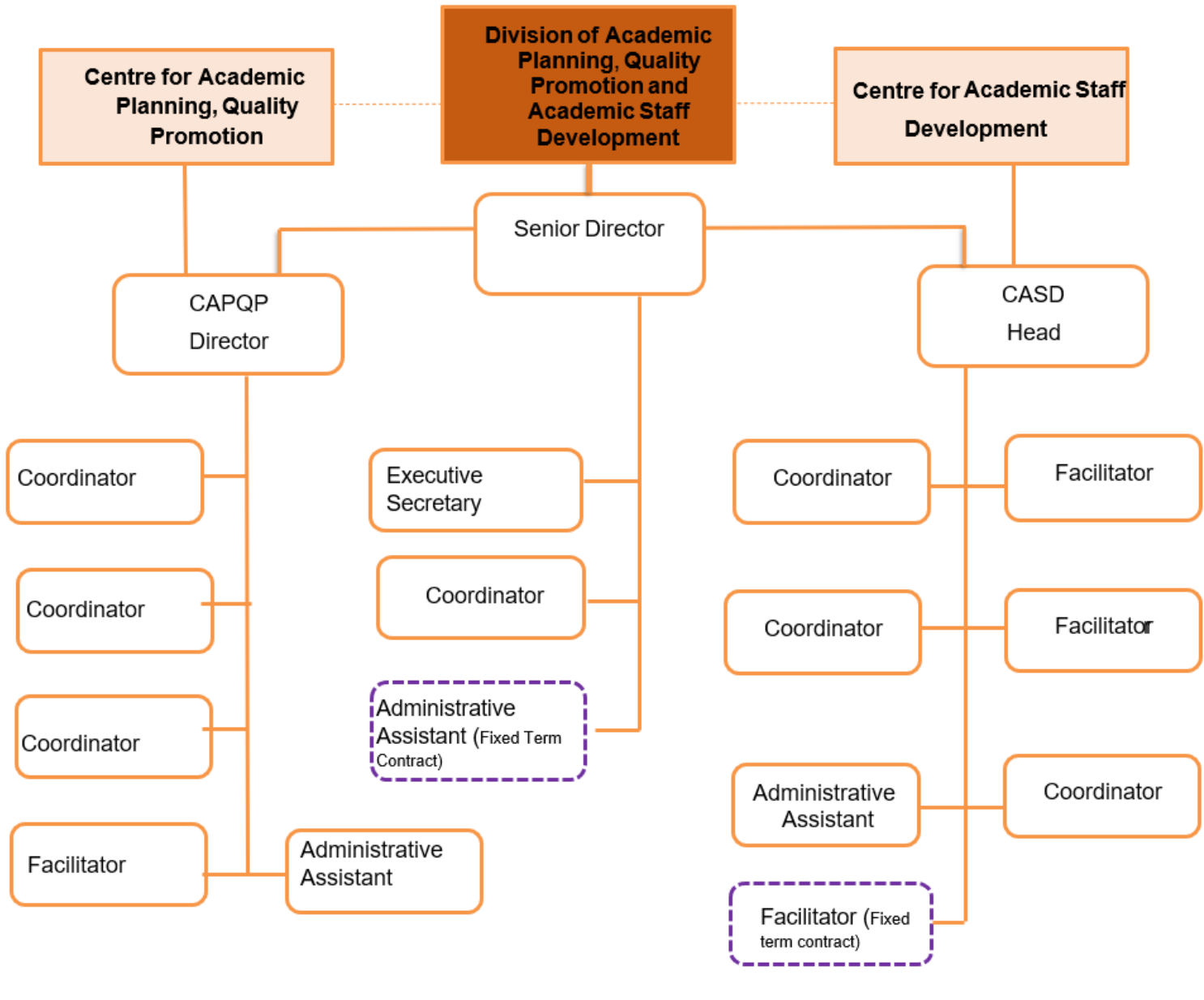


TABLE 1. DAPQPASD STAFF

DAPQPASD Staff	African	Coloured	Indian	White	Disabilities	Female	Male	Peromnes
DIVISION OF ACADEMIC PLANNING, QUALITY PROMOTION AND ACADEMIC STAFF DEVELOPMENT								
Senior Director			1			1		4
Coordinator		1				1		7
Executive Secretary		1				1		10
Administrative Assistant (fixed term contract)	1					1		12
CENTRE FOR ACADEMIC PLANNING AND QUALITY PROMOTION								
Director				1		1		5
Coordinator				1		1		7
Coordinator				1		1		7
Coordinator	1						1	7
Facilitator	1					1		8
Administrative Assistant	1					1		12
CENTRE FOR ACADEMIC STAFF DEVELOPMENT								
Head Staff Support			1			1		6
Coordinator		1				1		7
Coordinator				1		1		7
Coordinator	1					1		8
Facilitator				1		1		8
Facilitator	1						1	8
Facilitator (fixed term contract)				1			1	8
Administrative Assistant		1				1		11

STRATEGIC FOCUS

The Division's pivotal support role in the University is effected in part through the core functions of the two centres but also through the work of the Division itself. As a whole, the Division continued to make significant contributions internally and externally to the University in various ways. Membership, comments and documents were developed for the following:

- In November 2019, Dr Kirti Menon and Ms G Castrillón were appointed part of the Joint IQAF Working Group. This Group is responsible for advising and drafting amendments to the Accreditation Framework, and for making recommendations to the DHET regarding amendments to the National Qualifications Framework. The Working Group comprises representatives of the DHET, CHE, SAQA, and individuals drawn from public and private institutions.
- Commentary on the Draft Bachelor of Commerce Standard for the CHE
- Commentary on the CHE CAS Bill
- Commentary on the CHE Doctoral Standard.

The following critical internal documents have been developed or amended for approval by the University governance structures:

- Academic Workload Policy
- Recognition of Prior Learning Policy
- Quality Promotion Policy
- Short Learning Programme Policy
- Tutoring and Tutors Policy
- Teaching and Module Evaluation Policy
- Peer Evaluation of Teaching Framework
- Framework for the Professional Development of Academics as Teachers
- Completed a report on SLP provision in SA and suggestion for a UJ model
- Monitoring of Professional Body Accreditation.

The Division hosted a Teaching and Learning Symposium on 10 May 2019 "*Exploring Industry 4.0*", at which eight presentations were made by presenters who displayed innovative teaching practices. More than 120 academics attended the symposium and participants were able to experience virtual reality sessions and were informed about a variety of innovative teaching technologies that enhance learning.

The Division hosted three Master Classes with Professor David M. Kennedy in May 2019. Professor Kennedy is a visiting Professor at the University of Johannesburg, a Principal Fellow of Advanced Higher Education (UK), and a higher-education consultant. He facilitated the following classes on Teaching and Learning in Higher Education at the University of Johannesburg: (1) Introduction to University teaching: Becoming an effective Higher Education teacher; (2) Assessment: The art and science of providing evidence of student learning outcomes; and (3) Academic Leadership: Adopting a scholarly approach. The master classes were well-attended by academics from a variety of departments and faculties within the University.

The 4IR offers opportunities for disruption in pedagogical practices, including assessment. In order to stimulate disruptive and creative thinking about assessment, the Division hosted a “*Reimagining Assessment*” Symposium on 15th October. The highly interactive and engaging symposium was dynamically facilitated by Prof Paul Prinsloo from UNISA. In his keynote address Prof Prinsloo alerted participants to the value of thoughtfully and ethically using the data to which staff have access to enhance assessment practices. All staff who attended left the symposium with many ideas on how to renew and reimagine their assessment practices.



In 2019, the Division managed the process of the Vice Chancellor's Awards which were held on 14 November 2019. These awards are aimed at recognising excellence in the field of teaching, research, and outstanding service to the University. The following were the recipients of the awards:

VC'S DISTINGUISHED AWARD FOR TEACHER EXCELLENCE

- Dr Jacqueline Batchelor, Faculty of Education
- Prof Suné von Solms, FEBE

VC'S MOST PROMISING YOUNG TEACHER AWARD

- Dr Andrew Craig, Faculty of Science
- Dr Marius van Staden, Faculty of Law

**VC'S DISTINGUISHED AWARD FOR
OUTSTANDING RESEARCHER OF THE YEAR**

- Prof Reinout Meijboom, Faculty of Science

VC'S DISTINGUISHED AWARD FOR MOST PROMISING RESEARCHER

- Dr Cherie Kruger, Faculty of Health Sciences
- Prof Tankiso Moloi, CBE.

**VC'S DISTINGUISHED AWARD FOR INNOVATION OF
THE YEAR: LEARN AS YOU LEARN MOBILE APP**

- Prof Ade-Ibijola and Dr Marius Wait , CBE

**VICE-CHANCELLOR'S DISTINGUISHED AWARD
- BEYOND THE NORMAL CALL OF DUTY**

- Ms Goodness Ndimande, Protection Services



STRATEGIC FOCUS

SPECIAL PROJECTS

In 2019, the DHET sent out a call to universities to submit applications for their new and prestigious Future Professors Programme. This programme was established to prepare promising and productive early-career academics to become the new cohort of South African Professors. Dr Khumisho Moguerane from the Department of History has been selected to be part of the first cohort of this programme. Dr Moguerane is a well-respected academic in her field, not only nationally but internationally. Her research focuses on *Social Histories of Empire and Colonialism in Southern Africa during the 19th and early 20th Centuries* with a focus on biography and family history; the sociology of race and social stratification; social theory, and research methodology.

In the latter part of 2019, the DHET sent out a call to Universities to be the custodians for the Phase 2 of Future Professors Programme. The University's submission in response to this call was submitted, and it is anticipated that the University will receive feedback in early 2020.

The DHET has developed a new programme namely the *Nurturing Emerging Scholars Programme (NESP)*. The NESP programme will recruit Honours graduates who demonstrate academic ability, who express an early interest in the possibility of an academic career, and who might be lost to the system if structured, attractive prospects and opportunities for recruitment into academic positions do not exist. NESP master's graduates then become a resource pool from which new academics may be recruited. The UJ submitted five applications in January 2020 to participate in Phase 1 of the programme and anticipates receiving an outcome from the DHET by the end of March 2020.

NEW GENERATION ACADEMIC PROGRAMME (NGAP)

The New Generation Academic Programme (nGAP) programme is a DHET initiative that provides universities with opportunities to grow a new cohort of academics, with particular attention paid to transformation in terms of race and gender. The funding provides for all remuneration and candidate development costs for the first three years, and partial funding for remuneration and development costs for a further three years, after which period the position is fully funded by the University. Each nGAP scholar has a mentor and is allocated a reduced teaching load to allow nGAP scholars to achieve higher degrees,

produce research outputs, and pursue development opportunities with regard to teaching and learning, and research.

In 2019, the DHET awarded UJ five new nGAP posts, and one pending appointment for Phase 4. Six appointments were approved by the DHET (in Environmental Health, Biochemistry, Biotechnology and Food Technology; Physiology, Chemical Engineering Technology and Public Law). Unfortunately, in 2019 two of the UJ nGAP scholars resigned; one in Mining Engineering and one in Civil Engineering, although these two posts will be filled during 2020.

In 2019, specialised workshops were held with the nGAPs as an initiative from the Division to support their academic development. A special engagement was held with the DVC: Academic, during which the DVC interacted with the UJ nGAP scholars. In the October graduation season, Dr Tebogo Makhubela, who is in the University's New Generation Academic Programme (nGAP) Phase 1 graduated with his PhD. Dr Makhubela was a tutor and an Assistant Lecturer before taking up the nGAP Lecturer position in January 2016 in the Department of Geology in the Faculty of Science. His PhD topic was titled, "Multiple isotope studies relating to cave development and landscape evolution in the Cradle of Humankind, South Africa." Dr Makhubela is the first UJ nGAP to graduate with his PhD.



TABLE 2 UJ NGAP PROFILE

PHASE	FACULTY	DEPARTMENT	RACE	GENDER
1	Science	Pure and Applied Mathematics	Black	Male
1	Science	Geology	Black	Male
1	Education	Childhood Education	Black	Female
1	FEFS	Accountancy	White	Female
1	Humanities	Strategic Communication	Black	Female
1	Humanities	Philosophy	Black	Female
1	FEBE	Mining ²	Black	Female
2	FADA	Postgraduate School of Architecture	Black	Female
2	FEBE	Civil Engineering Science ³	Black	Male
2	Humanities	Psychology	Black	Female
2	Health Science	Human Anatomy and Physiology	Indian	Female
3	FEBE	Town and Regional Planning	Black	Female
3	Law	Mercantile Law	Coloured	Female
3	Health Science	Radiography	Coloured	Female
4	Science	Botany	Black	Female
4	FEBE	Chemical Engineering Technology	Indian	Female
4	FEBE	Engineering Metallurgy	Black	Male
4	Science	Zoology	Black	Female
4	Health Science	Environmental Health	Black	Male
5	Science	Biochemistry	Black	Male
5	Science	Biotechnology and Food Technology	Black	Male
5	Health Sciences	Physiology,	Black	Female
5	FEBE	Chemical Engineering Technology	Indian	Male
5	Law	Public Law	White	Female

² Resigned July 2019, post will be filled in 2020

³ Resigned April 2019, post will be filled in 2020

The University received the call for Phase 6 in late 2019 and submitted 7 applications for consideration. The applications will be finalised by the DHET in 2020. The nGAP initiative is a significant part of the University's continued commitment to growing a new generation of academics. The DHET was pleased with the management and administration of the programme as well as the progress of the scholars. The Division is the custodian of the nGAP programme, and the Senior Director is the designated point person. The office of the Senior Director facilitates engagements between the DHET and nGAP scholars. As custodian, the Division ensures that the allocated funding is spent in a transparent and accountable way and that DHET rules are complied with. The 2018/2019 Audit undertaken by the University auditors SizweNtsalubaGobodo Inc. was deemed unqualified.

ACCELERATING TRANSFORMATION AND THE ACCELERATED ACADEMIC MENTORSHIP PROGRAMME (AAMP)

UJ has several targeted initiatives that have proven successful in transforming our academic profile. The Accelerated Academic Mentorship Programme (AAMP) was established to effect institutional change in terms of race and gender in the academic staff body, with a focus on the professional and personal development of academics, on enhancing their capacity to establish both national and international networks, and on developing their research profiles and leadership capacities.

AAMP has had demonstrated successes in measurable outcomes and outputs in terms of overall research profile, academic promotion, applications for NRF rating, the formation of strategic international and national strategic collaboration, and overall enhancements to the stature of the academic. The coupling of personalised development opportunities and plans, especially in light of the multiple layers of what it means to be an academic, have proven successful.

The aims of AAMP is to:



Support and develop academics to advance their teaching and research to the next level in terms of promotions



Advance their careers as world-renowned teachers and researchers/scholars, typically A and B NRF rated



Support and enable identified academics towards higher levels of achievement through:

- Mentorship programmes;
- A suite of research capacity development activities aimed to scholarship (publications, supervision, collaborative networks and career progression);
- Personalised skills development workshops and programmes with subject experts, including SARCHI Chairs, UJ Chairs, Directors of Centres of Excellence, Distinguished Visiting Professors, A and B rated NRF researchers;
- Training and other targeted interventions to enhance academic leadership.

Since the launch of the AAMP in 2015, 157 participants have made significant progress in terms of promotions and completion of degrees. The number of participants has stabilised, while new participants continue to request entry to the programme, particularly into Levels 1 and 2. It must be noted that contrary to the purpose of AAMP, we have had several requests from non-designated staff members, in both academic and support positions.

AAMP consists of three levels:

- Level 1: Academic staff working towards a doctoral degree;
- Level 2: Academic staff with a doctorate who are seeking promotion either to Senior Lecturer (SL) or Associate Professor (AP);
- Level 3: Academic staff seeking promotion to Professor (P).

The 2019 AAMP Participation is as follows:

TABLE 3: AAMP LEVEL ONE

Faculty	Participants 2017	Participants 2018	Participants 2019	Designated Participants 2017	Designated Participants 2018	Designated Participants 2019	Female Participants 2017	Female Participants 2018	Female Participants 2019
EDU	5	5	4	3	3	2	4	4	3
FADA	15	16	16	11	11	11	8	9	9
FEBE	23	27	25	21	21	18	11	13	11
FEFS ⁴	-	-		-	-	-	-	-	-
FHS	27	27	22	21	21	19	23	22	20
Hum	14	13	13	10	10	10	9	10	11
Law	3	7	7	7	7	7	0	4	4
Man ⁵	-	-	-	-	-	-	-	-	-
Sci	6	9	8	8	8	7	3	1	1
Non-Faculty	2	3	3	3	3	3	2	3	3
CBE	38	36	36	27	27	27	17	22	22
Total	133	143	134	104	111	104	77	88	84

⁴ FEFs is now part of the College of Business and Economics. Later reports will reflect CBE.

⁵ MAN is now part of the College of Business and Economics. Later reports will reflect CBE.

TABLE 4: 2019 LEVEL ONE BREAKDOWN IN TERMS OF RACE

Race	#	%
Black	67	50%
Coloured	13	10%
Indian	24	18%
White	27	20%
Foreign (African)	3	2%
Total	134	100%

Fifteen (15) participants have been awarded their doctoral degrees. At least 7 AAMP Level 1 participants have submitted their PhDs and are awaiting their results. Approximately 20 participants are currently in the final stages of the write up of their PhDs and will submit before June 2020.

TABLE 5: AAMP LEVEL TWO

Faculty	Participants in 2017	Participants in 2018	Participants in 2019	Designated Participants 2017	Designated Participants 2018	Designated Participants 2019	Female Participants 2017	Female Participants 2018	Female Participants 2019
Education	10	13	13	8	11	14	7	10	13
FADA	5	5	5	2	1	1	3	4	4
FEBE	10	12	15	5	6	10	4	6	8
FEFS	-	-	-	-	-	-	-	-	-
FHS	12	12	15	2	5	5	10	11	11
Hum	10	19	25	5	13	19	8	12	15
Law	3	6	6	0	1	1	3	5	5
Man	-	-	-	-	-	-	-	-	-
Sci	23	32	33	19	25	26	11	16	16
CBE	23	24	26	13	17	20	15	12	13
Non-Faculty	1	2	2	0	1	1	1	1	1
Total	97	125	143	54	80	97	63	77	86

TABLE 6: 2019 LEVEL TWO BREAKDOWN IN TERMS OF RACE

Race	#	%
Black	65	45%
Coloured	13	9%
Indian	19	13%
White	35	25%
Foreign (African)	10	7%
Foreign (International)	1	1%
Total	143	100%

In 2019, five (5) participants have moved to Level 3 based on promotion, and six (6) participants have been promoted to Senior Lecturer. In 2017/18, thirty (30) Level 2 participants moved to Level 3 based on promotions.

TABLE 7: AAMP LEVEL THREE

Faculty	Participants 2017	Participants 2018	Participants 2019	Designated participants 2017	Designated participants 2018	Designated participants 2019	Female Participants 2017	Female Participants 2018	Female Participants 2019
Education	3	7	6	0	2	2	1	3	2
FADA	3	4	3	1	2	2	3	3	2
FEFE	15	13	13	6	6	6	2	1	1
FEFS	-	-	-	-	-	-	-	-	-
FHS	3	3	4	1	1	2	1	1	2
Hum	10	15	15	7	11	12	6	8	9
Law	1	1	1	0	0	0	1	1	1
Man	-	-	-	-	-	-	-	-	-
Sci	10	10	10	7	8	8	5	4	4
CBE	10	15	16	6	9	6	5	6	9
Total	55	68	68	28	39	38	24	27	30

Two (2) were promoted to full professors in 2019 and ten (10) were promoted to full professors in 2017/18.

Promotions to date

The following table denotes these promotions. With each promotion, candidates move up a level.

TABLE 8: AAMP PROMOTIONS

Year	Designate	African Foreign	White SA	Foreign White	Female	Male	Total
2016	14	7	9	0	21	9	30
2017	15	6	8	1	16	14	30
2018	11	5	11	1	14	14	28
2019	11	0	4	1	9	7	16 ⁶

AAMP is succeeding in preparing and creating enabling conditions for the self-development of academics. Financial support is provided for teaching relief, conference attendance (nationally and internationally), and assistance in completion of publications and pursuit of international collaborations. All support provided is directed at supporting the developmental needs of academics in the areas of research development, teaching development, and leadership development. Each application is closely screened by the coordinators of each level and is recommended by the HOD and the Dean. A further layer of scrutiny occurs within the Division to ensure the equitable distribution of resources, compliance with UJ policies and to maximise the benefit in terms of academic gains for the individual.

Further enrichment initiatives include workshops on applying for an NRF rating; how to network; applying for promotion; how to increase citations; putting in a promotion application to full professor; teaching portfolio development; time management; academic networking; writing retreats; teaching innovation; teaching with technology; research methods; preparing research for publication. Over and above the Division's AAMP initiatives, participants are specifically invited for sessions held by the Research Office, Postgraduate School and the Centre for Academic Staff Development. In 2019 five (5) writing retreats were conducted, one (1) teaching portfolio workshop, and an additional eleven (11) workshops in collaboration with Senior Academics were conducted.

Workshops have been held with all three AAMP levels where participants discussed their experience on the AAMP and indicate possible future support possibilities. During the Level 1 engagement, participants highlighted the issues they were experiencing and that are hindering progress in the completion of their PhDs. An AAMP Writing Circle was established to support members in the completion of their PhDs. The group meets once a month for three hours and uptake on this initiative has been fruitful. Workshops with Level 2 and Level 3 participants were held in the second semester. Focus group discussions have proven to be

⁶ This figure is dependent on updates from HR regarding confirmation of promotions

invaluable in identifying areas of support required, difficulties experienced by participants, and possible ways of strengthening the programme.

AAMP Guidelines have been developed and are sent to participants quarterly to encourage participants to apply for funding. A link to the intranet with the required forms is available. Continuous discussions are held with the two coordinators to find ways of encouraging participation both from mentors and mentees.

A questionnaire was sent out to all AAMP participants and the feedback from participants was positive. The increased presence and support provided by the Division was praised. In some cases, the mentor-mentee relationship was highlighted, especially in cases where difficulties are being experienced. One of the key focus areas going forward will be on strengthening the mentor–mentee relationship.

The AAMP budget for 2019 (as set out below) was fully utilised. A total of 99 academics was supported with AAMP funding in 2019). Funding recipients were requested to provide feedback on the impact of the funds received and a 90% response was received to the request. Feedback was also solicited from participants who attended the writing retreats.

TABLE 9: AAMP 2019 BUDGET

Budget per Level	Amount
Level 1	R989,396.00
Level 2	R 989,396.00
Level 3	R931,578.00

Based on requests by participants, approval by HODs and Deans, and recommendations by the co-ordinator, the kinds of activities funded are as follows:

- Writing retreats
- Workshops
- Conference attendance linked to clearly defined outputs
- Editing costs
- Travel costs.

TEACHING INNOVATION FUND (TIF)

The Teaching Innovation Fund (TIF) was set up to support staff to become more innovative in their teaching, to engage in research in teaching and learning and to contribute to field of teaching and learning in higher education. This initiative is aligned with the University’s strategic goals to support, through the provision of funding and expertise, the development of the Scholarship of Teaching and Learning (SoTL). The field of SoTL provides academic staff with the opportunity to research and reflect on how their teaching practice can

become more responsive to the changing needs in society. The success of this specific strategic goal is indicated in the 2018 DHET submission list which has 68 Journal articles; 78 funded conference presentations and 12 chapters relating to teaching and learning in higher education. In 2019, the University Research Committee made R600 000 available to support innovation and scholarship in teaching and learning. Following a call for proposals in February 2019, of the 21 proposals received and evaluated by a committee comprising Dr Menon, Ms Castrillon, Ms Naidoo and Ms Strydom, 18 projects were funded in 2019.

The projects selected for funding align with the University's focus on 4IR and included a range of projects, including the development of virtual reality systems in industrial design, artificial intelligence, and games in information theory, among others. Other projects involve both the use of technology to enhance the student learning experience as well as curriculum development initiatives aimed at preparing students for a rapidly changing world of work. In addition to technological innovation, applicants stressed the importance of teaching in and for social justice. An example of the latter is the project in the Faculty of Education which aims to value student's prior knowledge and experience while at the same time helping students think about technological solutions that link to the aims of advancing 4IR. The interdisciplinary community engagement programme in FADA is another example where voices and stories from participants in communities provide a 'bottom up' approach to unlock some of the theory around transformative education and contribute to making a compelling case for the role of the arts and design to create social change. The project uses participatory evaluation strategies to ensure ownership of outcomes by the community.

In addition to the above, teaching innovations emanating from TIF awards include:

- The incorporation of virtual reality and robotics in the teaching of Industrial Design
- The development of a web-based assessment system
- Decolonisation of architectural discourse
- Use of technology and games to teach information theory
- Use of problem-based learning to prepare students for Industry 4.0
- Authentic assessment in Accounting
- Staff development initiatives to facilitate more effective blended learning.

ASSISTANT LECTURERS

The post of Assistant Lecturer (AL) is an initiative to add stature to flagship departments, to accelerate the transformation of the academic cohort in terms of race, and to increase academic capacity in departments with high enrolments and an unfavorable staff/student ratio. In addition, the goal of the Assistant Lecturer programme is gradually to migrate the Assistant Lecturers into permanent posts as these become available as a result of retirements and resignations. GES funds were allocated for 50 Assistant Lecturer appointments in 2014, 60 in 2015 and 75 in 2016 to 2020. Appointment is by means of a three-year contract, at a fixed

rate of R250, 000 per year. In July 2018 the MEC approved continuing funding for 75 AL positions until 2024. Currently 74 ALs are appointed of which 81% are designated candidates, and 57% are women. At the end of December 2019, 75 ALs were still in the employ of the University and a call was sent to faculties to encourage them to send in applications for 2020. The response from faculties was positive. Since the inception of the programme, 42 assistant lecturers have been appointed into full-time positions at UJ, and two of the 28 absorbed lecturers are now nGAP scholars.

It must be noted that the number of ALs appointed per year is not constant due to ALs being absorbed, resignations, and contracts expiring. ALs attend workshops hosted by the CASD and PGS, and the Division of Academic Planning, Quality Promotion and Academic Staff Development, hosts an annual AL workshop.

TABLE 10: 2019 AL PROFILE PER FACULTY

Faculty	No. of Candidates	Designate	% Designated	Non-Designate	% Non-Designate	Foreign	% Foreign	Male	% male	Female	% Female
Education	8	7	88%	1	13%	0	0%	2	25%	6	75%
FADA	6	4	67%	0	0%	2	33%	3	50%	3	50%
FEBE	7	7	100%	0	0%	0	0%	5	71%	2	29%
FHS	9	7	78%	1	11%	1	11%	4	44%	5	56%
Humanities	8	7	88%	0	0%	1	13%	2	25%	6	75%
Law	3	3	100%	0	0%	0	0%	1	33%	2	67%
CBE	22	16	73%	0	0%	6	27%	8	36%	14	64%
Science	11	9	82%	1	9%	1	9%	7	64%	4	36%
TOTAL	74 ⁷	60	81%	2	4%	11	15%	32	43%	42	57%

It is a significant achievement that 81% of the Assistant Lecturers are Black South Africans.

⁷ The 75th candidate will commence duties on 1 February 2020

ACADEMIC PLANNING

CAPQP oversees academic programme development and the review of existing programmes to ensure compliance with internal governance and external regulatory requirements. CAPQP also provides intensive support for professional body self-evaluation report development, accreditation and review activities, and site visits. The academic planning function in CAPQP acts in support of faculties with curriculum planning, the development of new programmes (both formal and continuing education programmes in both contact and distance mode of delivery), and amendments to existing programmes. The support provided culminates in the internal and external approval of new programme applications; amendments to existing programmes, including CESM additions; programme title and site of delivery changes, as set out below for 2019:

TABLE 11: PROGRAMMES REVIEWED BY THE PWG 2019

TYPE	#
New programmes - contact learning	7
New programmes – online distance learning	2
New CESM addition applications	5
Title change applications	2
New SLPs	65
Internal amendments reviewed and noted	63
New programmes submitted to CHE	29
Programmes accredited by CHE	76
Programmes approved by DHET	33
Programmes registered by SAQA	53

CAPQP engagements with the CHE, DHET and SAQA in respect of both new and replacement programmes for the 2020 intake (the programmes deemed to be Category C, for phase out) resulted in all submissions made in the course of the alignment process receiving accreditation and registration on the NQF. In 2019, the regulatory bodies and higher education institutions alike sought to finalise the HEQSF alignment process which placed enormous pressure on the system both internal to the University and externally, in the regulatory bodies. By November 2019, however, UJ had successfully responded to all CHE processes

regarding HEQSF-aligned records and the replacement of any non-aligned qualifications. Compounding the demands on the system was the fact that CHE and SAQA had not fully updated the registrations of the Category A and Category B qualifications, which added an additional layer of complexity to the process. The CAPQP staff led the project to obtain all the historical information needed by SAQA, to create SAQA applications as needed, working with faculties and individuals with institutional memory. The finalisation of the HEQSF alignment process and the increase in programme reviews has seen a concomitant increase in the volume of amendments to existing programmes to ensure ongoing programme relevance and sustainability.

SAQA referrals of programmes which required additional information prior to loading on the NQF (i.e. ordinarily legacy and / or aligned programmes) added to the workload of the Centre. The appointment of the replacement staff member in June 2019 greatly assisted in this regard.

The Academic Programme Tracking System (APTS), a central repository of all programme applications and approvals to and from the regulatory and professional bodies, was developed and tested in 2019. Changes and refinements to the system were identified and were sent to the developers for effecting. The system is designed to enable the detailed tracking of a programme through its approval life cycle. In 2019, a series of reporting mechanisms and a dashboard was added to the design for implementation in 2020. CAPQP and the Division for Institutional Planning, Evaluation and Monitoring (DIPEM) worked closely with HEDA in 2019 to finalise the system developments for implementation across the University in the 2019-2020 period.

Curriculum transformation

The issue of decolonisation and 4IR remain central to the University's activities. From relatively minor adjustments to course content, to broader and more substantive curriculum and assessment amendments, each Faculty has responded to decolonisation and the 4IR initiatives in ways that align to the varied disciplines represented. All eight faculties reported on activities in a standard template which enables monitoring of progress in this regard.

Across the faculties, research is a key tool through which decolonisation and the 4IR projects are expressed, with several faculties indicating staff and postgraduate student research into decolonisation and 4IR in their disciplines. National and International research collaborative projects also feature. The Deans and relevant committee structures engage actively with students, staff and management in discussions around decolonisation and 4IR, and numerous workshops and conferences have been held focusing on curricula in the knowledge areas. Likewise, discussions in a variety of forums and at different levels (Departmental,

Faculty, institutional, national) have been held with success and have delved into developing and applying new pedagogies. These activities are, in the main, inclusive of students, both undergraduate and postgraduate, and staff. Staff were introduced to and were able to experience a number of innovative practices using technology to enhance learning and teaching in keeping with the 4IR focus. In addition to the symposium, the CASD hosted four master classes on Assessment for Learning facilitated by experts in the field.

Approximately 25 SLPs in the 4IR arena have been developed across the faculties. It must be noted that various support staff units are actively engaging the 4IR Imperative. The DVC Academic has hosted 2 workshops on “Rethinking and Revisiting our Curriculum”, and two discussion documents emanated from this and have been discussed at faculty / college boards. The Division also hosted the Teaching and Learning Symposium on 10 May 2019 “*Exploring Industry 4.0*”, eight presentations were done as presenters displayed a variety of innovative teaching practices across different disciplines. As a consequence of discussions held at various platforms, it was agreed that multidisciplinary Master of Philosophy (by research) and a Doctor of Philosophy would be submitted to the regulatory bodies for approval. In addition, at the beginning of 2019, discussions were held with the College of Business and Economics, the Faculty of Science and the Faculty of Humanities to develop a Bachelor of Arts in Politics, Economics and Technology with a proposed intake in 2020. CAPQP assisted in ensuring the approval and conceptualisation of the qualification.

QUALITY PROMOTION

National Doctoral Review

In response to the announcement of the National Review by the Council on Higher Education, a detailed project plan for developing the University’s response was drawn up. Under the Deputy Vice-Chancellor: Academic, Professor Angina Parekh, and the Deputy Vice-Chancellor: Research and Internationalisation, Professor Saurabh Sinha, the University has developed a comprehensive Self Evaluation Report (SER) for the forthcoming 2020 CHE Doctoral Review. All deans, vice-deans, executive and senior directors, directors, heads of support units and divisions have been part of the consultation process, across a total of 42 sessions. An additional 27 sessions were held with supervisors and students. The SER was required to be approved and submitted to the CHE by 31 March 2020.

Consultation forums were held on developing a UJ understanding of the requirements of the doctoral standard; debating the standard in relation to practices and the context of UJ; analysing, reflecting on, and reviewing policies, regulations, and faculty guidelines; data and data integrity; and capturing the forms of support embedded in the University structures and systems relevant to doctoral studies.

Programme Review

In 2019, the Senate Teaching and Learning Committee (STLC) approved the Programme Review and Development Process. The CAPQP staff with a team of academics who act as facilitators, coordinate and facilitate all programme reviews in faculties and academic divisions. The strategic focus of quality promotion is continuously to enhance the quality of programmes through providing a process for critical reflection on the programme, its teaching and learning, and assessment practices. Once this process of self-evaluation has taken place, a panel of experts from academia and industry provides external input into the programme and the identification of improvements and achievements. The CAPQP works with the programme teams to conduct the reviews, obtain student and graduate input, finalise reports and facilitate the approval processes as required for the improvements identified. External representation on the review panel is included in the process, with panel members drawn from a variety of industry and university sources, as appropriate to the programme.

In 2019, and with the collaboration of approximately 160 participants, internal quality reviews of the following programmes were finalised:

- Master of Commerce in Business Management
- Bachelor of Commerce Honours in Logistics
- Bachelor of Commerce Honours in Transportation
- Diploma in Road Transport Management (Freight)
- Diploma in Road Transport Management (Passengers)
- Bachelor of Commerce Honours in Industrial Psychology
- Bachelor of Arts Honours in Industrial Psychology.

In addition, the CAPQP worked intensively with faculties across 20 programmes in various stages of professional accreditation processes with external statutory and non-statutory professional bodies. CAPQP provides support for the development of the self-evaluation reports, with site visit preparations and briefings, evidence collation and quality checking, staff and student briefings, document preparation, workshopping responses, presentation preparations, and the development of response to reports received, and / or improvement plans. In total 31 workshops were conducted, around 70 consultations were held and about 286 participants engaged.

The programmes below refer:

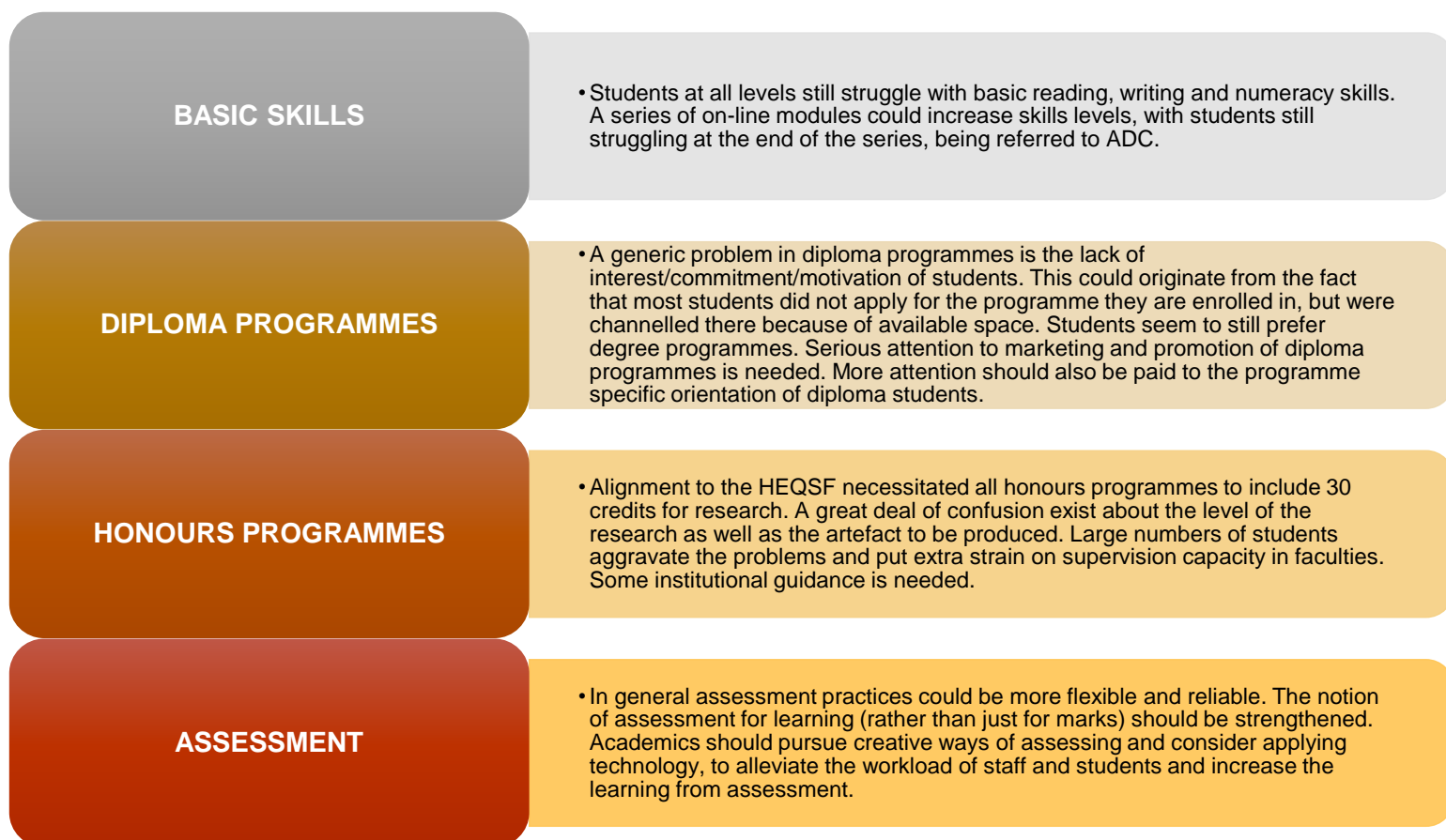
Six programme reviews started in 2018 were completed in 2019:

- BCom Hons Industrial Psychology
- BCom Hons Logistics Management
- BCom Hons Transport Economics
- MCom Business Management
- Diploma in Road Transport Management (Freight)
- Diploma in Road Transport Management (Passengers)

Seven new programme reviews commenced in 2019 to be completed in 2020:

- Diploma in Accountancy
- Diploma in Food and Beverage Operations
- MCom Local Economic Development
- BCom Hons Marketing Management
- Diploma in Retail Business Management
- Advanced Diploma in Retailing
- Diploma in Marketing

Institutional Challenges encountered in reviews



The CAPQP provides support for professional body site visits for a number of programmes. The following accreditations were received by UJ in 2019:

TABLE 12 :2019 PROFESSIONAL BODY ACCREDITATIONS

Health Professions Council of South African	<ul style="list-style-type: none">• Master of Education in Educational Psychology• Bachelor of Technology in Podiatry• Higher Certificate in Emergency Medical Care• Diploma in Emergency Medical Care• Bachelor in Environmental Health Sciences
Allied Health Professional Council of South African	<ul style="list-style-type: none">• Homeopathy clinics accredited

Professional Academic Staff Development

Teaching and Learning is a complex and context bound activity (Koehler and Mishra, 2009). It involves the consideration of a number of interrelated factors such as students' prior knowledge, staff and student experiences and expectations, disciplinary knowledge, rules and resources that guide the teaching and learning process as well as technology, which is rapidly changing. Thus, any professional development endeavour has to be structured carefully to include the complex and dynamic nature of the learning and teaching context. The model for staff development adopted by CASD involves the dynamic interplay of pedagogical knowledge, content knowledge and technology within a specific context which includes, amongst other aspects, student needs and disciplinary/programme requirements. Consequently, all professional development is informed by the needs identified by departments and faculties as well as by student assessment and feedback data.

Given the rapidly changing higher education context, professional development has to be ongoing to meet the specific needs of tutors and staff members, at various stages in their career. CASD takes this into consideration by offering specifically designed professional development opportunities for tutors, academic staff and heads of departments. Through the CASD, the Division facilitated 26 teaching and learning related events involving 679 staff members across the 2019 academic year.

The aim of these teaching and learning events was to provide opportunities and contexts for academic staff to further develop as teachers in higher education. The diagram below provides a breakdown of some of the main professional development initiatives offered to staff in 2019.

TUTOR DEVELOPMENT

- 1079 tutors and 30 senior tutors trained

NEW ACADEMIC STAFF

- 92 & 88 staff attended new staff induction per semester
- 98 staff attended follow-up workshops

PROFESSIONAL DEVELOPMENT

- informed by student feedback 1707 evaluations
- 4 faculty workshops
- three master classes on assessment and feedback

ACADEMIC LEADERSHIP PROGRAMME AND PROMOTION

- HOD induction attended by 14 new HODs
- 53 attended follow-up workshops
- 56 attended portfolio development for promotion



Academic Preparation Programme for new staff

CASD hosts the Academic Preparation Programme for newly appointed staff, assistant lecturers and nGAP participants twice a year. It is a three-day programme and aims to provide academic staff with an opportunity to develop insight into the theories and practices related to teaching and learning in higher education, to help them develop as reflective practitioners in the UJ context, and to create the opportunity for the emergence of a supportive community of practice amongst academic staff. Follow up workshops on teaching, learning and assessment practices for new staff are presented in the first and second semesters. Almost all participants in the Academic Preparation Programme found it useful, as the comments below attest:

This is very useful, and I have to think more on who I am teaching, and this affects my approach towards delivering my lectures. This has taught me to be more compassionate and understanding.

It was a very informative training, the discussion has exposed me to a lot of things I did not know about teaching and learning, e.g. strategies, assessment and planning curriculum. Thank you.

The interactive nature of the workshop is quite commendable. It would also be nice to include the different aspects of cultures at UJ and how they affect interaction between students and staff

The interaction was extremely useful. Great framework that I think is even more necessary in the development and unlearning process for older staff. This would be very useful for them to understand all that we have learnt in this session

I appreciate how the workshop came in full circle in terms of where I come from to who my students are. I am encouraged to be reflective in order to give my best always. Thank you.

The session was very useful and must be extended to even old members within the department. Andre's presentation would be very useful for all members. Thanks for organizing the workshop. Really useful information and techniques for teaching and learning

Teaching Portfolio Development

The importance of supporting staff with the development of a personal teaching portfolio is critical to the work of professional development. The benefits of encouraging newcomers to begin to work on their portfolios immediately when they enter the academy not only reduces the rush to complete this when staff decide to apply for promotion later but also has longer term benefits that include a more reflexive, theorised teaching practice. Portfolio development assists academics to become more engaged and responsive higher education teachers. For this reason, during the induction programme for new staff, the development of the teaching portfolio is introduced. Nonetheless, much of the work around portfolios continues to happen when early/midterm career academics apply for promotions and only then begin to work on their portfolios.

Support for portfolio development is provided in multiple ways. Workshops are run around the development of a teaching philosophy (the backbone of teaching portfolio development), through generic workshops, and specific departmental engagements where these are requested. Additionally, staff who are part of the AAMP programme have a dedicated engagement opportunity in the initial workshops to get them started on the development of their teaching philosophy, and individual engagements with staff who have already begun with the writing process. Individual consultations with academics provide feedback and support in the development of their portfolios and is the largest part of this support process. During 2019, more than 45 individual engagements around portfolios were provided. The value of support for portfolio development is evident in the final submissions for promotion to the Teaching Portfolio Assessment Committee (TPAC)

TABLE 13: TPAC 2019

PROMOTION CYCLE	NUMBER OF PORTFOLIOS SUBMITTED
January	16
April	12
July	14
September	25

In addition to the various general professional development workshops above CASD also runs a formal qualification, the Postgraduate Diploma in Higher Education (PGDip (Higher Education)) in collaboration with the Faculty of Education. The programme is targeted at persons working in higher education and is offered on a part-time basis over two years. In 2018, twelve students registered for the programme and eight have fulfilled the requirements to graduate in 2020. In 2019, eleven students registered for the two-year programme which is offered using a combination of face-to-face and online mode of delivery. The

decision to move into a more blended approach was largely informed by the University's strategy to have a greater online presence in its programme delivery. From a programme coordination point of view, this provided an opportunity to extend the programme to academic staff outside UJ, thus enabling increased participation in the qualification. The move appears to have benefitted the programme, as applications increased such that the 11 registrations achieved in 2019, increased to an anticipated 20 in 2020. A direct benefit of the PGDip for UJ is that staff have an intensive engagement with issues around teaching and learning which aims to model responsive and engaged teaching practice and to equip staff with opportunities for interrogating their practice in more scholarly and productive ways than the opportunities provided by attendance at once-off workshops may achieve. Many participants who complete the qualification have since taken a more leading role in teaching and learning in their departments, one staff member has since embarked on a PhD in teaching and learning as a result of the completion of the qualification, and others have become mentors and advocates for others to enrol.

TABLE 14: 2019 CASD Training

DATE	WORKSHOP	ADA	CBE	EBE	EDU	HSC	HUM	LAW	SCI	OTHER	TOTALS
FIRST SEMESTER											
30-Jan	Academic Preparation Programme	2	12	5	1	3	7		6		36
31-Jan	Academic Preparation Programme	2	9	7		2	6		6		32
01-Feb	Academic Preparation Programme		7	4	1	2	6		4		24
20-Feb	CBE Workshop		55								55
27-Feb	Teaching and Learning in HE	1			1				4	2	8
04-Mar	HOD Induction	1	6		1	1	1		4		14
12-Mar	CBE Workshop		13								13
13-Mar	Portfolio Development for Promotion	1	2		2	2	6		1		14
15-Mar	CBE Workshop		12								12
17-Apr	Fostering Student		2		1		8			9	20

DATE	WORKSHOP	ADA	CBE	EBE	EDU	HSC	HUM	LAW	SCI	OTHER	TOTALS
	Learning with Technology										
24-Apr	CBE Workshop		27								27
20-May	CBE Workshop		16								16
16-May	Prof David Kennedy	2	3	4	1	8	8		2	21	49
21-May	Prof David Kennedy	4	1	3	4	6	9		3	24	54
23-May	Prof David Kennedy	2	1	1	1	6	4	1	4	16	36
Totals		15	166	24	13	30	55	1	34	72	410
SECOND SEMESTER											
15-Jul	Academic Preparation Programme	2	7	1	5	2	6	1	6		30
16-Jul	Academic Preparation Programme	2	6	1	6	2	7	1	5		30
17-Jul	Academic Preparation Programme	1	5	1	7	1	6	1	6		28
26-Jul	HoD: Managing your Departmental Finances	1	1		1		3				6
01-Aug	Engaging Students in Learning		2	1	1			1	1		6
02-Aug	FEBE Tutor Workshop			13							13
07-Aug	Learning with Technology	1	4	2		4	1	1	9	2	24
14-Aug	CBE: Practice and Small Group Interaction		16								16
20-Aug	Portfolio Development for Promotion		7			1	1	3	2		14
21-Aug	Master Class in Assessment				1	4	4	1	10	6	26

DATE	WORKSHOP	ADA	CBE	EBE	EDU	HSC	HUM	LAW	SCI	OTHER	TOTALS
28-Aug	Portfolio Development and Drafting your Teaching Portfolio		21			1		4	2		28
04-Sep	Tutoring at UJ		2		2	2	3			1	10
13-Sep	HoD: Programme Planning		3	1	1	3	6			1	15
18-Sep	Curriculum Design and Planning your module	1	2	1		2	5		1		12
01-Nov	The Why and the What of SLPs		2				4		2	3	11
Totals		8	78	21	24	22	46	13	44	13	269

Teaching and Module Evaluations

Module and lecturer evaluations form an important part of the University's overall strategy to improve student success through evidence-based decision-making and to enable continuous improvement in teaching and learning. The increase in the number of evaluations undertaken over the past three years necessitated a move towards an efficient system, permitting more evaluations to be conducted in ways that provide meaningful data sets to inform teaching and learning practice. The 2019 year saw the introduction of eXplorance Blue as a platform on which to conduct online evaluations. The use of the system has refined the overall processes and reporting on these. Through Blue, a total of 1707 evaluations was conducted resulting in the highest number of evaluations undertaken to date.

Blue reporting is fully automated, which enables the production of individual, departmental, faculty and institutional reports more quickly and easily. The different reports are used to inform teaching and learning at all different levels.

Blended tutor tutoring programme: Offering sustained support

In 2019, the CASD piloted a tutor training programme in the Faculty of Humanities and applied for international accreditation via the College Reading and Learning Association (CRLA). A total of 164 tutors from the Faculty of Humanities were trained according to the CRLA programme, and 915 tutors and 30 senior tutors from the remaining faculties were trained in the UJ tutor training model. The pilot project led to the tutor training programme being re-imagined which resulted in a new approach to tutor training with the aim of improving the effectiveness and impact of UJ tutor programmes on teaching and learning. The new approach to tutor training is informed by feedback gleaned from the tutors and presenters involved in the pilot project. Tutors reacted positively to the training, were grateful for the sustained support, and described it as encompassing all the aspects necessary for the effective facilitation of student learning. The presenters remarked that the training positioned tutoring as a high impact intervention that could further improve UJ's teaching. The pilot project helped to identify topics for a core curriculum for tutors at all levels and the need to contextualise material to fit the HE landscapes in SA and at UJ, in particular. Given this, tutor training in 2020 will be offered as a blended learning programme comprising both face-to-face and online training. The face-to-face component is aimed at three levels of training (Level 1 for new tutors, Level 2 for tutors entering a second year of tutoring and Level 3 for tutors who have tutored for more than two years and senior tutors). This training is now fully aligned to the training recognised by the College Reading and Learning Association. The online Blackboard-based tutor community developed by CASD in collaboration with ADC and CAT is planned to go live in April 2020. The advantage of this model is that it allows for both general self-paced online training and more discipline specific face-to-face training.

In collaboration with the University of Zambia, UJ hosted the Southern African University Learning and Teaching (SAULT) Forum in Livingstone on 12-14 June 2019. UJ is represented by Ms Kibbie Naidoo from the CASD and Prof Thea de Wet from the Centre for Academic Technologies (CAT). The SAULT forum comprises members from eight Southern African countries, namely Zambia, Zimbabwe, Swaziland, Mozambique, Malawi, Lesotho, Botswana and South Africa is convened by Kibbie Naidoo. SAULT's goal is to enhance teaching and learning in higher education through collaboration, sharing practices and research on teaching and learning. More than 40 papers were presented addressing the conference theme 'Enhancing Student Transition into and through Higher Education'. In addition to general papers on teaching and learning practice to support student success, SAULT members shared their insights on Rurality Projects that they engaged as a result of collaboration with the ESRC/NRF Newton Funded Southern African Rurality in Higher Education (SARiHE) Project.

National Involvement

National engagement includes attendance of/visits to:

- Inter-institutional quality discussion forum (the Garmin Group)
- Inter-institutional Academic Planning Forum
- CHE workshop.
- CHE Joint IQAF Working Group
- DHET workshops
- SAAIR Forum
- HELTASA Special Interest Groups (Professional and Tutoring and Mentoring)
- SoTL
- Southern African Learning and Teaching (SAULT) Forum
- ESRC/NRF Funded Southern African Ruralty in Higher Education (SARiHE) Research Project
- Teaching Advancement at University (TAU) Fellowships
- Continuous engagement with the DHET, CHE and SAQA.

Internal Engagement

In its various functions, the Division engages with many stakeholders in the University community and provides support to many divisions. Within UJ, staff members of the Division were involved in a number of structures and activities. Staff members serve on a variety of UJ committees, task teams and working groups, including:

- Programme Working Group
- Faculty Review Management Committees
- Steering Committee Online Programmes (SOP)
- Steering Committee for Enhancing Academics as Teachers
- Senate Teaching and Learning Committee
- Doctoral Review Task Team.

ENVIRONMENTAL SUSTAINABILITY

The use of paperless meetings has been cascaded down within the University and staff members are encouraged to implement paperless meetings. This initiative has been embraced by the Division wherever possible.

Environmental sustainability efforts include full support of UJ's waste management and recycling initiatives by recycling paper, limiting printing to both sides and switching off lights at night. A challenge is that, although our laptops are old, they cannot be replaced.

LEADERSHIP FOOTPRINT

The Division's activities are aimed at aligning the teaching and learning activities with the University and faculty strategies. The Division also endeavours to align its work with the National Framework for Enhancing Academics as University Teachers. In all aspects of its work, the Division interacts with and supports the various academic endeavours covering all faculties and campuses.

CONCLUSION AND THE WAY FORWARD

In 2019 the Division made a significant contribution towards the achievement of the institutional strategic objectives. A strong focus on quality across all areas of work is evident in the outcomes and successes achieved. The activities of the Division coalesce around improved quality in all aspects of teaching and learning, and in assuring the University community and structures of ongoing self-reflection, self-evaluation, and improvement. The interventions designed – from those aimed at individuals, to those encompassing groups, and external bodies – are devised to enhance the quality profile of the University. In so doing the work of the Division serves to strengthen the University's reputation, its engagements with its students, develop capacity among staff for quality teaching and learning, and integrate quality and development processes in ways that contribute to the University's development of a highly skilled academic teaching staff.

The staff in both the CASD and the CAPQP together traverse areas central to the life cycle of a programme. From providing support in programme design and regulatory requirements at the origination of the programme, to the enhancement of academics as teachers, to the assessment and evaluation of learning and teaching, all activities are integrated to achieve capacitate and enhance the academic experience for both students and lecturers. The two Centres in the Division worked collaboratively, and their

complementary spheres served, together, to contribute to the development of institutional capacity in respect of quality teaching and learning. In both spheres, there has been a conscious move away from compliance to excellence, and this focus is reflected in the myriad achievements of the Division over the preceding year. In addition, the broad range of workshops provided continue to contribute to university and national discussion on the significance and import of teaching and learning in the context of the 4IR, and of a continued valuing of the decolonisation tenets and principles. The Division looks forward to continuing to drive the University's strategy into its work in 2020.