2020 ANNUAL REPORT

DIVISION OF ACADEMIC PLANNING, QUALITY PROMOTION AND ACADEMIC STAFF DEVELOPMENT

UNIVERSITY
OF
JOHANNESBURG

The Division is central to the University's academic staff development academic planning, and quality promotion in the University.

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EXECUTIVE SUMMARY

The Division of Academic Planning, Quality Promotion and Academic Staff Development (DAPQPASD) is central to academic planning at the University and supports a wide range of activities designed to enhance the intellectual, professional, and personal development of academics. In addition to the work undertaken in the Division itself, its two centres focus on supporting academic developments overall: the Centre for Academic Planning and Quality Promotion (CAPQP), and the Centre for Academic Staff Development (CASD). The Division and its Centres work in strategically informed key areas to meet the University's goals and respond to the needs of academic and programme development. Key to the Division's work is providing academics with the tools needed to develop responses to the rapidly changing higher education environment, a need which peaked with the pandemic and resulting crises of 2020. Against this backdrop, the Division and its Centres worked in 2021 to ensure that curriculum and academic transformation in the University continued and supported in all its activities the rapid move to emergency remote teaching (ERT). The quality assurance of the ERT primarily at the undergraduate level, provided valuable insights into the workings of the academic and administrative teams in enabling the university's rapid and effective responses to the lockdown.

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

The Annual Report presents an organised picture of the events and activities of 2020, the work undertaken, and challenges met.

Excellence in research and innovation	Excellence in teaching and learning	International profile for global excellence and stature	National and global reputation management	Fitness for global excellence and stature
1	2	3	4	5

KEY ACHIEVEMENTS

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

4
programmes accredited.

15
proposals for new academic programmes were reviewed and evaluated.

115
SLPs reviewed.

10
new programmes submitted to the CHE for accreditation.

3
title changes submitted to DHET and CHE.

8
CESM additions submitted to DHET and CHE.

13
programmes submitted to the Department of Higher Education and Training (DHET) for Programme and Qualification Mix (PQM) clearance.

- Submitted the Self-Evaluation Report for the Doctoral Review.
- Managed the CHE Doctoral Review Site Visit.
- Active participation in the national project which saw the finalisation of the new Quality Assurance Framework with the CHE and representatives of the DHET and SAQA.
- The successful rollout of fully online teaching evaluations across all modules as they moved into emergency remote teaching (ERT).

7183
teaching evaluations reports completed.

1063
tutors trained.

- Successfully hosted the following:
  – T&L Symposium: Rethinking Practical's and WIL during remote teaching
  – T&L Symposium: Assessment Practices during remote Teaching - Innovative/Creative WIL practices during Covid-19
  – T&L Symposium: Assessment
- Workshop with HoD's to reflect issues regarding Teaching & Learning and Operational and administrative concerns during ERT.
- Amended key policies for the University.
- Developed guidelines and communications on various aspects of ERT.
- Commentary and analysis of all new governmental policies pertaining to academic matters for the University.

OPERATING CONTEXT

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

- Excellence in research and innovation
- Excellence in teaching and learning
- International profile for global excellence and stature
- National and global reputation management
- Fitness for global excellence and stature

UJ Strategic objectives

The Division is central to the University's academic staff development academic planning, and quality promotion in the University. The Division focuses on teaching and learning and related activities and synchronises its activities with other units engaged in related 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, compromises of two centres:

1 the Centre for Academic Planning and Quality Promotion and

2 the Centre for Academic Staff Development, each headed by a Director.

RISKS

The following risks were identified in 2020:

- As activities and projects located in the Division grow, so does the need for additional capacity to manage these tasks.
- The requirements for the continued use of ERT will have to be monitored and managed.
- Although greatly minimised from 2019, errors and omissions on the PQM (administered by the DHET) still require correction by the DHET. Much of this risk is located in the fact that the DHET employs manual systems.
- Integrating the activities of the two Centres to achieve more collaboration in the areas of academic planning, programme review, and staff development continues.
- The workload of academics in ERT and COVID-19: professional, personal, and social stressors impact on all staff.
- 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 sixteen[1] (16) permanent staff members and two (2), 3-year fixed term staff members. The Division had two staff retire at the end of 2020, Mrs Ina Pretorius (Coordinator in the CAPQP) and Mrs Sandra van Heerden (Coordinator in the CAPQP). Mrs van Heerden was approved for an extension until the end of August 2021, pending the appointment of a replacement. The post held by Mrs Pretorius was upgraded from P7 to P6 and the KPAs extended appropriately. Both positions will be filled in 2021. Succession planning was effected in the form of on-the-job training to prepare more junior staff members who may replace the staff who retired in December 2020, or who will assist the staff appointed in 2021. This training will continue in 2021.

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[1] As of 1 December 2020.

FIGURE 1. ORGANOGRAM
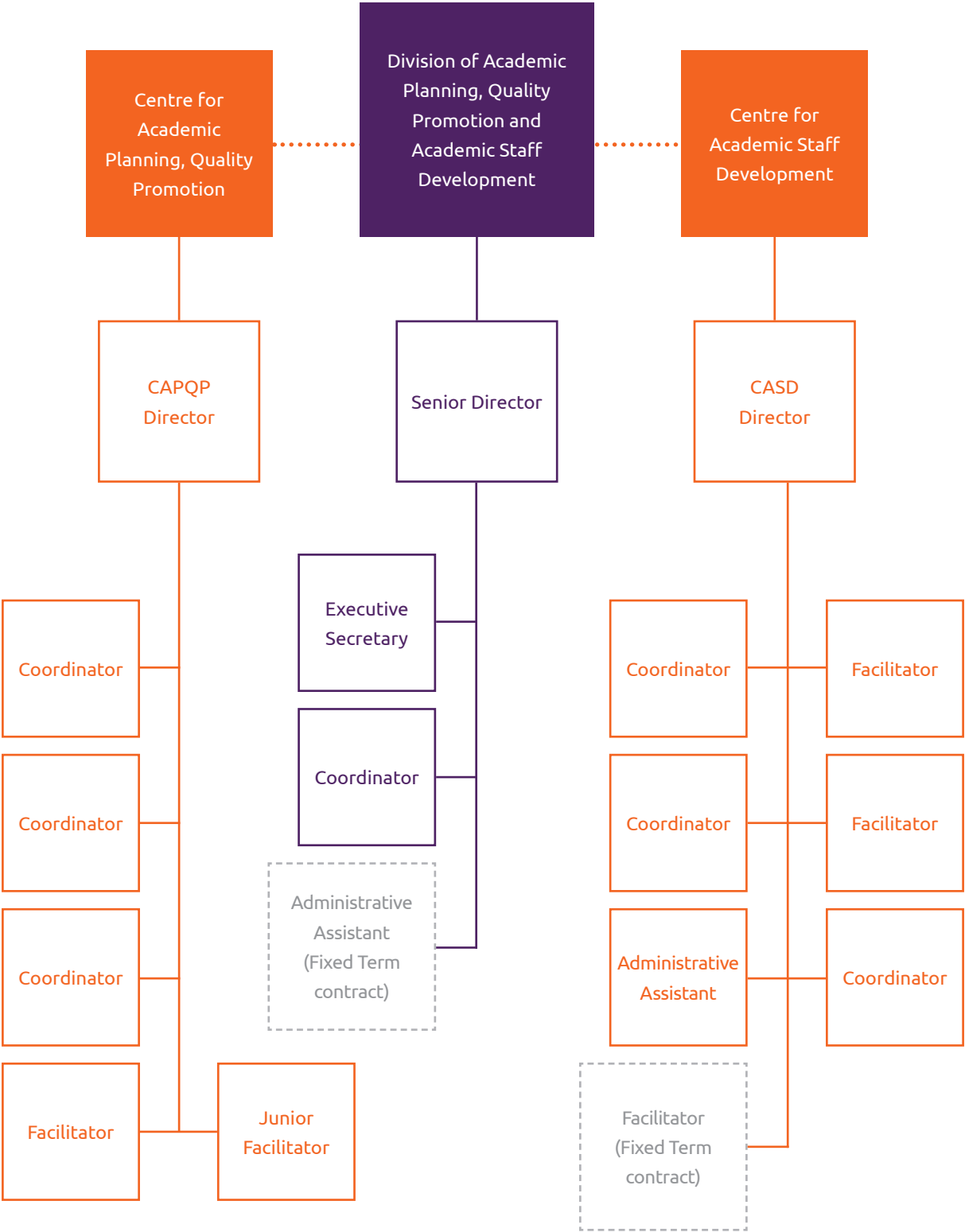
DAPQPASD Staff	African	Coloured	Indian	White	Disabilities	Female	Male	Peromnes
DIVISION OF ACADEMIC PLANNING, QUALITY PROMOTION AND ACADEMIC STAFF DEVELOPMENT								
Senior Director			1			1		4
Coordinator		1				1		7
Executive Secretary		1				1		10
Administrative Assistant (fixed term contract)	1					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								
Director			1			1		5
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:

1.	Continuing on work begun in 2019, Dr Kirti Menon and Gloria Castrillón worked as part of the Joint QAF Working Group to finalise the draft accreditation framework for approval by the CHE. The Working Group comprises representatives of the DHET, CHE, SAQA, and individuals drawn from public and private institutions.
2.	UJ made comment on the approved Higher Education Qualification Sub-framework pursuant to a review planned for 2021.
3.	Commentary was provided on the RPL policy and the National Work Integrated Learning guidelines.
4.	Commentary was provided on the DHET credit accumulation and transfer (CAT) Policy.
5.	Contributed to the repository of the CHE and USAf on emergency remote teaching.
6.	An Institutional response to the CHE Quality Assurance Framework (QAF) was submitted.

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

- Academic Programme Policy (for approval in 2021).
- Short learning programme template and guidelines
- Plagiarism Policy
- Policy on Authorship
- Managed and produced the QA Report on the Transition to Remote Teaching and Learning
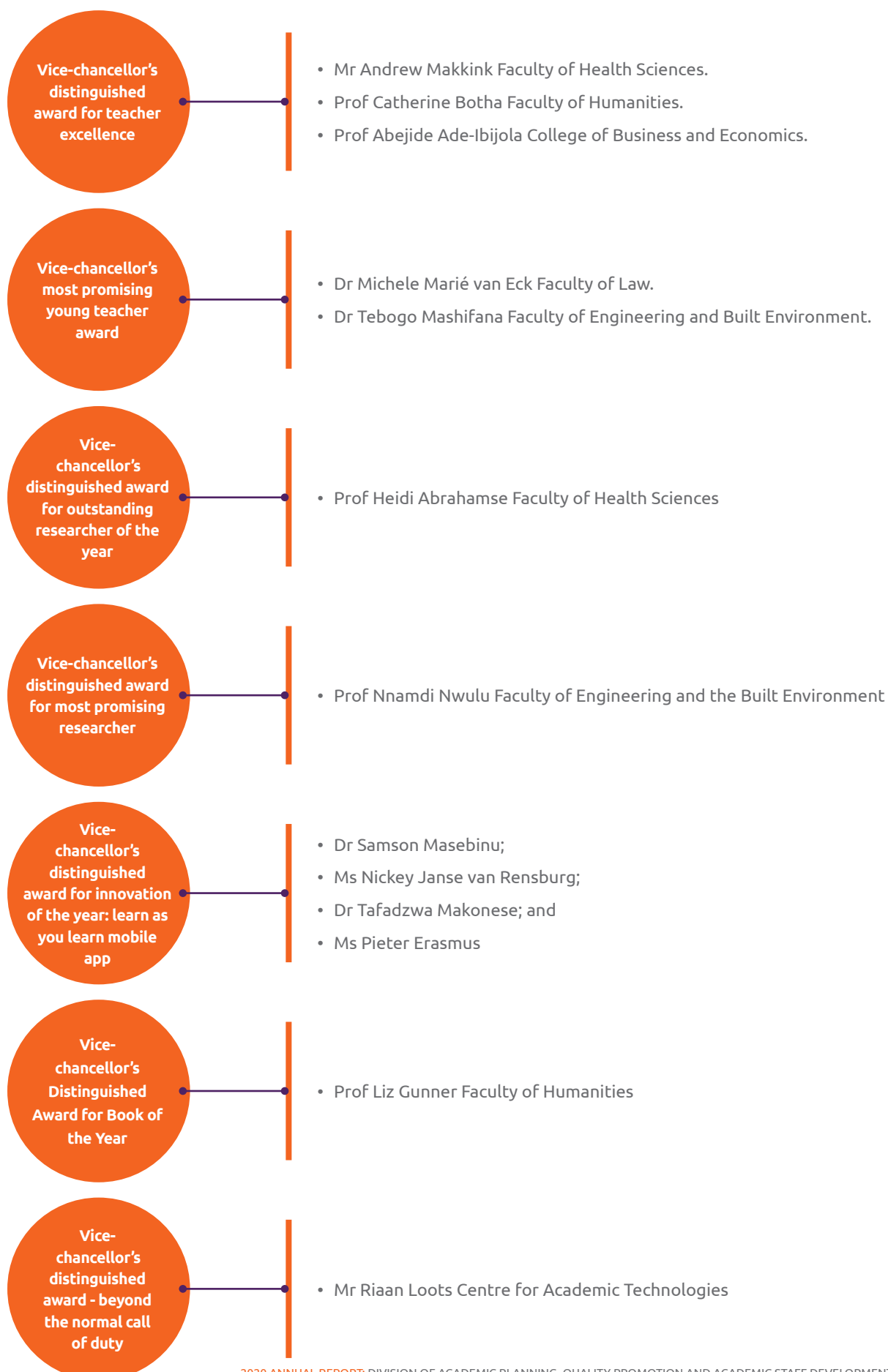- Monitored local and international Professional Body Accreditations.

A significant portion of the year was reserved for providing all round support to the university and academics during the different phases of lockdown. This included the development of useful resources on teaching, learning, assessment and work integrated learning/practicals. The Divisions in partnership with other domains developed guidelines and communications on various aspects of ERT which have been posted on the UJ Website and shared with other institutions, as well as national bodies. In addition, FAQs were developed for both students and staff given the complexity of the lockdown levels. Support was provided to DIPEM in the development of the phased approach for returning of students. A series of interventions with academics was held during the intense period of lockdown, these are to numerous to list.

Additionally, the Division analysed and provided feedback to the eight faculties on Teaching and Learning plans for 2021. A report on the principles and the approach to hybrid learning for 2021 was resented at the Executive Leadership Group, Senate and Council

The Division managed the process of the 2020 Vice Chancellor's Awards for which a virtual ceremony was held on 11 November 2020. The VC's awards recognise excellence in field of teaching, research, and outstanding service to the University.

The following were recipients of the awards:

Vice-chancellor's distinguished award for teacher excellence

- Mr Andrew Makkink Faculty of Health Sciences.
- Prof Catherine Botha Faculty of Humanities.
- Prof Abejide Ade-Ibijola College of Business and Economics.

Vice-chancellor's most promising young teacher award

- Dr Michele Marié van Eck Faculty of Law.
- Dr Tebogo Mashifana Faculty of Engineering and Built Environment.

Vice-chancellor's distinguished award for outstanding researcher of the year

- Prof Heidi Abrahamse Faculty of Health Sciences

Vice-chancellor's distinguished award for most promising researcher

- Prof Nnamdi Nwulu Faculty of Engineering and the Built Environment

Vice-chancellor's distinguished award for innovation of the year: learn as you learn mobile app

- Dr Samson Masebinu;
- Ms Nickey Janse van Rensburg;
- Dr Tafadzwa Makonese; and
- Ms Pieter Erasmus

Vice-chancellor's Distinguished Award for Book of the Year

- Prof Liz Gunner Faculty of Humanities

Vice-chancellor's distinguished award - beyond the normal call of duty

- Mr Riaan Loots Centre for Academic Technologies

SPECIAL PROJECTS

THE FUTURE PROFESSORS PROGRAMME (FPP)

In 2020, the Department of Higher Education and Training (DHET) selected the University of Johannesburg as the lead implementers of the national Future Professors (FPP) Phase 2 Programme. The FPP is a competitive and selective programme of the DHET to prepare promising early career academics to become a new cohort of South African professors across disciplines. The programme seeks to identify a group of the country's most talented academics to benefit from a structured and intense programme aimed at accelerating their readiness for the professoriate. The programme comprises 3 cohorts to be trained over a period of 5 years, with each cohort undergoing an intense 2-year developmental programme to achieve the outcomes of the programme. A total of R70 229 574, 26 has been allocated for the implementation of the FPP Phase 2. The Special Projects Office has put structures in place to support the implementation of the programme. These includes the appointment of staff, the establishment of an internal UJ FPP Committee as well as the National Advisory Board to oversee the implementation of the programme and the process of selecting candidates.

The University also participates in the FPP Phase 1 implemented by the DHET since 2019 and coordinated by the University of Stellenbosch. Dr Khumisho Moguerane from the Department of History was selected as part of the first cohort of this programme. Dr Moguerane is a well-respected academic in her field, not only nationally but internationally as well. Her research focuses on Social histories of Empire and colonialism in southern Africa during the 19th and early 20th centuries: biography and family history; the sociology of race and social stratification; social theory, and research methodology.

NURTURING EMERGING SCHOLARS PROGRAMME (NESP)

The University further participates in the Nurturing Emerging Scholars Programme (NESP), also funded by the DHET. The NESP programme recruits 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. The UJ has been awarded 5 scholarships in Phase 1 of the programme in the following fields: Podiatry, Zoology, Biochemistry, Civil Engineering and Mechanical Engineering. A national call went out in May 2020, encouraging students to apply, the closing date for applications was on 15 August. In the beginning of September, the 5 departments reviewed all applications and did the shortlisting with the Senior Director chairing the session, the shortlist was submitted to the DHET by 18 September 2020. The University anticipates feedback from the DHET in early January 2021, the selected students will register for their Master's degrees in 2021.

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 them to achieve higher degrees, produce research outputs, and pursue development opportunities with regard to teaching and learning and research.

At the end of 2020 university had a total of 29 nGAP posts hosted by different faculties, 26[2] have been occupied and 3 are still in progress. Since its inception, the nGAP has produced 5 PhDs and the majority have made significant progress in their studies. The candidates were appointed at different points in their qualifications and will therefore progress differently during the programme. The lecturers have made commendable progress with respect to their teaching and research training and have reported several achievements regarding progress made in producing publications emanating from their Master's and PhD research, postgraduate supervision, and scholarship/ research grant awards which this report wishes to highlight. This initiative is significant for UJ's commitment to growing a new generation of academics. In addition to the training opportunities at the University, nGAP scholars attended several special workshops organised by the Division. Bi-annual, one on one meetings are held with nGAP scholars. During 2020, regular check-in sessions were held with nGAP scholars and 2 special training workshops held.

	Phase	Department	Equity	Gender
1.	1	Philosophy	African	Female
2.	1	Accountancy	White	Female
3.	1	Childhood Education	African	Female
4.	1	Strategic Communication	African	Female
5.	1	Mining[3]	-	-
6.	1	Pure and applied Mathematics	African	Male
7.	1	Geology	African	Male
8.	2	Postgraduate School of Architecture	African	Female
9.	2	Civil Engineering[4]	African	Female
10.	2	Human Anatomy and Physiology	Indian	Female
11.	2	Psychology	African	Female
12.	3	Radiography	Coloured	Female
13.	3	Town and regional Planning	African	Female
14.	3	Mercantile Law	Coloured	Female
15.	4	Engineering Metallurgy	African	Male
16.	4	Botany	African	Female
17.	4	Zoology	African	Female
18.	4	Chemical Engineering Technology	Indian	Female
19.	4	Environmental Health	African	Male
20.	5	Biotechnology & Food Technology	African	Male
21.	5	Chemical Engineering Technology	Indian	Male
22.	5	Physiology	African	Female
23.	5	Biochemistry	African	Male
24.	5	Public Law	White	Female
25.	6[5]	Medical Laboratory Science	–	–
26.	6	Chemical Sciences	–	–
27.	6	Biochemistry	–	–
28.	6	Politics	–	–
29.	6	History	–	–

[2] 4 out of the 26 to commence duties in 2021.
[3] nGAP Scholar resigned in July 2019, the university is still in process of recruiting a new scholar.
[4] Previous candidate resigned; a new appointment was made late in 2020. The new nGAP scholar will commence with the duties on 1 January 2021.
[5] Due to the pandemic recruitment on the nGAP phase 6 positions were delayed. The post was advertised in the second half of 2020. 3 out of the 5 post have been filled with candidates commencing with duties in February/March of 2021.

The nGAP initiative is a significant part of the Uni-versity'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 2019/2020 Audit undertaken by the University auditors SizweNtsalubaGobodo Inc. was deemed unqualified.

ACCELERATING TRANSFORMATION AND THE ACCELERATED ACADEMIC MENTORSHIP PROGRAMME (AAMP)

The Accelerated Academic Mentorship Programme (AAMP) was established to effect institutional change in terms of race and gender within the academic staff profile, with a focus on professional and personal development of academics, enhancing their capacity to establish both national and international net-works, develop their research profiles and leadership capacities.

AAMP has had demonstrable success in terms of measurable outcomes and outputs in terms of overall research profile, academic promotion, applications for NRF rating, the formation of strategic international and national strategic collaborations, and overall enhancements to the stature of the academic. The coupling of personalised development opportunities and plans, considering the multiple layers of what it means to be an academic have proven successful. The Accelerated Academic Mentoring Programme (AAMP) provides career development opportunities and inputs with the goal of developing the next cohort of academic leaders.

The AAMP aims to:

Support and **develop academics** in the areas of teaching and research and enable them to access opportunities for promotion.

Support the **participants to advance** their careers and become world-renowned teachers and researchers/scholars, and hopefully proceed to become NRF A and B rated researchers.

Support and **enable identified academics** to achieve higher levels of academic and research performance through:

- Mentorship programmes;
- Providing a suite of research and teaching capacity development activities aimed at scholarship (publications, supervision, collaborative networks, and career progression)
- Providing personalised skills development workshops and programmes facilitated by subject experts, including SARCHI Chairs, UJ Chairs, Directors of Centres of Excellence, Distinguished Visiting Professors, NRF A and B rated researchers;
- Providing training and other targeted interventions to enhance the participants' academic leadership skills.

Since the launch of the AAMP in 2015 to date, a total of 418 AAMP candidates has been admitted into the programme in levels 1, 2 and 3. Of this total, 207 participants have made significant progress with regard to the completion of their degrees as well as taking up promotional opportunities. There has been a significant increase in the number of AAMP participants over the 3 years. In level 1, participation increased from 133 in 2018 to 165 in 2020. In level 2 participation increased from 97 in 2018 to 184 in 2020. For level 3, participation increased from 55 in 2018 to 73 in 2020. These increases are an indication of the programme's growing popularity among staff as well as a positive reflection on the efforts made by the respective units towards ensuring its success.

Another positive element about the growing numbers of participants is the noticeably high number of female participants across the three levels, increased from 58% in 2018 to 67% in 2020. This paint a positive picture of the perceived value of interventions offered by the programme. In terms of progress made towards the completion of their degrees, data shows that thirty (35) participants have been able to complete and were awarded their doctorates in 2019 (16) and 2020 (19). Another fourteen (14) AAMP level 1 participants have submitted their PhD thesis and are awaiting their results. The success of AAMP is defined in terms of successful promotion applications and improvement of PhD qualifications. In total, 36 AAMP participants were promoted to senior positions in the 2019/ 20 period.

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), assistance in completion of publications and pursuit of international collaborations, in order to support the developmental needs of academics in the areas of research development, teaching development, and leadership development. Further enrichment initiatives include workshops on applying for an NRF rating; academic networking; applying for promotion; how to increase citations; putting in a promotion application to full professor; time management; an annual teaching portfolio retreat; writing retreats; teaching innovation; teaching with technology; research methods; preparing research for publication.

In 2020, six (6) writing retreats and two (2) Teaching Portfolio retreats were conducted. All workshops and writing retreats undertaken in 2020 were held online due to COVID-19 lockdown restrictions. The AAMP annual level meetings were held with the three levels in October 2020. Two meetings were held with the Vice-Deans took place to discuss the 2020 AAMP participants progress and planning for 2021. The purpose of these meetings is to ensure that the programme delivers on its mandate and that the inputs and insights of Vice-Deans is viewed as critical and taken into consideration when planning activities.

Promotions to date

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

AAMP PROMOTIONS

Year	Designate	African Foreign	White SA	Foreign White	Female	Male	Total
2017	15	6	8	1	16	14	30
2018	11	5	11	1	14	14	28
2019	11	0	4	1	9	7	16
2020	27	4	5	0	22	14	36[6]

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

Total 2020 AAMP budget was

R2 529 306.40

of this total

R600 000

was redirected towards the University central emergency COVID-19 budget to support remote teaching and learning.

In 2020, the University Research Committee made

R600 000

available to support innovation and scholarship in teaching and learning

38

proposals received and evaluated

17

projects were funded

The total budget spent in 2020 for the AAMP programme amounts to

R1 583187.49

The total AAMP budget allocation for 2020 was R2 529 306.40. Of this total, an amount of R600 000 was redirected towards the University central emergency COVID-19 budget to support remote teaching and learning. In terms of financial support, a total of 60 participants have been financially supported, incurring a total expenditure of R1 469 787.49 in the 2020 academic year, across the 3 levels. The total budget spent in 2020 for the AAMP programme in 2020 amounts to R1 583187.49. This includes financial support for individual participants as well as for workshops and writing retreats that were organised for participants.

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 of society. In 2020, the University Research Committee made R600 000 available to support innovation and scholarship in teaching and learning. Following a call for proposals in February and June 2020, of the 38 proposals received and evaluated by a committee comprising Dr Menon, Ms Castrillón, Ms Naidoo and Ms Strydom, 17 projects were funded in 2020.

The projects selected for funding align with the University's focus on 4IR and in response to the pandemic 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. By the end of 2020, 73 were appointed into the programme. To date, 50 ALs have been appointed into full-time positions and two of these lecturers have occupied nGAP positions. Assistant lecturers are also encouraged to attend all academic training workshops. In addition, a special workshop for assistant lecturers was held with a view to assessing if there were specific needs and areas for intervention.

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.

2016 to 2020 GES funds were allocated for

75

Assistant Lecturer appointments

73

Assistant Lecturer appointed by the end of 2020

CENTRE FOR ACADEMIC STAFF DEVELOPMENT

Excellence in Teaching and Learning is one of the institution's strategic objectives and Centre for Academic Staff Development (CASD) plays a central role towards the achievement of this objective. It does this by providing developmental opportunities for academic staff, newly appointed academic heads of departments (HODs) and tutors to enhance their practice as facilitators of learning. Opportunities provided include workshops, seminars, individual consultations, teaching and module reviews, mentorship, tutor training and check–ins, as well as a formal qualification in higher education, the Postgraduate Diploma in Higher Education (PGDip (HE)).

ONLINE PROFESSIONAL DEVELOPMENT

CASD created a variety of pathways to communicate and engage with academic staff remotely. In addition to the use of WhatsApp groups, telephone, and emails we created a Staff Development Community on Blackboard. The purpose of the community was to provide an engaging community of practice for staff to address concerns and to provide access to information. Academic Preparation programme for newly appointed staff and assistant lecturers was held in January and July and was attended by 49 and 155 academic staff, respectively. The July programme was offered online and all staff who attended both iterations found the workshops extremely helpful. The CASD also offered 16 follow-up professional development workshops for academic staff which were all well –attended.

49
assistant lecturers and
155
academic staff attended the Academic Preparation programme in 2020

CASD held
16
follow-up professional development workshops for academic staff

Date	Workshop	ADA	CBE	EBE	EDU	HSC	HUM	LAW	SCI	Other	Total
FIRST SEMESTER											
29-Jan	Academic Preparation Programme		11	4		7	18	2	4	3	49
30-Jan	Academic Preparation Programme		9	4		6	12	2	3	3	39
19-Feb	Teaching and Learning in HE	2	9	2	4		3		3		23
04-Mar	HOD Induction	1	4	2	2	2	5		2		18
10-Mar	Portfolio Development for Promotion		8		3	5	3	2	4		25
06-May	Concerns and Needs of new staff during Covid 19		8	7	1	5	17	1	3	2	44
07-May	HoD: Role and Responsibilities of HoD	1	3	5	2	4	4		2		21
02-Jun	Assessment Challenges and Opportunities		7	6	1	5	21	2	2		44
09-Jun	HoD: Update on HR Matters	11	16	8	2	7	14	5	12	10	85
09-Jun	Portfolio Development for Promotion	2	1			4	4		3		14
10-Jun	Online Teaching and Learning		7	2	4		1		5	3	22
18-Jun	Long Calculations Questions on BB Setting		11	5			1		4	4	25
25-Jun	Tutoring in an Online Environment		2	4			7		12	12	37
	Totals	**17**	**96**	**49**	**19**	**45**	**110**	**14**	**59**	**37**	**446**
SECOND SEMESTER											
21-Jul	Academic Preparation Programme	3	19	7	4	1	4	2	4	11	55
22-Jul	Academic Preparation Programme	3	22	6	5	1	5	2	4	13	61
31-Jul	Long Calculation Setting on BB		6	3		1		3	2		15
27-Aug	Portfolio Development for Promotion	1	24	4	1	9	8	2	20	6	75
02-Sep	Curriculum Development and Planning your Module		2					1	1	5	9
16-Sep	The Why and How of SLP		16				15		1	6	38
30-Sep	Learning with Technology		9	5	2	4	6	2	6	7	41
07-Oct	Assessment and Feedback Practices		15	4	2	6	4	1	1	4	37
16-Oct	Utilising Tutors Online	1	9	4		1	10	2	9	5	41
	Totals	**8**	**122**	**33**	**14**	**23**	**52**	**15**	**48**	**57**	**372**

From March 2020, all workshops were offered online and were well attended: 446 staff in the first semester and 372 in the second. Important to note also is that online workshop attendance increased significantly.

The HoD induction programme for new HoDs was held in early in March 2020. This programme was attended by 22 new HoDs. The induction programme entails different topics to provide new HoDs with an overview of the role and responsibilities of HoDs. Four follow-up workshops on different topics were held. The topics varies presented were managing your departmental finances, to how to manage a department during Covid-19, an update on HR matters as well as on the why and how of short learning programmes.

PORTFOLIO DEVELOPMENT FOR PROMOTION

The following promotions were processed by TPAC.

	January	April	July	September
ADA	–	1	1	–
CBE	3	4	6	12
EBE	–	12	–	6
EDU	2	1	–	1
HSC	4		–	2
HUM	6	12	–	13
LAW	–		1	1
SCI	–	8	4	8
Total	**15**	**38**	**12**	**43**

TEACHING AND MODULE EVALUATIONS

Teaching and module evaluations were useful to learn about students' experiences of online teaching and learning. For this reason, a set of ten teaching and ten module evaluation questions that reflect the shift to remote teaching and learning were developed. Given the fact that all modules are being evaluated, a shorter questionnaire comprising only mandatory questions was used to avoid evaluation fatigue. Evaluation data was useful for academic staff to further enhance their practice of online teaching. Evaluation reports were only sent to the relevant staff member/s and staff were advised not to use the reports for promotion or performance management, unless voluntarily. The table below provides a breakdown of all evaluations completed in 2020.

Module status	Total reports
Undergraduate	**456**
All UG modules	**2 726**
All taught modules	**3 914**
#Supervision evaluations	**87**
Total	**7 183**

Postgraduate Diploma in Higher Education

Participation in the PGDip (Higher Education) has increased over the years with 22 registered students in 2020. The Postgraduate Diploma in Higher Education is normally offered through online and face-to-face interactions. CASD converted all the face-to face sessions to online sessions. Facilitators communicated with students via WhatsApp groups and email, especially where participants did not have constant access to Wi-Fi. Sessions were recorded for those who could not attend. Despite challenges, most participants were able to complete the tasks for their modules. Ten students completed the requirements for the programme graduated in 2020 and eight students will graduate in 2021.

466
staff attended online workshops in the first semester and
372
in the second semester

22
new HoDs attended the induction programme

22
students registered for participation in the PGDip (Higher Education) programme in 2020

Blended Tutoring Programme

The UJ Tutor Programme received international accreditation from the College Reading and Learning Association. In line with this, tutor training was offered in a blended manner which comprised both face-to-face and online training. Thirty-nine face-to-face training sessions were offered at three levels (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) from the end of January to the middle of March. A total of 1063 tutors were trained during this period.

As a result of the COVID-19 pandemic, the following measures were put in place to support senior tutors, tutors and lecturers tasked with working with tutors.

- In April, senior tutors and tutors were given access to a Blackboard community. The community aimed to provide an orientation to Blackboard in an endeavour to equip senior tutors and tutors with the skills necessary to successfully provide online support and to navigate the online environment. Within this community, space was provided for online discussions focusing on the wellbeing of our senior tutors and tutors.

- In April, support for academics was provided through the development of a resource, "GET YOUR TUTORS INVOLVED". This was added to the UJ Online Teaching Toolkit. This provided staff with some ideas about how tutors could be used in an online environment to facilitate online learning.

- In June, senior tutors and tutors were given access to the online component of the tutor training. This called for senior tutors and tutors to work through a number of training topics and complete the activities linked to these topics. All activities need to be completed by the 16th of October.

- In June, a webinar was help for academic staff to familiarize them with and share practice on the role of the online tutor and the various online strategies that could be used to facilitate online tutoring. The workshop also highlighted the challenges that tutors faced and the innovative ways in which they dealt with these challenges.

- During August, 9 tutor training sessions were conducted via BB collaborate ultra, for tutors who were appointed in the second semester as well as those who missed tutor training at the start of the 2020 academic year. As part of this training, CAT presented a session focused on how to use BB tools to facilitate student learning. A total of 848 tutors were trained.

- A staff development workshop was held in collaboration with CAT, exploring online tutoring in the UJ context with reference to how tutors can be effectively utilized within this environment.

- Senior tutors and tutors submitted tutor reports on the 30th of September detailing their tutor experience in 2020. A total number of 933 reports were submitted. These will now be collated.

Despite the challenges that COVID-19 has presented, CASD has endeavoured to support senior tutors, tutors, and academic staff in order to find new ways of facilitating student learning and engaging our students in intentional ways in order to optimize their online learning experience.

CENTRE FOR ACADEMIC PLANNING AND QUALITY PROMOTION

ACADEMIC PLANNING

CAPQP staff are responsible for academic programme development and submission, and the review and amendment of existing programmes to ensure compliance with both internal and external governance, quality, and regulatory requirements. Related to this, CAPQP provides exhaustive support to academic managers across faculties who engage with professional bodies for accreditation of their programmes. CAPQP assists with the development of self-evaluation reports development, accreditation activities, and reviews and site visits. Staff provide support for academic planning in faculties, contributing to the curriculum planning processes whether in the development of new programmes (formal and continuing education programmes in both contact and distance mode of delivery), or in respect of amendments to existing programmes. CAPQP's work assures the internal quality assurance mechanisms as well as the external quality approvals of new programme applications; amendments to existing programmes (such as CESM additions, and title and site of delivery changes). A summary of these is set out below for 2020:

TYPE	#
Proposals for internal approval	
Proposed new formal programmes reviewed by PWG/CAPQP	15
Proposed new SLPs reviewed by PWG/ CAPQP	115
Proposed title changes reviewed by PWG/CAPQP	3
Proposed CESM additions reviewed by PWG/CAPQP	3
Internal amendments reviewed by CAPQP and noted by PWG	77
Approvals and accreditations	
New formal programme PQM approvals by DHET	13
New amendment PQM approvals by DHET	9
Programmes accredited by CHE	4
Title changes approved by CHE	3
CESM additions approved by CHE	8
Change of site of delivery approved by CHE	1
Additional site of delivery approved by CHE	4
Submissions to external bodies	
New programmes submitted to the CHE for accreditation	10
Contact learning	7
Distance online learning	3
New Title changes submitted to DHET	5
New Title changes submitted to CHE	6
New CESM additions submitted to DHET	4
New CESM additions submitted to CHE	3
Registrations	
New Programmes registered by SAQA	23

CAPQP continues to work closely with the CHE, DHET and SAQA. In 2020, the work begun in 2019 on the accreditation framework was finalised, and the approved document was distributed to the sector. SAQA referrals of programmes have reduced, as the university sector engages with them on the work required.

The Academic Programme Tracking System (APTS) will in its application greatly increase the accessibility of programmes' histories as they move through the various application and approval processes. Developed and rigorously tested in 2019, significant sophistications to the system were made in 2020, including the development of reporting and high-level dashboard elements. The final changes to the system are expected to be made in early 2021, and the intense testing work done in 2020 dominated much of the activities in this regard. The system is set to achieve its design goal: to track the detail of a programme's trajectory through its approval and offering life cycle. CAPQP and the Division for Institutional Planning, Evaluation and Monitoring (DIPEM) staff worked with the HEDA developers to refine the final aspects of the system for 2021 live implementation.

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. Two new multidisciplinary programmes were successful accredited in 2020: a Master of Philosophy (by

research) and a Doctor of Philosophy. It was clear at the end of 2020 that several academics and students were interested in making use of the opportunities offered by these programmes. CAPQP assisted a number of departments and faculties in assessing the extent to which programmes address the interdisciplinary drive to meet the demands of the 4IR across the university's programme mix.

QUALITY PROMOTION

National Doctoral Review

The National Review of doctoral degrees, announced in 2019 by the Council on Higher Education, took place in 2020. The University's self-evaluation report (SER) and supporting evidence was submitted to the CHE ahead of the 31 March 2021 deadline. A wide range of briefing sessions was held across the University community, a total of 50 sessions held across the 12–16 October 2020, which included academic, administration and support staff, and students. The National Doctoral Review site visit took place virtually from 20–23 October 2020 and the Review Panel's requests for additional documentation were addressed. Participants in the site visit interviews included, inter alia, supervisors, doctoral students, Deans, Vice-Deans Research, SARChI chairs, Research Centre Heads, examiners, alumni, administrators, PGS staff and other support units.

Internal programme reviews

The Quality Review Process approved by STLC in February 2020 continues. This approach follows the workshop model that not only develops the capacity of the academics who teach in the programmes under review, but also allows them to engage with each other whether face-to-face or virtually, about teaching and learning issues at a programme level. This a valuable intercession as in many instances the focus is on the individual modules that each lecturer teaches. The CAPQP notes that a complete programme review takes between eight and ten months. 20 programme reviews were in process in 2020:

FACULTY	NAME OF PROGRAMME
CBE	Diploma in Accountancy
	Master of Commerce in Local Economic Development
	Bachelor of Commerce Honours in Marketing Management
	Bachelor of Commerce in Marketing
	Diploma in Marketing
	Diploma in Retail Business Management
	Advanced Diploma in Retailing
	Diploma in Transportation Management (completed in January 2021
	Advanced Diploma in Financial Management
	Bridging in Financial Management
	Diploma in Food and Beverage Operations
	Advanced Diploma in Business Information Technology
FADA	Bachelor of Arts in Digital Media Design
	BA Honours in Industrial Design
	BA Honours in Graphics Design
	BA Honours in Jewellery Design
	BA Honours in Multimedia
	BA Honours in Fashion Design
FEBE	Diploma in Operations Management
	Diploma in Management Services

Programme reviews for 360 credit qualifications are more complex than for 120 or 180 credit programmes, as the large numbers of staff and modules are unwieldy. To make virtual workshops more manageable and engaging, CAPQP divided one workshop into two shorter sessions of one and half to two hours. This is proving to be more effective. The CAPQP is still investigating a more streamlined approach to these.

±253
SLPs in the 4IR arena have been developed across the faculties

DVC Academic hosted
2
workshops on "Rethinking and Revisiting our Curriculum"

Professional body accreditations and reviews

The CAPQP team supports and assist faculties and departments with professional body accreditation and reporting requirements. Engagements with the Faculty of Health Sciences that commenced in 2020 continue, and workshops to assist in the development of responses to professional body requirements and reports have been held with:

- Biokinetics
- Optometry and
- Nursing Science

Writing skills

the challenge of effective writing is ongoing and seems to be an issue at several levels across the University, not only undergraduate. Although the Writing Centre is used, it is not clear that students are always able to transfer their learning into other subjects.

Honours programmes

The level of honours research required and the kind of research artefact to be produced was again noted as a concern. Large numbers in honours exacerbate the challenges. As these discussions were interrupted by COVID-19, deliberations will continue into the 2021 academic year.

Assessment

The COVID-19 pandemic necessitated exceptional levels of flexibility in assessment, with the potential for negatively impacting on the reliability of assessment increasing. As noted previously, the need for assessment to be a learning activity must be emphasised.

In addition to the requirements of professional bodies, CAPQP continues to receive requests for workshops that relate to curriculum alignment.

SANC (for Nursing) and ECSA, SACPLAN, SACQSP, SACPCMP and SAGC (for FEBE) site visits and audits are scheduled to resume in 2021.

Also, 12 departments in the Faculty of Engineering and Built Environment were preparing for an accreditation visit by ECSA and 1 by SACPLAN. These visits scheduled initially for 2020 were postponed to 2021. CAPQP is fully involved in supporting these departments in their preparations for the visit. The support involves facilitating workshops on the development of the Self-Evaluation Report, responding to panel reports, checking evidence files, and briefing both staff and students.

12

departments in the Faculty of Engineering and Built Environment were preparing for ECSA accreditation visit and 1 by SACPLAN

Review of UJ Research Entities

The first phase of reviewing UJ Centres and Institutes commenced in October 2020. Four entities have started the process. These are:

• Institute for Pan African Thought and Conversation

• Johannesburg Institute for Advanced Studies

• University of Johannesburg Confucius Institute

• Institute for Intelligent Systems

Institutional challenges encountered in 2020 reviews.

The CAPQP provides support for professional body site visits for a number of programmes. The following accreditations were received by UJ in 2020:

HPCSA	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
AHPCSA	Homeopathy clinics accredited
CIMA	BCom Honours in Financial Management
	Postgraduate Diploma in Financial Management
SAICA	Bachelor of Accounting
	Postgraduate Diploma in Accounting Science
	Bachelor of Accounting Honours

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.

STAKEHOLDER ENGAGEMENT

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 Rurality in Higher Education (SARiHE) Research Project
- Teaching Advancement at University (TAU) Fellowships
- Continuous engagement with the DHET, CHE and SAQA.
- National Coordinating Committee of the National Framework for the Enhancement of Academics as Teachers
- editorial board to the SoTL in the South Journal

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:

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

SUSTAINABILITY

RESOURCE MANAGEMENT AND SUSTAINABILITY

The Division actively manages its finances and resources to obtain the most efficiencies from its operations and activities. The move to online engagements has reduced cost in some areas while necessitating the need for innovation and expenditure in others. The Division manages its projects and performance to ensure environmental sustainability and has become entirely paperless in its operations.

CONCLUSION AND THE WAY FORWARD

The pandemic gave us pause to reimagine our work. Some of the innovative features highlighted in this report will be moulded into the future. In 2020, the Division actively contributed to the University's response to and management of the COVID-19 crisis. Enhanced communication on teaching and learning in a pandemic was encouraged and forums provided for academics to debrief on their experiences. Symposiums on essential areas of practice were successfully held and academics and administrative staff alike were actively engaged in contributing to and attending these sessions. The Division contributed to the achievement of the University's strategic objectives in all its work. Staff across the two centres worked collaboratively to find new ways of supporting academics in the development of teaching and learning and programmes. Active engagements with academics and support staff on providing assistance for ERT were particularly noteworthy and will continue into the 2021 academic year.