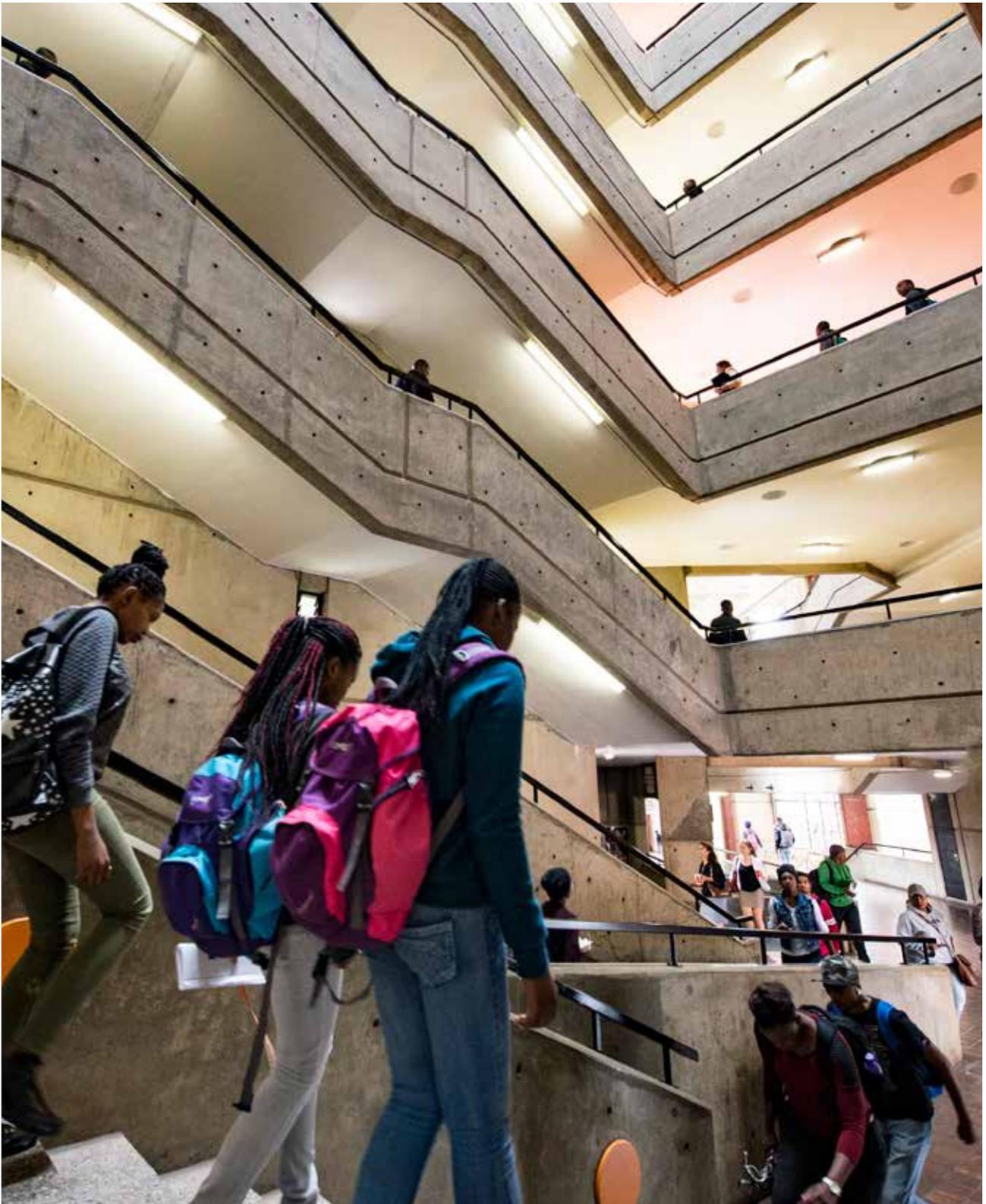




Annual Report 2021

Academic Development and Support

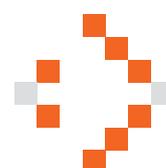
ADC | CAT | PSYCAD



ADS's focus is on **reducing dropouts** and **improving the module pass rate** and the **degree throughput rate**.

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OVERVIEW



The Division of Academic Development and Support (ADS) supports initiatives to provide a rich academic experience for undergraduate students at the University of Johannesburg and to maximise retention, success, and throughput.

Our focus is on reducing dropouts and improving the module pass rate and the degree throughput rate. ADS aims to provide cutting-edge initiatives including psychosocial support to enhance students' personal environments, provide academic interventions to maximise learning opportunities, and encourage the innovative use of academic technologies. We aim to become a leading teaching and learning student support division nationally. Our collective institutional goal is to develop confident and passionate graduates – intellectuals, professionals, ethical and responsible citizens, and innovators.

The Academic Development Centre (ADC), the Centre for Academic Technologies (CAT) and the Centre for Psychological Services and Career Development (PsyCaD) again played critical roles in supporting academics and students with the challenges of remote teaching and learning in 2021. The undergraduate degree success rate, the principal barometer of overall undergraduate achievement, has steadily increased since 2014.

However, the 2020 degree success rate was an anomaly that could be explained in a number of ways:

- During lockdown and with everything online, there was a complete focus on students and their teaching and learning needs;
- Students spent more dedicated time during the lockdown on learning activities (despite many challenges);
- The 2020 Academic Regulations underwent several changes:
 - Exam entry requirements were lowered from 40% to 30%;
 - Weightings in the semester mark (SM) and examination mark (EM) were changed;
 - Some semester modules were converted to couplet modules or to year modules;
 - Assessments changed from the traditional examination model to a continuous assessment model, and
 - Prerequisites for progress from Semester 1 to Semester 2 were waived where academically possible.

The 2021 degree success rates provide a 'correction' in this regard (see Table below).

UNDERGRADUATE SUCCESS RATE

	2016	2017	2018	2019	2020	2021	2021 relative to 2020
DIPLOMAS AND CERTIFICATES	85.5%	85.2%	85.1%	85.3%	90.2%	88.0%	-2.2%
Mainstream	85.2%	84.8%	84.5%	84.6%	90.0%	87.5%	-2.5%
Extended	87.4%	87.5%	88.2%	88.7%	91.3%	91.0%	-0.3%
DEGREES	85.4%	85.9%	85.8%	86.0%	88.9%	87.2%	-1.7%
Mainstream	85.5%	86.0%	86.1%	86.1%	89.1%	87.6%	-1.6%
Extended	84.4%	84.8%	83.8%	84.9%	87.6%	85.0%	-2.6%
OVERALL MODULE SUCCESS RATE	85.4%	85.7%	85.6%	85.8%	89.2%	87.4%	-1.8%

Enhancing student support is a collaborative effort across all Faculties and many Divisions. What follows is a brief account of how the Division of Academic Development and Support contributes to this continuous effort.

ACADEMIC DEVELOPMENT CENTRE (ADC)



ADC is a Centre consisting of three units:

- ADC Access,
- Academic Development and Innovation (ADI) and
- the Academic Literacies Unit (ALU).

In addition, the coordinator of the UJ First Year Experience (FYE) and Senior Student Experience (SSE) is situated in ADC.

The South African National Resource Centre for the First Year Experience and Students in Transition (SANRC), an independent entity, is housed and managed by ADC. Throughout 2021, ADC stepped up to the challenges posed by COVID-19 and the everchanging nature of online student support.

ADC contributed to all the UJ strategic objectives by supporting undergraduate student success in various ways. It specifically contributed towards UJ's Strategic Objective 2 (Excellence in teaching and learning as this relates directly to the core business of ADC).

Contributions were also made to Strategic Objective 3 (International profile for Global Excellence and Stature) through the English Language Programme (UJELP) as well as the work of the SANRC.

Ensuring student success

The On the Go: SOS (Student Online Success) Module and Find-Your-Way website

In 2021, ADC created a virtual bouquet of bite-sized resources for students in both literacies and learning development.

These well-used resources included:

- Reading and writing strategies,
- Time management and
- Online exam preparation skills.

These resources can be accessed at the On the Go: SOS (Student Online Success) Blackboard module.

The publically available UJ Find-Your-Way website aims to assist UJ students in finding their way at UJ. This website was continually updated to ensure usability and accessibility, with just-in-time information (<https://findyourway.uj.mobi/>).

The UJ Integrated Student Success Initiative (ISSI)

The ISSI is a student success initiative that aims to impact student success at UJ in terms of module pass rate, degree completion rate, and dropout rate, with a data-informed process for the most extensive impact on student success.

Contributions were made to **UJ's Strategic Objective 2**

(Excellence in teaching and learning, as this relates directly to the core business of ADC.

As well as **Strategic Objective 3**

(International profile for Global Excellence and Stature) through the English Language Programme (UJELP) as well as the work of the SANRC.

The Academic Development Centre (ADC) works closely with the Centre for Academic Technologies (CAT) and other support services, in conjunction with the eight Vice-Deans: Teaching and Learning in each Faculty and CBE, to develop and implement agreed interventions.

To identify modules that require interventions, the ISSI uses the UJ Priority Module Index (PMI), which identifies the 20% of modules where most funded credits were lost during the previous academic year. In 2021, the interventions involved active engagement with lecturers of 90 modules: five modules per semester from each Faculty and 10 modules from the College of Business and Economics.

Improved student success is the measure of ISSI's effectiveness. During 2021, the approximately 90 modules involved in the ISSI showed substantial improvements when compared to the student attainment levels in the first semester of 2020. At the same time, we decided to re-evaluate the PMI methodology to find more effective ways to identify modules where interventions can make the biggest possible difference. Implementation will take place in 2022.

ADC Access

ADC Access, responsible for ADC's extended curriculum programmes, continued its outstanding work in 2021.

Access activities mainly took place on the:

- Doornfontein Campus,
- the Soweto and
- the Bunting Road Campuses.

During 2021, ADC Access staff taught 665 first-year students registered in FEBE, Humanities and CBE. The module success rates of 10 of the 15 extended curriculum groups were 90% and above. Moreover, the success rates of extended diploma offerings were at their highest level (88.6%) since 2009.

FEBE's first-year extended degree offerings were at 90%, those of the extended diploma offerings in CBE at 88.3%, and in Humanities at 92%. ADC Access continued remote lecturing on Blackboard and on a variety of data-lite platforms.

ADC staff also continued to develop multimedia teaching and learning resources based on the ADC Access methodology, for dissemination to all UJ staff.



FEBE 1st year
Extended **degree**
offerings



CBE
Extended **diploma**
offerings



Humanities
Extended **diploma**
offerings



1st year students registered in
FEBE, Humanities & CBE
were taught by **ADS Access Staff**



Module Success Rates
of 10 of the 15 extended
curriculum groups



Academic Development and Innovation (ADI)

ADI consists of two parts:

- The Learning Development (LD) unit and
- the Reading in the Discipline (RID) initiative.

In 2021, ADI actively supported student success at UJ through various initiatives. Staff taught in two credit-bearing modules: Mastering Academic and Professional Skills (MAPS), which includes MAPS Eco, offered in the College of Business and Economics, and MAPS Hum, offered in the Faculty of Humanities. The MAPS modules included 681 students, and the two modules registered a pass rate of 97% and 89%, respectively.

In addition to teaching and learning, ADI led several innovative programmes and interventions contributing towards the reduction of student dropout, the strengthening of both the First Year (FYE) and Senior Student (SSE) Experience, as well as the Student Success Initiative (SSI). ADI continued coordinating the student volunteer peer-mentoring programme at UJ through ongoing engagements with UJ stakeholders. In 2021, online peer-mentor training material was further developed and, where appropriate, customised to suit Faculty/College needs.

The Reading in the Discipline (RID) initiative continued in 2021 in the Faculty of Humanities, the Faculty of Art, Design and Architecture (FADA) and the Postgraduate Centre, with 867 students attending RID workshops.

RID developed material and interventions using actual academic content to assist students with making sense of their required academic reading.

UJELP

UJELP provides an English proficiency level test and an English language programme to international students from non-English speaking countries. In 2021, 167 students took UJELP's placement test. A third of those tested, enrolled in the English language programme. In 2021, this programme was entirely online. Most UJELP students are from the Democratic Republic of Congo, Gabon, and Somalia. There were also students from as far afield as Italy, Turkey, and China.

Most students enrolled for the Intermediate English level, with 26% students enrolled in the Advanced level.

In 2021, UJELP embarked on a formal review process. UJELP has a dynamic webpage and established a new alumni Facebook page.

Academic Literacies Unit (ALU)

The Academic Literacies Unit continued its contribution to teaching and learning with three key modules:

- English for Law (EFL),
- Language and Skills for Science (LSS), and
- Language for the Economic Sciences (LES).

Student engagement with the four UJ Writing Centres' consultants was excellent despite their having to adjust from the conventional model of one-on-one and small group consultations at the beginning of the pandemic to online support.

In total, 6327 consultations were done during 2021 – almost 2000 more consultations when compared to 2020.

This suggests that the services of the Writing Centres increased as students became more accustomed to online teaching and learning.

To counter the limitations of emailed feedback, the Writing Centres continued to produce new learning units for the On the Go SOS module, available to all UJ students. Academic Literacies also developed and adopted a new literacy strategy that served at STLC in 2021 for implementation in 2022.

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

In 2021, the UJ First Year Experience (FYE) and Senior Student Experience (SSE) continued with their work.

The FYE started with the First Year Seminar (FYS), presented as a fully online FYS to welcome first-time UJ students into their new environment. ADC collaborated with Faculties, the College and Support Services to reimagine first-year orientation for an online context and produced eight FYS modules (one per Faculty/College). Data collected between January and April 2021 indicated that 83% of first-years across the Faculties and the College had accessed the modules. All resources were also made available to students digitally. During the second half of 2021, detailed planning and preparation for the intentionally blended 2022 FYS were coordinated and led by the FYS office.

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

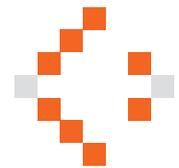
The South African National Resource Centre for the First Year Experience and Students in Transition (SANRC) is a DHET-funded national centre housed within the Academic Development Centre.

Despite the challenges posed by the COVID-19 pandemic, the SANRC made some notable gains in pursuit of its three-fold agenda of:

- setting a scholarly agenda for South Africa's First Year Experience community;
- providing resources for South Africa's First Year Experience community and,
- creating and developing South Africa's First Year Experience community through national and international collaboration and networking.

The 6th Annual SANRC FYE Conference went fully online for the first time and was held from 19 to 21 May 2021. In addition, Dr Annsilla Nyar, Director of the SANRC, co-presented a keynote session with Dr Jennifer Keup at the online American National FYE Conference. The most important gain for the SANRC was that the Centre was able to develop its new implementation plan and secure continued DHET funding. In this regard, the SANRC was awarded a further R8 million to continue its work on the national stage until the end of March 2024.

CENTRE FOR ACADEMIC TECHNOLOGIES (CAT)



The Centre for Academic Technologies supports teaching and learning through innovative and advanced technologies. Ensuring training and support for such technologies for both staff and students is central to CAT's mandate.

In 2021, the first initiative was to prepare first-year students for the online teaching and learning context at UJ. Eight CAT staff members conducted 24 virtual sessions of 60 minutes each between 24 February and 05 March 2021.

The sessions aimed to introduce first-year students (2119 attended) to the online learning environment at UJ:

- uLink (the single sign-on student portal),
- navigating the Blackboard (Bb) learning management system (LMS), and
- understanding how to participate and engage on Bb.



The support for first-year and existing students continued throughout the year through virtual support sessions where students had an opportunity to 'connect' with the support available to them. The virtual support 'connect' sessions took place on Blackboard Collaborate (an interactive online application that allows for video, audio, text, and multimedia sharing). A total of 14 sessions of 60 minutes each were hosted before and during the exam periods in June and September-November.

CAT staff supported lecturers in general, while new lecturers were introduced to teaching and learning at UJ in collaboration with the Centre for Academic Staff Development (CASD). Sessions for new staff aimed at:

- introducing them to the online teaching and learning environment (Blackboard),
- training them on the basics of Bb, and
- preparing them for the use of Bb at three levels: beginner, intermediary, and advanced.

Ongoing support for new staff continued via the specified instructional designers who work with their Faculty/College, engaged departmental visits, and just-in-time webinars and workshops.

For improving remote teaching and learning, CAT redeveloped and designed new resources to support staff and students in online teaching and learning (T&L). CAT refined the UJ Online Teaching Toolkit module, increasing usability by embedding an easy search solution and FAQs for staff. In addition, CAT added a simulated learning design guide and created an interactive e-learning activity list. For students, CAT updated the Continue to Learn while Off-Campus module and introduced a Learning with Technology module targeted at the incoming first-year student. CAT also introduced a series of 26 micro-learning videos that guide students through a basic understanding of hardware/software, using a drive, and using MS Word.

The continuation of a fully online mode of delivery meant that all modules were presented on Bb and students accessed, participated, and engaged in teaching and learning online, and were also assessed online. To prepare for this, the Centre for Academic Technologies (CAT) and Central Academic Administration (CAA) had piloted three different online assessment invigilation or proctoring systems in the first semester of 2020. In 2021, two of these software programmes (The Invigilator and Proctorio) were used during online assessments and exams.

Readiness for the fully online mode of delivery meant continued support for teaching and learning preparation. The CAT Instructional Design team delivered 310 virtual workshops and training sessions between January and November 2021, with 4563 staff attending.

Examples of workshops and training included:

- Blackboard for beginners,
- How to use Collaborate Ultra,
- How to create groups,
- How to mark online,
- How to create a Turnitin assignment,
- How to record PowerPoint slides and
- How to compress videos.

CAT collaborated with the Centre for Academic Staff Development (CASD) and the Academic Development Centre (ADC) to deliver support to staff through CASD- and ADC-driven initiatives.

Student support and readiness were accomplished through ongoing online support. The CAT Helpdesk team used the osTicketing system to keep track of the queries and to ensure that all students' concerns and challenges were addressed. The Helpdesk team received 21 779 individual tickets (student queries) on the system from 01 January to 31 December 2021. Many of the queries related to data bundles, devices, online learning support, and technical support. The Helpdesk team provided just-in-time feedback and support to students.

CAT continued to oversee and support the process to ensure that our students (locally and abroad) were able to continue with their online learning. CAT continued with the rollout of data to students in the context of continued online mode of delivery.

Student activity data reported on in August 2021 illustrated that **40 043 students had accessed Blackboard for learning**. In addition, CAT coordinated the distribution of not only the monthly data to students, but also the **distribution of almost 1871 MECER devices to NSFAS, Missing Middle, and a few additional students who qualified.**

In 2021, the University of Johannesburg made R10.5 million available for purchasing e-textbooks for students in priority modules. The available funds were divided according to historic FTEs and allocated proportionally to Faculties. The e-book aggregator, ITSI Funda, provided an e-reading platform with the miEbooks application.

By the end of 2021, 100% of the available funding was used for **69 e-textbooks, downloaded by 19 936 students.**

The majority of the downloads were in **43 titles that had 25 or more downloads.**

As part of Academic Development and Support special projects, CAT oversees the design, development, and administration of the two MOOCs:

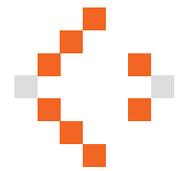
- African Insights (AI1) and
- Artificial Intelligence in the Fourth Industrial Revolution (AI2).

Both AI1 and AI2 were made available to the public in 2021. Internal cohorts for both MOOCs are ongoing.

- AI1, launched in 2017, had 23 240 cumulative completions by the end of 2021.
- AI2, launched in 2020, had 7549 cumulative completions by the end of 2021.

As part of a public initiative, UJ has partnered with the Department of Basic Education to initiate the delivery of the Artificial Intelligence in the 4IR course to 10 000 youth who form part of the Presidential Employment Youth Initiative. The enrolment process will take place in 2022. CAT has already engaged in two online sessions to train and inform all teachers and youth about the AI in the 4IR online MOOC.

CENTRE FOR PSYCHOLOGICAL SERVICES AND CAREER DEVELOPMENT (PSYCAD)



COVID-19 continues to have a significant psychological impact on society, which is evident in the increase in the demand for counselling and the type of counselling needed.

Over the last couple of years, PsyCaD has seen a significant increase in the demand for counselling services, **from 7149 consultations in 2012 to 16 364 in 2021.** This increase is in line with international trends.

The UK, for example, has reported that over the past five years, the demand for counselling has significantly increased in UK universities. In a 2017 survey, 94% of responding universities reported an increase in demand for counselling services, and at some higher education institutions (HEIs) in the UK approximately one in four students are using counselling services.



During 2020, PsyCaD had learnt valuable lessons in adapting to a new environment where a hybrid approach, i.e. face-to-face and online interventions, can be used to deal with COVID-19 restrictions. Students were offered the option of either remote or face-to-face counselling, and of the 16 364 sessions that were conducted in 2021, 6147 (37%) sessions were conducted telephonically or online.

It is important for PsyCaD to provide 24-hour support for students who are in distress. The 24-Hour Crisis Line provides immediate psychological assistance to UJ students at any time of the day and night. The aim of the psychologists on crisis line duty is to provide crisis intervention and trauma debriefing to minimise the effects of psychological trauma and, therefore, increase a sense of safety and stabilisation within the individual.

Services offered through this line include:

- telephonic counselling,
- referrals to applicable emergency services,
- as well as recommendations and referrals to various organisations and resources to assist with the presenting crisis or query.

The 24-Hour Crisis Line is well established and well known in the UJ community and is marketed through posters and a sticker that is extensively circulated at various forums. Higher Health SA has also launched a helpline for South African students. The contact details for this helpline have been advertised widely in UJ. Other call centres that are available to the students include LifeLine, SADAG and Akeso, and these are also advertised to students on a number of platforms. These resources provide students with a wide range of support when they are in a crisis or feel the need to speak to somebody.

There has been a significant increase in the number of calls to the crisis line, from 941 in 2020 to 1160 in 2021.

Of these calls, 118 (10.2%) were suicide-related, and of those 14 resulted in hospitalisations.

In addition to the problems that students face, students with disabilities have added challenges. Throughout the challenges that COVID-19 posed, the Disability Unit continued to provide our students with disabilities with much-needed support. The team conducted 1029 consultations with these students. Keeping in mind that the students with disabilities generally receive a lot of support – such as access to computers with assistive software, assistive devices, and support during assessments – the lockdown impacted on their access to this kind of support.

Therefore, in addition to the individual consultations, the Disability Unit also had to look at ways of providing continued support to these students. In addition to support for students, the Disability Unit also assisted lecturers in ensuring that the study material and assessments were disability friendly and, where necessary, assisted in adapting course material.

In 2020, Career Services launched UJCareerWiz, a new one-stop online career portal, to support student employment needs. The overall aim is to promote the use and level of engagement by students, academic staff, employers, and campus partners, creating concrete strategies for all stakeholders.

This platform allows for greater engagement, tracking year-on-year improvements and correlation to student job opportunities. It is worth noting that this UJ-specific platform also supports the career needs of students doing work-integrated learning.

In 2020, 15 202 students utilised the portal and in 2021 the portal registrations increased to 17 610.

During 2021, Career Services exposed UJ students to a number of prospective employers. This resulted from the Career Services Reimagine Your Career programme, which focused on Virtual Career Fairs; Instagram Lounge Chats with Career Consultants; and Instagram Virtual coffee sessions with Industry Leaders. Virtual Coffee Chats are live discussions on the UJ Career Services Instagram page where a wide range of topics around career development and preparation for the world of work are addressed. During 2021, 35 sessions were hosted and 8552 students were reached.

As a result of the lockdowns in 2020, Career Services had to find new and innovative ways to host career fairs for the UJ students. On-campus career fairs were not possible and these career fairs were hosted on online platforms.

The virtual career fairs seemed to have been relatively successful in 2020, reaching 115 companies and approximately 8000 UJ students.

Based on this success and continuous lockdowns during 2021, Career Services continued in 2021 with virtual career fairs, either on their own or in collaboration with the South African Graduate Employers Association (SAGEA).

It seems as if both the companies and the students were adjusting well to this new form of career fairs as the number of **companies increased to 154, and student numbers increased to approximately 9000 in 2021.**

In addition to the online events and graduate recruitment, the Career Services team also engaged in individual consultations. These consultations assisted students with queries relating to their chosen career path and prepared them for the world of work. In total, 1439 students were assisted in 2021, by either face-to-face or telephonic consultations and career assessments.

SPECIAL PROJECTS

UJENIUS CLUB

In 2021, **769 senior students** were accepted into the UJenius Club, with **728 Orange Carpet (first-year students)** also joining the Club.

Despite the adverse effect of COVID-19, the UJenius Club still managed to communicate regularly with its members via email to keep them informed of any future job prospects, placing them in direct communication with possible employers and forwarding invitations to virtual Career Fairs while sharing other opportunities online.

UJenius students are prioritised for company visits and online networking events. Many companies approach UJ to recruit our top-achieving students. These requests are forwarded to our UJenius students. This collaboration between UJenius and the companies is advantageous to both parties as the students are notified of vacancies, and companies benefit by having direct contact with our top achievers.

The UJenius Club has a collaboration with **Intellecto Human Resources Services**. This company arranges WIL and Internship placements with a wide range of companies.

This collaboration resulted in **150 of our senior UJenius students** being placed in companies to gain work experience. Of these, **51 students secured permanent jobs.**

The UJenius students are also offered a wide range of self-improvement opportunities. In 2021, they were able to attend 30 online workshops that covered a wide range of topics such as CV writing, interview and business strategy skills. In collaboration with the Institute of Advanced Cyber Defence (IACD), 40 students were awarded full bursaries to do courses in cyber security.

There are continuous meetings with internal and external stakeholders to create more opportunities and benefits for UJenius students. The UJenius Club has a good relationship with the Undergraduate Awards organisation, and in 2021 the Club aimed to motivate students to participate in undergraduate research activities.

For 2022, a focus will be to prioritise aligning of financial support for the Orange Carpet/UJenius students. Another priority will be to improve the faculties' involvement with the UJenius students, and to generate more privileges and incentives for our top-achieving students.

UJ-HEPSA FULLY ONLINE PROGRAMMES 2021

The University's strategy to have a strong presence in the domain of online accredited programmes made its first impact in October 2017, with the launch of two Master's programmes in Information and Communication Technology in Education, and in Public Health. This impact has increased visibly during the four years (2018-2021) following the launch of these first two programmes:

- During 2018, another Master's programme was rolled out in the first quarter of the year, namely the Master in Educational Management.
- The following three undergraduate programmes were rolled out in the second half of 2018: Bachelor of Commerce in International Accounting (name changed to BCom Accountancy in January 2021), Bachelor in Human Resource Management and the Advanced Diploma in Financial Markets.
- A further three Advanced Diploma programmes were added to the undergraduate suite from the second intake in March 2019, namely: Logistics, Transportation & Management and People Performance Management.
- In 2021, the BEd Honours in Education Leadership & Management, as well as the Master in Business Administration programmes opened for enrolments in January, followed by the Advanced Diploma in Education in School Leadership & Management in July.

As indicated in the Table on below, UJ is now offering 12 fully online programmes, and 2021 has shown a continued overall growth in module registration numbers.

Growth in the complete undergraduate and postgraduate online suite is reflected by the total increase of 617 additional module registrations at the end of 2021 (with 1586 module registrations), in comparison to the 969 module registrations at the end of 2020.

By the end of 2021 – after four full years of running the online programmes – processes and procedures have been effectively imbedded in the online student life cycle. As a result of that and due to continued academic, administrative and marketing improvements, the University has once again made great strides in addressing the need for fully online higher education in South Africa.

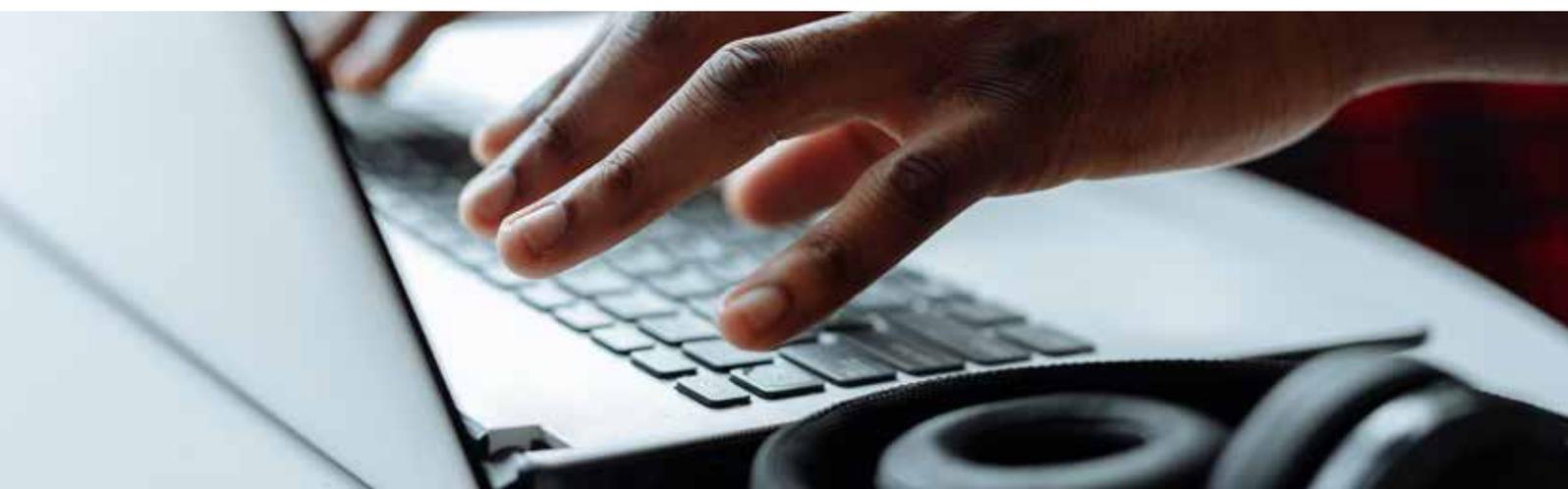


Prof Thea de Wet

SENIOR DIRECTOR:
ACADEMIC DEVELOPMENT
AND SUPPORT (ADS)

UJ ONLINE PROGRAMMES – MODULE REGISTRATIONS INCREASE FROM 2020 TO 2021

Online programme	Launch date	Module registrations D6: 2020 intake	Module registrations D6: 2021 intake	Module registrations increase 2020 to 2021
Master of Public Health	23 Oct 2017	188	274	86
Master of Education in Information & Communication Technology	23 Oct 2017	86	87	1
Master of Education in Educational Management	D2: 12 Mar 2018	146	110	-36
BCom Accountancy	D4: 01 Jul 2018	157	258	101
Bachelor in Human Resource Management	D4: 01 Jul 2018	92	172	80
Advanced Diploma in Financial Markets	D4: 01 Jul 2018	133	211	78
Advanced Diploma in Logistics	D2: 11 Mar 2019	67	81	14
Advanced Diploma in Transportation Management	D2: 11 Mar 2019	57	64	7
Advanced Diploma in People Performance Management	D2: 11 Mar 2019	43	33	-10
BEd Honours in Education Leadership & Management	D1: 11 Jan 2021	N/A	118	118
Master of Business Administration	D1: 11 Jan 2021	N/A	123	123
Advanced Diploma in Education in School Leadership and Management	D4: 28 Jun 2021	N/A	55	55
TOTAL MODULE REGISTRATIONS		969	1586	617

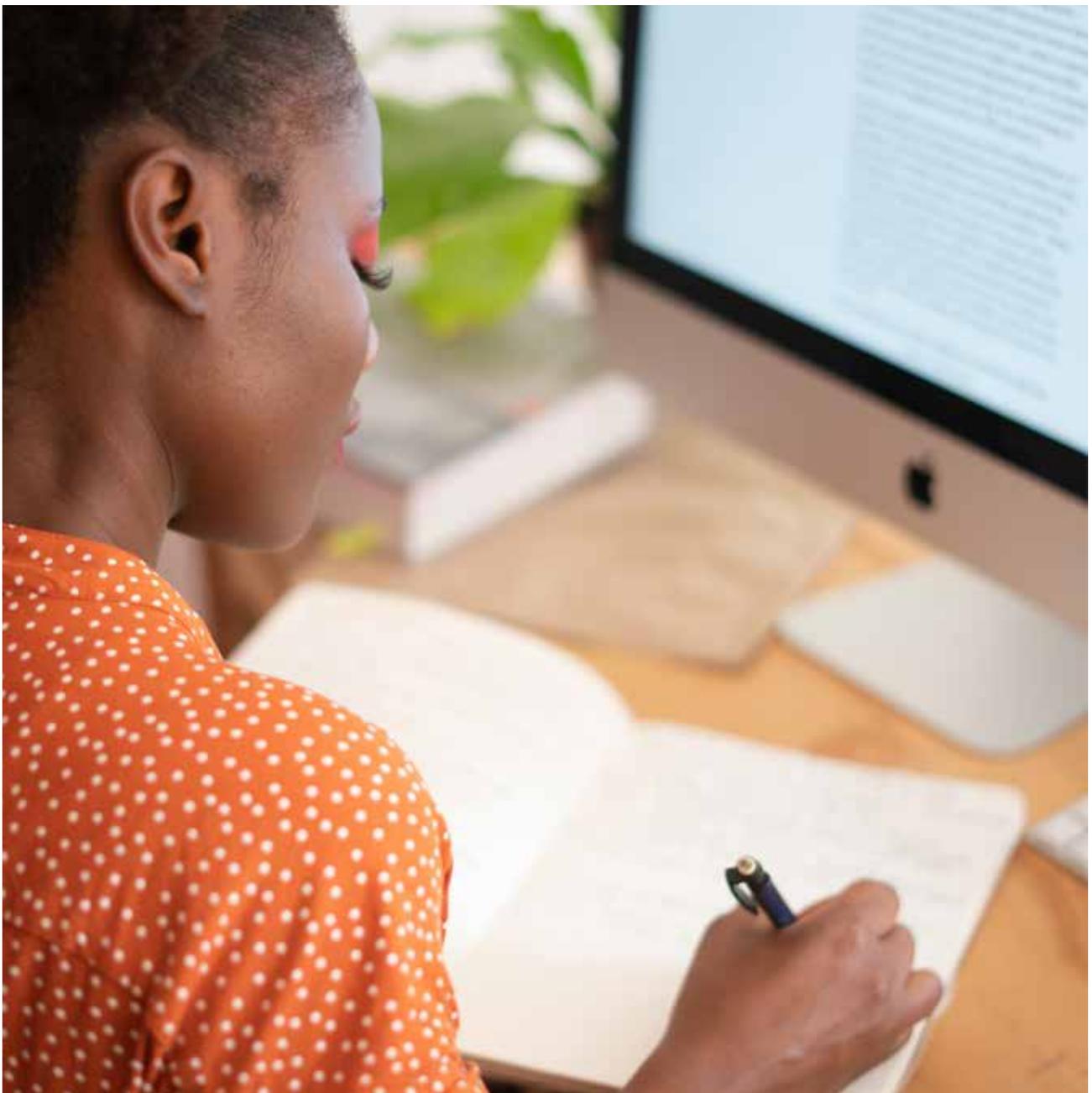


CONCLUSION

In 2021, ADC, PsyCaD, CAT, and ADS special projects supported students and academics who were all learning and teaching remotely and online for a second academic year. Despite being online, CAT and PsyCaD's services were widely used by students. At the same time, ADC's SOS: Student Online Success module, First Year Orientation modules and publicly available Find-Your-Way website received thousands of visits.

The UJ-HEPSA fully online programmes continued to grow in 2021. Plans are in place to expand the African footprint of the short learning programmes African Insights and Artificial Intelligence in the 4IR.

Expanded projects included intensifying initiatives to strengthen student employability, the Integrated Student Success Initiative (ISSI), new strategies to support student literacies and learning development, the expansion of using available data for learning analytics and bringing together the top UJ students in the UJenius club.

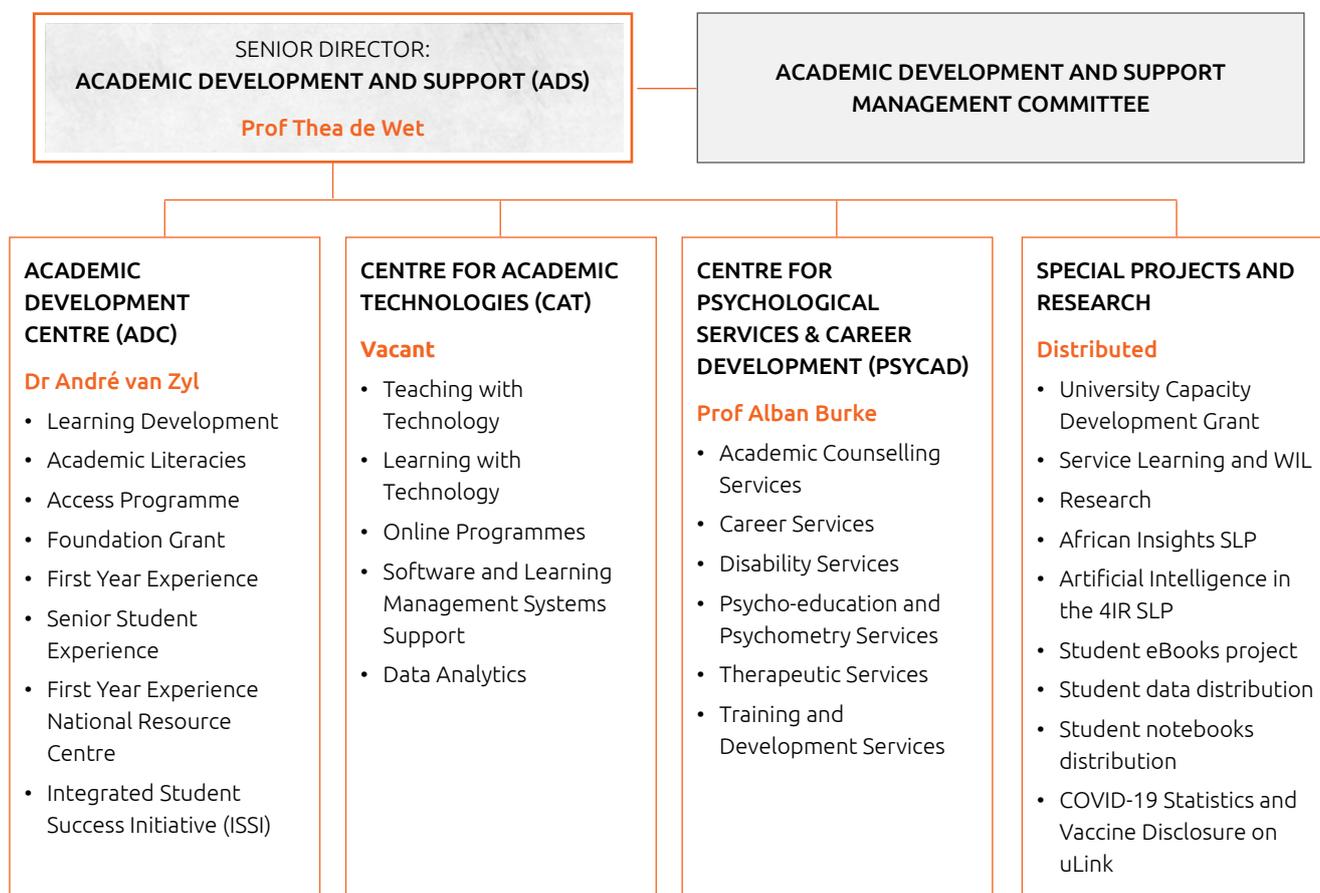


OPERATING CONTEXT, GOVERNANCE AND RISK MANAGEMENT



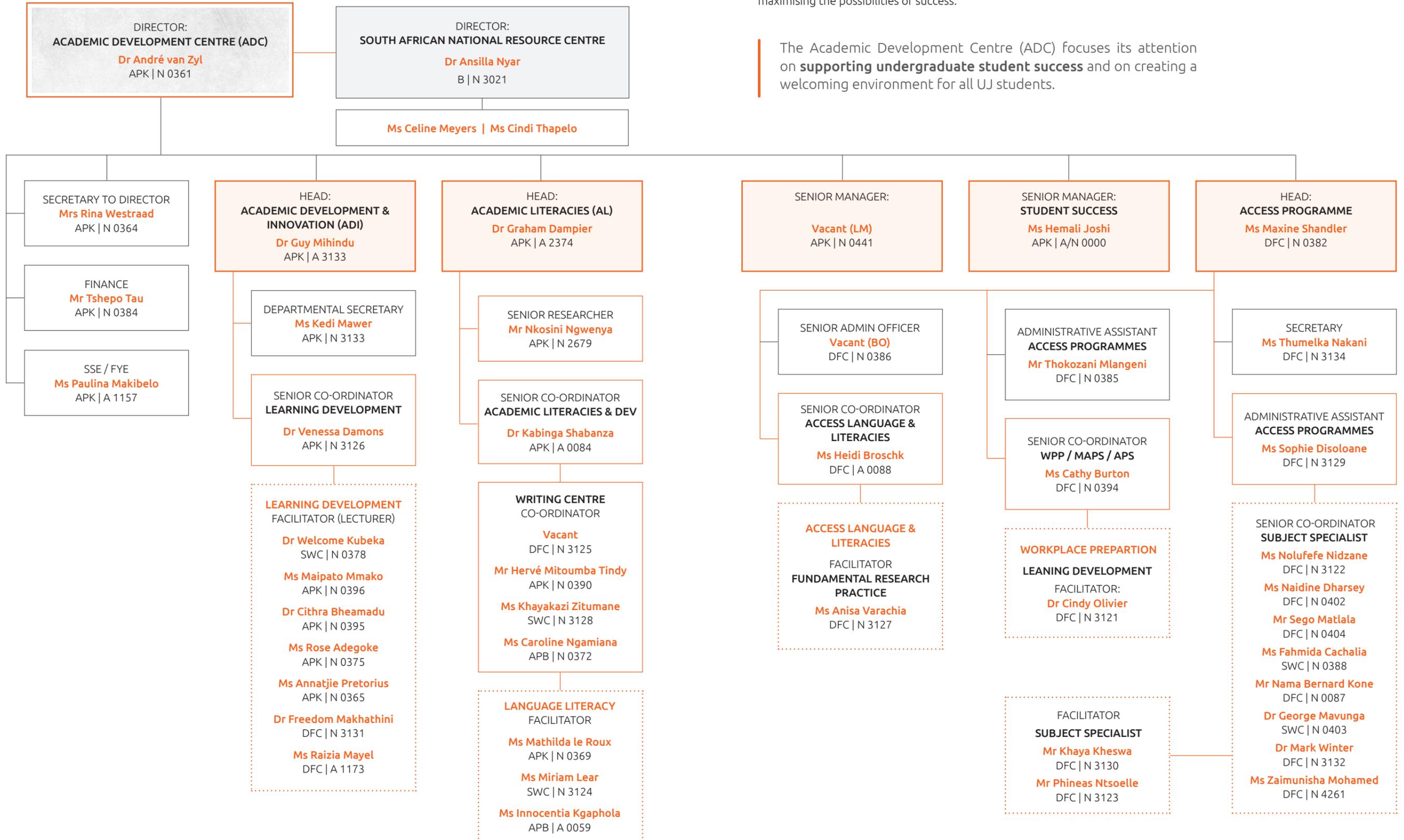
Academic Development and Support (ADS), under the leadership of the Senior Director, Professor Thea de Wet, consists of three centres:

- the Academic Development Centre (ADC),
- the Centre for Academic Technologies (CAT) and
- the Centre for Psychological Services and Career Development (PsyCaD).



The Academic Development Centre (ADC)

ORGANOGRAM: ACADEMIC DEVELOPMENT CENTRE (ADC)



OPERATING CONTEXT

The Centres in ADS all focus on the intellectual and professional development of our students and aim to provide the best possible academic experience for them by maximising the possibilities of success.

The Academic Development Centre (ADC) focuses its attention on **supporting undergraduate student success** and on creating a welcoming environment for all UJ students.

ADC consists of three units:

- ADC Access provides alternative access and support in the diploma programmes.
- Academic Development and Innovation (ADI) is responsible for learning development and
- the Academic Literacies Unit (ALU) for literacy development.

ADC also includes:

- the four Writing Centres as well as
- the UJ First Year Experience (FYE) and
- the UJ Senior Student Experience (SSE) offices, and as such provides direction and support for these two institutional initiatives.

Lastly, the DHET funded National Resource Centre for the First Year Experience and Students in Transition (SANRC) is also housed in ADC for administrative purposes.



The Centre for Academic Technologies (CAT)

The Centre for Academic Technologies (CAT) supports the University in using innovative and advanced technologies to support teaching and learning.

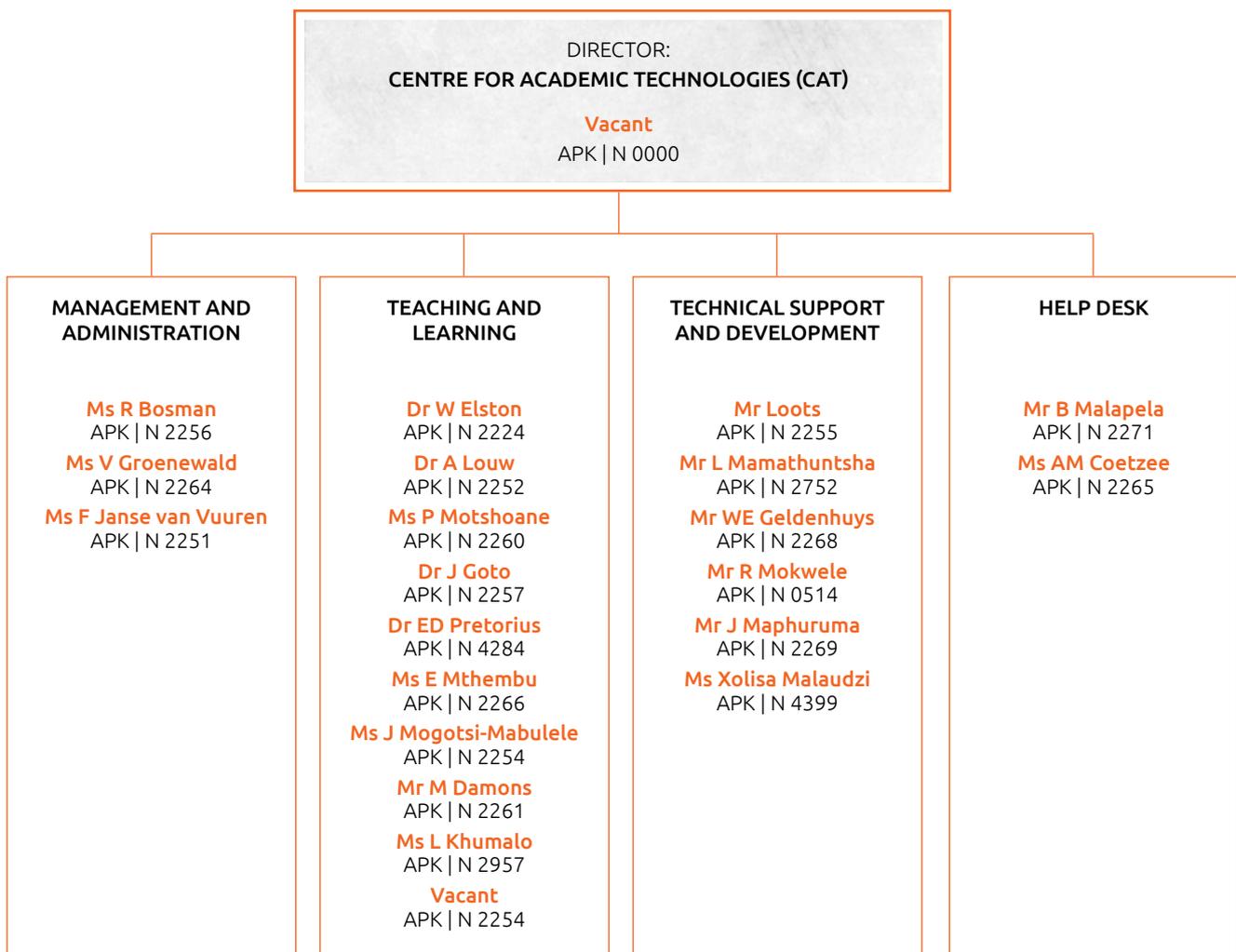
Introducing such technologies to students and staff is an essential aspect of CAT's activities.

Following the proposed restructuring of UJ Support Services, the recommendations for the organisational restructuring of PsyCaD were implemented.

PsyCaD provides services on all the UJ campuses, across five sites. On the APB, DFC and SWC Campuses services are primarily for students, with limited services for external clients. On the APK Campus one site offers services to primarily students (C Ring 1), while the other site offers services to primarily external clients (B5 Building).

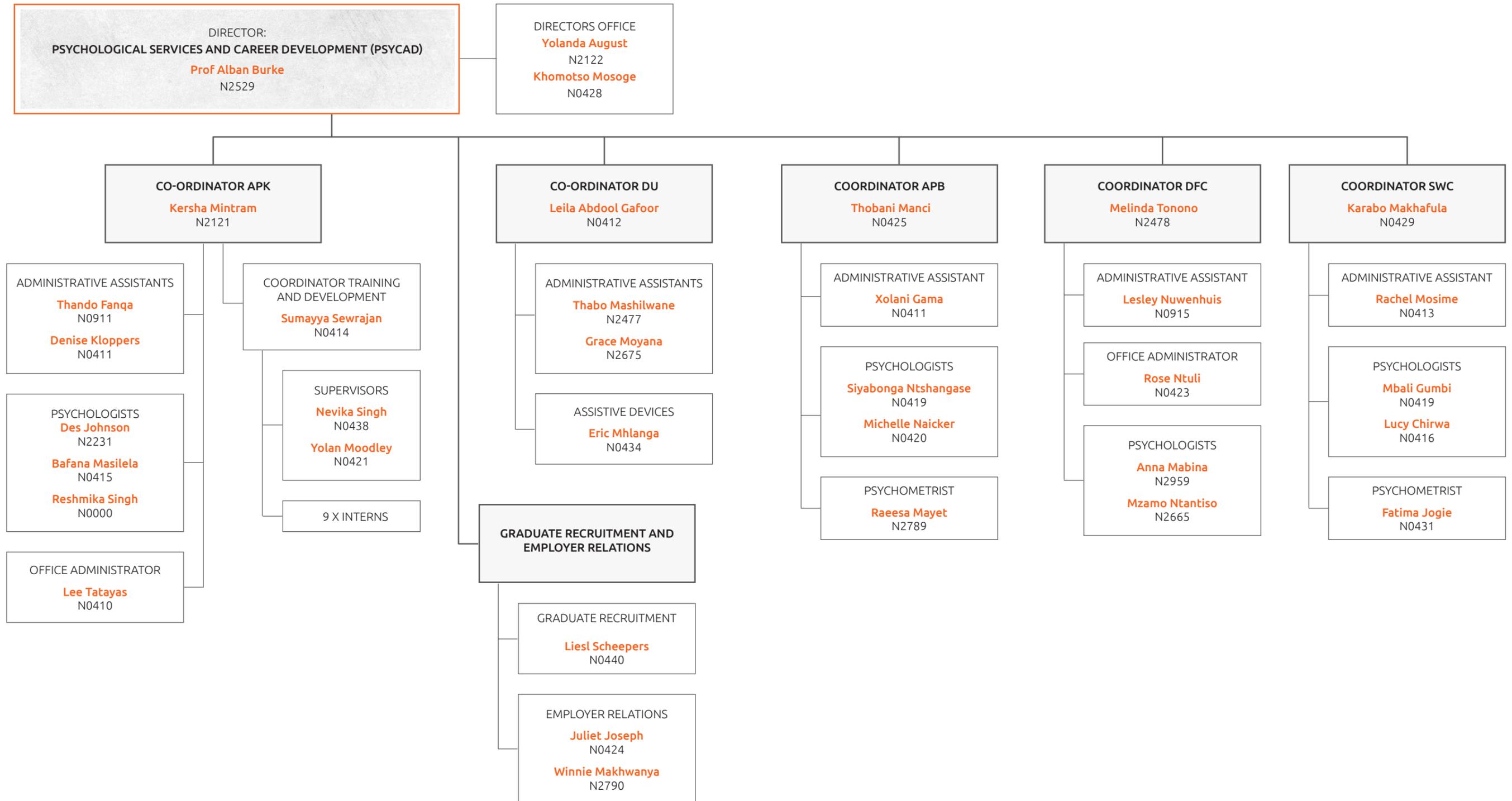
Given the fact that a wide range of services (therapy, counselling, psychological assessments, disability services, career services, workshops, etc.) are offered across all the sites, PsyCaD adopted a new structure in 2021. We are now organised according to sites as opposed to the team structure, that was arranged around specialist functions in the past. The new management structure allows for a more efficient system to deal with the operational demands.

ORGANOGRAM: CENTRE FOR ACADEMIC DEVELOPMENT (CAT)



The Psychological Services and Career Development (PSYCAD)

ORGANOGRAM: PSYCHOLOGICAL SERVICES AND CAREER DEVELOPMENT (PSYCAD)



GOVERNANCE STRUCTURES AND QUALITY MANAGEMENT

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

The **Academic Development Centre (ADC)** management team consists of the Director of ADC and the various Senior Managers and meets twice a month to discuss all related matters. Since the start of the pandemic, these meetings took place on a weekly basis on MS Teams. There is also an active committee and meeting structure within ADC to manage all the Centre's activities. The UJ FYE and SSE initiatives are managed via subcommittees of the Student Success Committee (SSC), which in turn reports to the Senate Teaching and Learning Committee. The FYE and SSE committees meet once a quarter and consist of high-level representatives from all stakeholders (faculty and non-faculty). The UJ First Year Seminar (FYS) is managed by the FYE coordinator and the FYS committee meets on a monthly basis from April each year to plan for the following year. The SANRC is managed by its Director who in turn meets with the Director of ADC every second week. SANRC is audited annually and reports to DHET on all its activities.

ADC is involved in teaching activities through its involvement in the extended programmes at UJ. In all cases where credit-bearing modules are taught, rigorous quality assurance measures are put in place. All UJ policies (on moderation and other quality assurance aspects) are adhered to while marks are managed via the MAMS system, and approved and released as done in the Faculties.

The **Centre for Academic Technologies (CAT)** leadership team consists of the Director and senior staff (P6 and P7 levels) who normally meet weekly for an hour to discuss operational and strategic issues.

Since lockdown and with staff working remotely from March 2020, online meetings were held on MS Teams: the CAT Helpdesk met every day, the Instructional Designer teams twice a week and the IT team also daily for the entire 2021.

Regarding Blackboard (UJ's learning management system), regular weekly meetings are held between Blackboard Amsterdam and UJ to ensure current projects are communicated and system updates and patches are performed in an organised and controlled manner.

The new **Centre for Psychological Services and Career Development (PsyCaD)** management committee consists of:

- Director of PsyCaD
- Coordinator: Disability Unit
- Coordinator: Training and Development
- Site Coordinator: APK
- Site Coordinator: APB
- Site Coordinator: DFC
- Site Coordinator: SWC

The coordinators take responsibility for the daily management of their team's operations and for all site/team initiatives. The management committee meets on a regular basis to discuss budget and staff requirements as well as to coordinate awareness campaigns and other initiatives.

In addition to the management committee meetings there are also site and team meetings, where all the staff (administrative and professional) on a particular site meet on a regular basis to discuss operational issues.

In order to standardise the functions across sites and teams, PsyCaD has generated a number of standard operating procedures and forms. All new temporary and permanent staff (administrative and professional) are trained to follow these procedures, and these forms and procedures are updated on a regular basis. These procedures are essential in order to ensure that all functions, operations and client management comply with HPCSA regulations and UJ policies and procedures.



ACADEMIC DEVELOPMENT AND SUPPORT RISK REGISTER

The **Academic Development Centre (ADC)** is on the frontline of addressing the issue identified in the risk register as 'Under- preparedness of first-time entrants'. All the work done in ADC is aimed at improving student success and the Centre's interventions are increasingly data informed. Sources of data include student academic performance, minimum-time completion rates and the student profile that has been built up over the past decade. By knowing and understanding the academic performance patterns and profiles of incoming students better, we are able to customise and focus the efforts of ADC where they are needed most and where they can potentially have the greatest effect. ADC initiatives in this regard include the nationally leading UJ FYE and SSE initiatives as well as the Integrated Student Success Initiative (ISSI). ISSI is driven by the Director of ADC and oversight and guidance are provided by the Student Success Committee (SSC). Since lockdown, the Centre also provided a variety of curated and custom designed online support resources for UJ undergraduate students. In addition to these efforts the ADC Access department also provides alternative access to underprepared students in very effective ways that are nationally recognised. The FYE and SSE committees play crucial roles in discussing these matters at a level in the organisation that facilitates impactful action. UJ is the leading institution nationally in terms of working effectively with underprepared students.

The **Centre for Academic Technologies (CAT)** follows international best practice regarding future development and maintenance of all systems within the CAT domain to ensure that unidentified future risks are eliminated.

The downtime of Blackboard (the learning management system) is a risk. Regular weekly meetings are held between Blackboard Amsterdam and UJ to ensure current projects are communicated and system updates and patches are performed in an organised and controlled manner.

The move, in 2013, of Blackboard to a hosted environment has led to minimal downtime. In 2021 the Blackboard LMS had zero downtime.

Based on current legislation, the support of people with disabilities should remain a prioritised university commitment. To achieve this, there are some identified areas of development and growth, which the **Centre for Psychological Services and Career Development (PsyCaD)** wishes to focus on going forward.

With regards to risk mitigation, the following points apply:

- Universal design in curriculum – the premise of this inclusive education model supports the notion that adaptations in the built environment, curriculum and/or classroom should not only be reserved for students with disabilities, but that these adaptations would benefit all students. During 2021, significant progress has been made in collaboration with CAT, to ensure that material that is placed on Blackboard is disability friendly.
- Enhanced accessibility – the support of persons with disabilities extends beyond ensuring access to infrastructure. It comprises a strategic commitment that encompasses teaching and learning and so ensuring that all students, regardless of disability, can access the same services as their peers. A number of areas on the different campuses were identified that needed to be improved. These areas have been prioritised and UJ Operations is busy with these projects.
- It is PsyCaD's goal to be able to provide equitable support to all categories of disability with the exception of hearing impaired students. This is in part because support for these students is labour and cost intensive. The Disability Unit is busy investigating possible solutions to this, which will enable UJ to accommodate these students.
- Since moving staff with disabilities from Human Resources to PsyCaD's Disability Unit in 2019, dedicated, streamlined and specialised support of these employees has been ongoing. Staff worked from home for the majority of 2021 and thus not much support was needed. Regular emails and our biannual newsletter were sent to staff to offer support and keep them abreast of events at the DU.



STRATEGIC FOCUS AND TARGETS



ACADEMIC DEVELOPMENT CENTRE (ADC)

The ADC vision, mission and strategic goals have been continually adjusted to remain aligned to the UJ Strategic Plan and to ensure the greatest possible impact of the Centre. This has resulted in a radical repositioning of ADC with regard to its operating principles and practices. This was mainly brought about by the development, adoption and implementation of the Integrated Student Success Initiative (ISSI) from the first semester of 2018 and continued unabated since then.

This initiative has influenced and changed the broad ADC practices in a variety of ways, including:

- ADC has been restructured to ensure the best possible implementation of ISSI.
- ADC interventions have been moved from a relatively passive stance towards activism for greater academic success.
- Internal ADC resources and staff (including performance contracts) have been realigned to focus more on ISSI-related activities.
- Stronger collaborative partnerships to positively influence student success have been built between ADC and Faculties, and other support departments.
- A process to use student success and performance data to guide and evaluate the effectiveness of interventions has been put in place.
- Various UJ resources have been more efficiently aligned and coordinated to work on ISSI initiatives aimed at supporting student success.
- Agile structures for quick response to the needs of the institution and to support student success have been established.
- ADC responded to the off-campus situation caused by COVID-19 by creating and providing a vast array of online support services.

In addition to the above, both the Academic Literacies and the Learning Development units embarked on a process to reframe their strategic initiatives.

This resulted in two strategic documents delineating the way forward for these two important areas of work. The initial phase of implementation of the strategic documents took place in 2021 and will unfold further during 2022.



Dr André van Zyl

DIRECTOR:
**ACADEMIC DEVELOPMENT
CENTRE (ADC)**

ADC Contributions towards the UJ Strategic Goals

ADC works towards contributing to all the UJ strategic goals by aligning the ADC strategic document to that of UJ. ADC specifically contributes to the meeting of **UJ's Strategic Objective 2 (Excellence in Teaching and Learning)**, as this relates directly to our core business. Contributions to specific sub-goals are explained in the following section.

During 2021, ADC continued to deepen and increase its online presence and support to contribute towards 'supporting the improvement of undergraduate success rates' at UJ. The continued implementation of the ISSI in addition to existing ADC initiatives provided data-informed and direct interventions aimed at improving both dropout and minimum time completion rates. This approach is coordinated by the Student Success Committee (SSC). The SSC is chaired by the SD: ADS, and all eight Vice-Deans: Teaching and Learning are active participants in committee discussions and decisions. The UJ First Year Experience programme and First Year Seminar particularly contributed to the integration, positive experiences and success of first-year students. The UJ Senior Student Experience initiative coordinates UJ efforts aimed at preparing students for postgraduate studies and the world of work.

In terms of **Strategic Objective 3 (Heightening UJ's International Profile for Global Excellence and Stature)**, the main contribution made by ADC was the growth of the South African National Resource Centre for the First Year Experience and Students in Transition (SANRC) on the Auckland Park Bunting Road Campus. The SANRC is only the second such national centre in the world. The SANRC also has a current three-year partnership agreement with the National Resource Centre for the FYE in the United States and it hosts the annual national First Year Experience Conference.

Strategic Objective 4 relates to 'creating a student-friendly learning and living space'. Through the nationally leading UJ FYE and SSE initiatives an extremely student-friendly environment has been created for the very diverse first-year student population at UJ. ADC aims through all its efforts, specifically the FYE and SSE initiatives, to continue this growth. ADC also contributed to the goal of increasing the number of students involved in voluntary service by working with a number of UJ Faculties to conceptualise and train their volunteer mentors for the 2021 academic year.

The 2021 implementation of the Integrated Student Success Initiative (ISSI)

As stated above, 2021 saw the fourth full year of implementation of the UJ ISSI. ADC has once again played a leading role in the continued ISSI implementation under the direct oversight of the SSC, and with the full collaboration of the eight Vice-Deans: Teaching and Learning, and reporting to the UJ STLC. In response to the lockdown and off-campus teaching, all ISSI systems were adjusted to function effectively in this context. Through effective collaboration between ADS staff and faculties, the ISSI was once again used to support student success where the potential gains were the greatest.

One of the important strands of the ISSI implementation is to coordinate and align existing institutional resources to be focused where they can make the biggest difference. During 2021, this included the following institutional developments:

- The quarterly meetings of the institutional Student Success Committee (SSC) under the leadership of the SD: ADS. The SSC actively contributed to the discussions and implementation of various student success initiatives at UJ and also provided oversight to ISSI.
- The identification, communication and use of institutional priority modules using the Priority Module Index (PMI).
- The alignment of the Strategic Tutor Fund to the PMI modules.
- The alignment of e-book allocations to the PMI modules.
- A small ISSI implementation fund aimed at facilitating effective interventions.
- Various interventions aimed at supporting online learning and effective learning in all PMI modules.

The ISSI interventions are focused on modules identified through the Priority Module Index (PMI). The PMI is an instrument that is used to identify modules where the biggest possible impact can be made through interventions. These were the 20% of undergraduate modules at UJ in which the most funded credits were lost in a particular semester. Because of the formula used to calculate the PMI, it is focused on very large modules to the exclusion of smaller Faculties. To counteract this, the UJ PMI list is subdivided into Faculty PMI lists to ensure a more even implementation of ISSI. During 2021, these lists were used to identify the 45 modules per semester (the top 10 in CBE and the top 5 in each of the other Faculties) on which ISSI interventions would be focused.

During the first semester of 2021 this resulted in 40 modules being identified for intervention and an additional 45 modules were identified in the second semester of the same year.

Once the PMI lists were created and distributed, ADC staff took the lead and worked with Faculty staff through their Vice-Deans. The first step was the development of a written internal Faculty response to the issues in each of the priority modules. This was done by Faculties on a template provided by ADC and submitted to the SSC. Once plans were approved, ADC initiated a meeting involving ADC representatives, the staff teaching the module concerned and any other stakeholders (such as CAT or PsyCaD). These meetings involved a detailed discussion about the issues raised in the Faculty plans and led to a finalised intervention plan that would be implemented throughout the semester. The various ADC teams followed up with the Vice-Deans: Teaching and Learning and with the responsible lecturers to pursue the interventions that had been agreed upon. The 2021 meetings were almost all conducted online. Faculties responded very enthusiastically to the ISSI initiative and a lot of progress with effective online student support, and teaching and learning, was achieved. In addition, the ISSI team continued to adjust and develop its intervention options and planning templates during the year.

For the ISSI implementation in the first semester of 2021, the 40 modules focused on, performed 7% better when compared to attainment levels in the first semester of 2020, whereas in the second semester participating modules improved by 3%. In 2021, we decided to re-evaluate the PMI methodology to find more effective ways to identify modules where interventions can make the biggest possible difference. Implementation will take place in 2022.

Although the ISSI implementations described above formed an important part of the work conducted by the ADC Literacies and Academic Development and Innovation staff, they also continued with existing interventions and made massive strides to support students in the online mode. ADC Access is the only exception to this, because their efforts are exclusively focused on the extended Diploma programmes across UJ and linked to the Foundation Grant.

The following section will show the contributions of the various ADC units towards the University's strategic goals.

ADC Access

The Academic Development Centre Access unit manages the initial year(s) of 15 extended curriculum programme groups on behalf of the College of Business and Economics, the Faculty of Humanities, and the Faculty of Engineering and the Built Environment. These extended programmes are fully credit-bearing and are based, either on a 1 + 3 model in which all foundational provision modules are offered in the first year, or a 2 + 2 model where they are offered in the first and second year.

The learning approaches used in the extended programmes seek to facilitate conceptual understanding and the practical application of knowledge. These approaches draw on a wide range of innovative teaching/learning methods, materials and experiences. In addition, student learning is enhanced by effective mentorship, tutoring, and regular mark review meetings; and by initiatives that promote student confidence and integration: public lectures, a student conference, a students' sports day, a prize-giving function, and highly functional student mentor, academic advisor and class representative systems.

The success of this methodology is dependent on strong collaborative relationships with academic staff from the Faculties in which the various programmes are located. Historical data have shown that extended students often outperform their mainstream counterparts. This can be seen in data provided by DIPEM on the 2021 success rate of undergraduate FEBE students which was 81.2%, while the success rate in the extended degree offerings in the same Faculty was an excellent 87.8% despite these students requiring lower entrance requirements than those of mainstream students.

The Table below indicates the first-time entering student degree credit success rates in FEBE since 2017 when the extended degrees were implemented.

FIRST-TIME ENTERING STUDENT DEGREE CREDIT SUCCESS RATES

Year	FEBE Degree Mainstream	FEBE Degree Extended
2017	80.6%	89.8%
2018	78.2%	89.5%
2019	76.9%	92.5%
2020	78.1%	84.8%
2021	81.2%	87.8%

The Table below indicates the first-time entering student degree credit success rates in CBE and FEBE for the mainstream and extended diplomas from 2015.

FIRST-TIME ENTERING STUDENT DIPLOMA CREDIT SUCCESS RATES

Year	Mainstream Diploma		Extended Diploma	
	CBE	FEBE	CBE	FEBE
2015	81.8%	83.6%	87.9%	93.7%
2016	83.1%	83.6%	86.7%	90.2%
2017	84.3%	83.3%	88.8%	92.5%
2018	84.7%	74.4%	89.3%	90.1%
2019	84.2%	79.0%	92.8%	87.3%
2020	87.3%	86.9%	79.3%	82.6%
2021	88.5%	85.8%	87.5%	87.0%

In 2021, as a result of the continuing pandemic and lockdown, numerous planning meetings were held to strategise ADC Access’s approach to remote learning and to discuss and implement the highly successful interventions that had been devised by Access staff members during lockdown. All modules remained online and learning material was chunked and revised to only include essential and core information to facilitate students’ accessibility and easier comprehension. Materials were reworked to make them specific to lockdown and remote learning and to facilitate reading on smartphones. Support and foundational provision were included in the material and these were supported by external or Access-produced videos where appropriate. Additional notes and PowerPoints were also uploaded to accompany prescribed reading. Tutors worked closely with subject teams and were also given access to Blackboard as teaching assistants in order to provide additional support.

When 50% of Access students reported that they struggled to access Blackboard, WhatsApp proved to be a vital teaching tool in many modules. Where these WhatsApp groups were initially only used for communication and to provide emotional support for students by alleviating their uncertainty and anxiety where possible, they were later used to replicate what was on Blackboard.

The WhatsApp groups were also used for the dissemination of material, information and short videos that provided foundational as well as teaching opportunities. Attendance of and participation in lectures were monitored via the WhatsApp groups and by using the relevant tools on Blackboard. These strategies were employed to take into account the divergent circumstances of the Access students. Continuous contact with students and consultation with lecturers and tutors in these groups provided personal support and contact in difficult and unpredictable times.

A significant role was played by Academic Advisors referring students to all the support services, communications offered by UJ, as well as tracking students’ academic performance. Since the 2021 students had no experience on campus at all, the Workplace Preparation module was particularly concerned with students’ overall well-being and provided them with exercise and mindfulness videos and MP3s to help them navigate this period successfully. In most cases, synchronous ‘live’ lectures would have disadvantaged the majority of students and as a result recorded lectures were uploaded on Blackboard and WhatsApp. Discussion Boards were created to facilitate further engagement with students. Live question and answer sessions were also recorded and uploaded.



The following Tables indicate the 2020 and 2021 student success rates in the Extended Curriculum Programmes and are followed by a brief trend analysis:

FACULTY OF ENGINEERING AND THE BUILT ENVIRONMENT

Extended Programme Name	Curriculum	Registrations 2020	Module Success Rate 2020	Registrations 2021	Module Success Rate 2021
B Construction		45	88%	20	89%
BEng Tech in Physical Metallurgy		45	95%	41	95%
BEng Tech in Extraction Metallurgy		50	95%	47	93%
BEng Tech in Mech Engineering		42	85%	40	87%
BEng Tech in Indust Engineering		71	76%	55	88.5%
BEng Tech in Civil Engineering		54	95%	72	92%
BEng Tech in Elec Engineering		39	83%	41	95%
Dip: Operations Management		50	84%	45	90%
Dip: Management Services		52	80%	36	77%

FACULTY OF HUMANITIES

Extended Programme Name	Curriculum	Registrations 2020	Module Success Rate 2020	Registrations 2021	Module Success Rate 2021
Dip: Public Relations		48	89%	64	92%

COLLEGE OF BUSINESS AND ECONOMICS

Extended Programme Name	Curriculum	Registrations 2020	Module Success Rate 2020	Registrations 2021	Module Success Rate 2021
Dip: Human Res Management		68	82%	68	92%
Dip: Small Business Management		29	53%	36	79%
Dip: Logistics		37	92%	41	86%
Dip: Transportation		23	89%	29	96%

The above results are a reflection of efforts by ADC staff to improve the quality of teaching and learning in the extended programmes, to contribute to the broader institutional commitment to excellence in teaching and learning, and improved throughput rates at UJ. All the measures that were implemented in response to remote teaching, resulted in 8 of the 15 extended programmes having module success rates of more than 90% and an additional 4 groups having module success rates of between 80% and 90%. These success rates are high despite 5% of Access students not participating in the 2021 academic year at all. The 2021 extended student cohort were disadvantaged as they did not have the one-on-one experience of the Access methodology which is based on intensive and personal contact between UJ staff and extended programme students. This intentional approach is used to assist students with the academic and social transitions they require in order to succeed in their studies.

Thus, being away from campus affected extended programme students more than their mainstream peers, but ADC Access was still able to facilitate highly successful extended programmes in collaboration with their partners in Faculties.

Academic Development and Innovation

ADI comprises two units:

- Learning Development (LD) and
- Reading in the Discipline (RID).

The LD unit contributed to student success by teaching 681 undergraduate extended degree students.

The staff teaching in the Mastering Academic and Professional Skills (MAPS) modules made an effective transition to fully online teaching and learning and the modules achieved high levels of success during 2021.

Pass rates of 97% for MAPS Economics and 89% for MAPS Humanities were achieved. Staff used a variety of methodologies such as recorded lectures, live interaction with students, WhatsApp interactions, peer and mentor groups, and online assessments to facilitate the MAPS courses.

In addition to teaching the students involved in the MAPS modules, ADI staff continued to provide their usual variety of supporting interventions for student success. During 2021, the variety and mode of interventions were once again increased. This included a dedicated email address for learning development support, moving workshops and consultations online, contributing to the provision of online support material (the ADC SOS module and the Find-Your-Way website). Among others, ADI staff were involved in the UJ First Year Seminar, student mentor training, group consultations, study skills workshops, focus groups and other forms of interventions. ADI staff also made great strides with the growth of the UJ mentoring system as well as the mentor training material. The Learning Development section of ADI developed a new strategic document during the second half of 2021 and the exciting new initiatives will be implemented from 2022.

READING IN THE DISCIPLINE (RID)

The Reading in the Discipline (RID) programme aims at developing students' reading competencies within the literacy contexts of their various Faculties and Departments. During 2021, approximately 867 students attended general RID workshops, and interventions ranging from individual to group consultations, on-campus or online. In addition, another 422 MAPS students attended a range of RID workshops during the year. Other interventions took the form of specialised workshops, focusing on critical aspects of reading such as reading with comprehension, trans-language, critical reading, reading for research purposes, etc.

The process of providing a stronger online component to RID interventions was further strengthened during the lockdown. This resulted in creating content for various workshops, particularly for the RID online modules.

This content included videos, PowerPoint presentations, and research and information on reading and comprehension strategies and techniques in the following disciplines:

- RID for the Faculty of Education: Mathematics & Science.
- RID for the College of Business and Economics (CBE): School of Tourism and Hospitality; Economics; Accounting and Mathematics; and Public Management and Governance.
- RID for the Faculty of Arts, Design and Architecture: All departments.

- RID for the Faculty of Humanities: MAPS; Development Studies; and Strategic Communication.

VOLUNTEER MENTORING AT UJ

The coordination of the student mentoring programme through ADI brought innovations through engagements with UJ stakeholders, mainly in Faculties and Residences. The Online Mentor Training in the Discipline (OMTID) was initiated last year and is an online training customised to the need of specific stakeholders. In 2021, 564 mentors at UJ were trained by the Learning Development unit and inroads were made in further expanding mentoring at UJ. In 2022, an additional two levels of mentor training will be developed and implemented to further strengthen volunteer mentoring at UJ.

THE UNIVERSITY OF JOHANNESBURG ENGLISH LANGUAGE PROGRAMME (UJELP)

The University of Johannesburg English Language Programme (UJELP) contributes towards two distinct UJ Strategic Objectives 2 and 3 respectively: 'Excellence in Teaching and Learning' and 'International Profile for Global Excellence and Stature' through an English language programme offered to international students in line with the Common European Framework of Reference (CEFR). Its purpose is to facilitate the acquisition and development of appropriate reading, writing, speaking, and listening skills of international students for both communicative and academic purposes. UJELP comprises a six-level programme which stretches over nine months in a year.

The University of Johannesburg English Language Programme (UJELP) is located within the ambit of the **Academic Development and Support (ADS)** division.

It is a collaborative initiative between ADS and the Internationalisation Office division.

During 2021, UJELP continued in its trajectory through its contribution as both an English Proficiency Level testing facility and as an English Language programme to international students from non-English speaking countries. The University of Johannesburg (UJ) has just over 3000 international students from 80 countries and about 5% of those students require English Language Proficiency Certificate (TEOFL or IELTS) delivered by internationally accredited centres to enter the university.

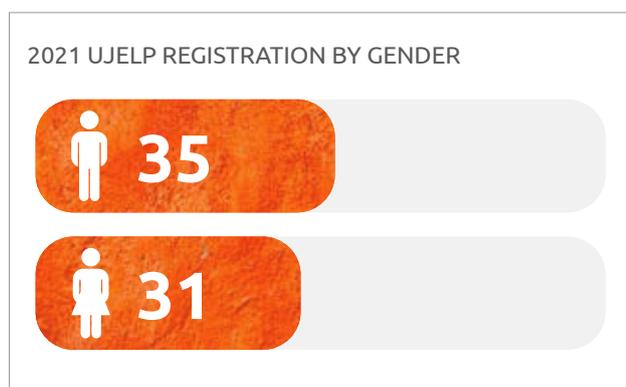
Alternatively, students are invited to take the UJELP placement test as entry requirement, providing that they score at an appropriate international standard level of 6 and 7 score points minimum for undergraduate and postgraduates respectively. Candidates who are unable to reach the threshold have a further opportunity to enrol in the UJELP course, based on the Common European

Framework of Reference (CEFR). In 2021, 167 students were tested through UJELP's placement test processes. A third of those tested enrolled at UJELP and of those, 35% simultaneously registered into various UJ Faculties.

In 2021, UJELP ran a fully online programme with the aid of technology. This also enabled out of seat or travelling students to continue learning with UJELP. Most students enrolled at UJELP Intermediate level, however, 26% of UJELP students completed the Advanced level and obtained the UJELP Advanced language proficiency certificate.

In 2021's registration process UJELP recorded a distribution of students according to their countries of origin. Students were predominantly coming from the African continent with DRC Congo taking the lead followed by Gabon, as indicated in the graph below.

From a gender perspective the representation was almost even between female and male students.



During the registration period of February-March 2021 most students remaining in the UJELP course were undergraduates, including those registered in Faculties on condition that they enrol in the UJELP course.

TEACHING AND LEARNING

In 2021, the use of technology became important to deal with various challenges caused by the advent of the COVID-19 pandemic and the set of lockdowns that followed. Teaching and learning had to be innovative in its form and content.

The blended approach was the default setting in all matters pertaining to student learning. However, online interaction was used to help students with their learning, especially those that had difficulty to cope during the lockdown. It was also during this time that UJELP contacted the Office of the Registrar to request contact sessions to be held on campus for a period of time. This was done because some students' levels of language proficiency were not good enough.

2021 UJELP REGISTRATION BY NATIONALITY

	Angola	2
	Cameroon	2
	China	2
	Congo	38
	Ethiopia	1
	Gabon	10
	Guinea	1
	Italy	1
	Somalia	4
	Sudan	1
	Turkey	3
	Zambia	1

TOTAL UJELP REGISTRATIONS: 66

Among them was a critical group, the intermediate level, who were not proficient enough to enrol into specific programmes in Faculties without UJELP's assistance and service. These students are often registered for their respective academic disciplines only if they enrol for English classes as well.

This period of contact sessions was critical, because these students were unable to progress due to their home setting. They were surrounded by family members or friends who only spoke their home languages, e.g. French, Portuguese, Arabic etc., and did not have an opportunity to practice English as they did before lockdown. UJELP concluded contact sessions of four hours a week for the duration of eight weeks that helped them a great deal in catching up with the rest of the students.

ACADEMIC LITERACIES UNIT

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

THE WRITING CENTRES

The Unit has four Writing Centres, one on each campus, which assist undergraduate and honours students. The approach of the Writing Centres is underpinned by several academic literacy theories (Russel, Lea, Parker, Street & Donahue, 2009; Lea & Street, 2006), as well as writing as a social practice and as a process (Kane, 2012).

The core business of the Writing Centres is to conduct one-on-one and group writing consultations with students. However, due to the lockdown, the Writing Centres focused mainly on assisting students by providing emailed feedback to them. This limited the opportunity to work with large groups of students. Furthermore, the remote support offered as part of the Integrated Student Success Initiative (ISSI), required of the Writing Centre coordinators to offer online workshops to specific writing intensive modules.

In 2021, the Writing Centres completed 6327 emailed consultations, a noticeable increase from the 4407 recorded in 2020. This increase can be explained by the fact that with the shift to online consultations, it was easier to see the consultation process through to its completion.

The online mode of delivery counteracted some of the traditional problems the centres encounter, such as students not knowing where the Writing Centre was situated, as well as the limited physical space to accommodate several students simultaneously. In addition, the extent to which students relied on the SOS module increased the visibility of the Writing Centres.

It is evident that the APK Centre was used most frequently. It saw a sharp increase in the number of requests for assistance in 2021.

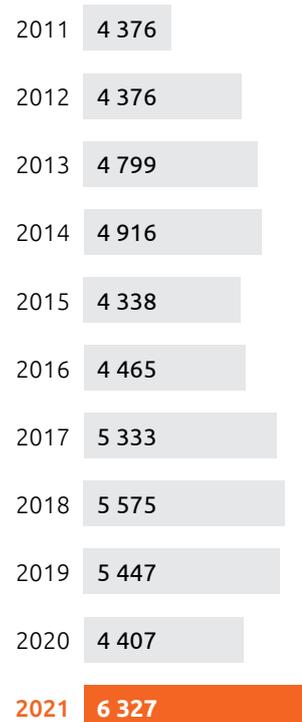
The other four centres had more or less the same number of requests as in previous years.

THE LANGUAGE FOR ... COURSES

Language for ... courses were offered in the Faculties of Science and Law, and in the College of Business and Economics. A total of 1182 students from extended and mainstream qualifications enrolled for these courses. These modules are all year modules, structured around a series of themes, which the Faculties have identified as relevant to their students.

The students in these courses performed very well. English for Law (EFL), offered in the Faculty of Law, achieved an 85% pass rate for 2021. The Language and Skills for Science (LSS) module, offered in the Faculty of Science, achieved a pass rate of 75% in 2021.

COMPARISON OF EMAILED CONSULTATIONS DURING 2020 - 2021 TO FACE-TO-FACE CONSULTATIONS OF PREVIOUS YEARS



Significant improvements in the planning and delivery of Language for Economic Sciences (LES) offered in the College of Business and Economics (CBE), resulted in the best performance in this module to date with 93% of students passing in 2021.

Other ADC projects

ON THE GO: SOS (STUDENT ONLINE SUCCESS)

One of the main responses of ADC to the needs of UJ students during the pandemic, was the creation of a 'virtual' Academic Development Centre. In 2020, an Organisation was created on Blackboard. It started with a bouquet of curated bite-sized resources that were specifically designed to respond to student needs during the remote learning situation. Both staff in Literacies and Learning Development created, reviewed and curated content for the site which was entitled On the Go: Student Online Success (SOS). The resultant resources ranged from reading strategies to time management, online exam preparation skills and everything in between. In 2021, additional learning units were added to the Organisation. These were identified based on the feedback received from students during live sessions hosted in the module.

In 2021, the On the Go: SOS Organisation enrolled all 58 122 UJ students. The SOS module was then marketed to both staff and students in a concerted manner. The module was well received by the UJ student population.

In addition to the above, ADC leveraged the COVID-19 moment to test an innovative and 4IR related initiative. This involved the employment of 14 SOS representatives as SOS Social Media influencers and content creators. These students were trained, closely supervised, and encouraged to speak the language of their peers to promote the content of the SOS module to all undergraduate students on various social media platforms.

ADC Shortcuts-for-Success resources

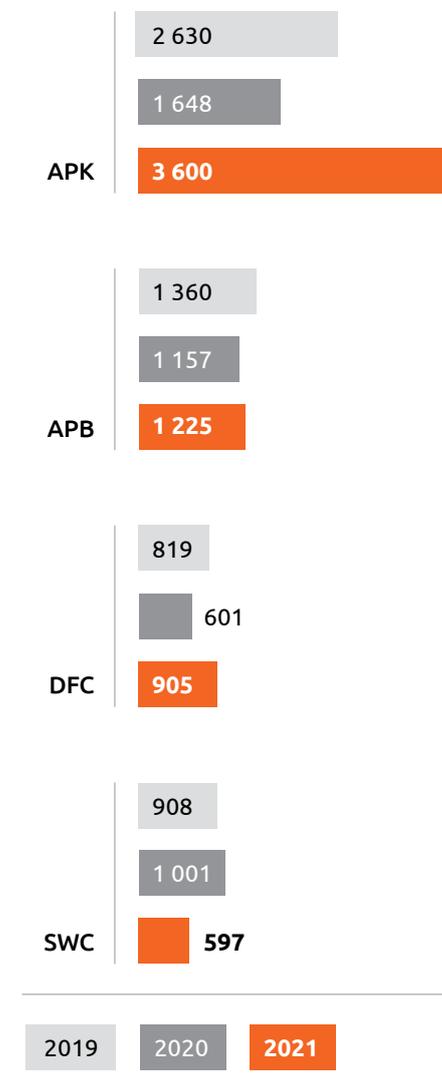
SHORTCUTS FOR STUDENT SUCCESS

To assist students with access, ADC provided a data-lite version of the material by turning the various resources created for the SOS Organisation into PDF format and saving them in a Google Drive folder. Hyperlinks to the various resources were generated from this folder and compiled into a PDF summary document called Quick Links to Success. These documents were distributed to students and staff to provide them with an additional way of accessing the support material.

SHORTCUTS FOR STAFF SUCCESS

In addition to the shortcuts for students, ADC staff also compiled and curated a staff version of the above, containing bite-sized resources and a Quick Links for UJ staff, pointing them to various useful resources.

NUMBER OF CONSULTATIONS PER CAMPUS: 2019 - 2021



THE UJ FIRST YEAR EXPERIENCE (FYE) AND SENIOR STUDENT EXPERIENCE (SSE) INITIATIVES

The UJ First Year Experience (FYE) and Senior Student Experience (SSE) initiatives contributed positively towards the improvement of students' success in 2021. The COVID-19 pandemic and accompanying lockdown created a challenging context for the FYE/SSE committee to function as effectively as it usually does. The well developed and agile FYE/SSE community did, however, make some substantial advances in many of its seven FYE/SSE focus areas. Some highlights of 2021 include:

Senior students were effectively used as key role players to enable and support student success before and during the lockdown. An online approach to tutor and mentor training was used during 2021. The model comprised online training components with different levels of training based on the experience of the tutors. The aim of tutor training is to equip tutors with the skills necessary to facilitate student learning.

During 2021, the First-Year Experience (FYE) and Senior Student Experience (SSE) made substantial shifts in focus to online delivery and support. Furthermore, the FYE and SSE played a critical role in creating opportunities for different institutional stakeholders to share data. Data were then sent to committee members to share with colleagues in their domain. The Centre for Academic Staff Development (CASD) continued with its important work online due to remote teaching and learning. CASD hosted various workshops for staff development online and partnered with CAT to enhance skills on online teaching and learning for the staff. In addition, the Academic Preparatory Programme for newly appointed staff was also hosted online. Module evaluation was strengthened and continued online.

In 2021, module evaluation information sharing was included in FYS to encourage students to partake in module evaluations.

Different Faculties continued to prepare students for the world of work and citizenship as well as postgraduate studies. Faculties continued to provide students with funding opportunities for postgraduate studies to encourage students to further their studies. Faculties also collaborated with the postgraduate school to host various online research capacity building workshops. The Law Faculty continued to provide third-years with a research methodology course to build capacity and encourage students to study further.

As a way of preparing students for the world of work the Faculty of Science exposed students to different companies by running their annual projects day virtually for the first time.

This initiative served as an opportunity for the Informatics students to demonstrate their final-year projects and hone software development skills.

ADC aimed to create and share support information in a digital format. This led to the creation of creative artefacts and re-development of existing projects.

Shortcuts for Success is one initiative ADC drove to ensure a data-friendly artefact to support student success for online/remote learning. Additionally, substantial progress was made in further populating two main student and staff support hubs.

SHORTCUTS FOR SUCCESS: ADC INITIATIVE TO ENSURE DATA-FRIENDLY SUPPORT



The revamping of the **Find-Your-Way mobi site** was completed in 2021 and its content was further expanded and enhanced.

<https://findyourway.uj.mobi/>

During 2020, the UJ FYS committee decided to plan and prepare for a fully online First Year Seminar/Orientation for 2021. In preparation for this, Faculties, Support Divisions, committee members and Eiffel Corp (external design and development company) partnered to design and develop a fully online orientation module on Blackboard. The project aimed to develop eight independent Faculty modules that are accessible, user- and data-friendly for the incoming first-year student in 2021. This culminated in a very successful fully online UJ FYS at the start of the 2021 academic year. Students all had access to a fully populated and customised Blackboard Organisation developed to provide them with all the necessary information to adapt to and succeed at UJ. Student participation in these modules was actively monitored and where necessary, they were prompted to participate.

Another advantage of this approach was that first-year students automatically had access to all orientation material for the duration of their first year. This resulted in a more effective extended orientation.

In preparation for 2022, the UJ FYS committee planned for an intentionally blended FYS. The previously created FYS module was updated and further developed, and the plans for the 2022 FYS were put in place.

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

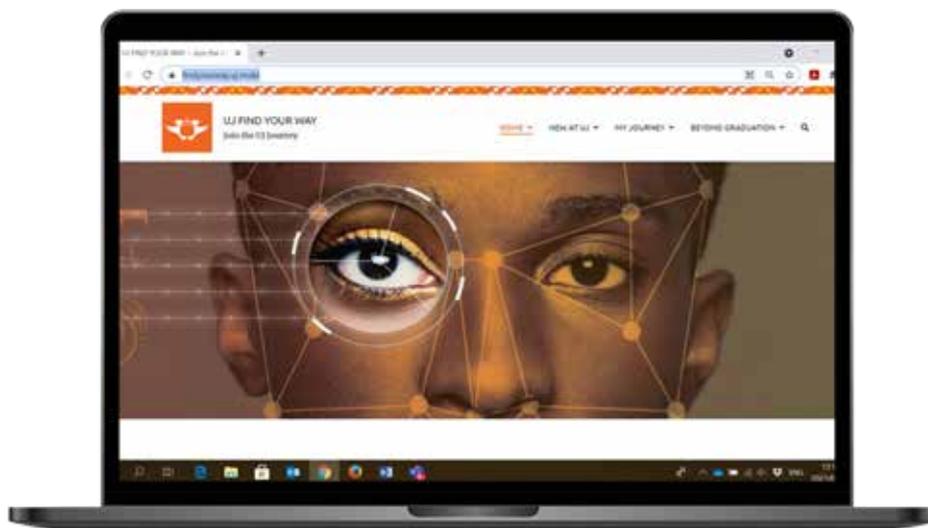
In 2021, the SANRC hosted its first-ever fully online conference. The SANRC hosted the sixth Annual SANRC First-Year Experience Conference (19-21 May 2021) on an online platform. Keynote speakers included Dr Lisa Bardill Moscaritolo, Vice Provost of Student Life from the American University of Sharjah in the United Arab Emirates, and Professor Bryce Bunting, Assistant Clinical Professor of Student Development Services at Brigham Young University (BYU) in Utah, United States. The conference attracted over 80 delegates and it resulted in active and lively discussions about the vexing issues faced by students and institutions as they negotiate the transition into the first year together.

The SANRC continued its contribution to the research and theory on the FYE during 2021. Dr Nyar published a paper entitled The 'double transition' for first-year students: Understanding the impact of COVID-19 on South Africa's first-year students in *Journal of Student Affairs in Africa*, Volume 9(1), pp 77-92. SANRC also published Issues 7 and 8 of its popular newsletter Umsindo: Making a Difference.

This newsletter is available on the SANRC website <http://www.sanrc.co.za> and has a large audience, locally and abroad.

On 29 November 2021, the SANRC presented a webinar which was attended by 100+ participants. Entitled *Understanding Student Experience in the Context of the 'New Normal'*, this webinar examined student perspectives about the challenges of the global pandemic and its real-life effects on them.

REVAMPED 'UJ FIND YOUR WAY' MOBI SITE



Framed by the well-known theory by Nevitt Sanford of challenge and support, the webinar looked to finding strategies from South Africa's universities for supporting students during times of hardship and challenge.

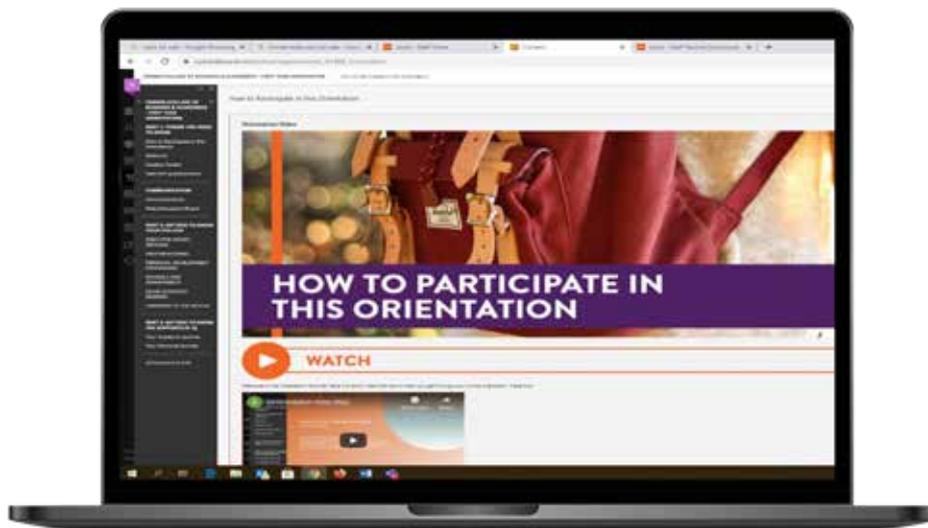
The biggest challenge that the SANRC faced in 2021 was the fact that it had come to the end of its collaborative grant period and as a result was running out of money to operate. The SANRC team continued to liaise with DHET in this regard and produced all the required documentation and proposals. This resulted in a good outcome.

In late 2021, the Department of Higher Education and Training (DHET) awarded the SANRC a grant of R8 764 662 in order to continue its programme as part of the DHET's University Capacity Development Programme (UCDP).

This amount will fund the work of the SANRC until the end of 2024 and the SANRC has an ambitious work programme planned for this period. The SANRC looks forward to this new and exciting phase of its programme in advancing and promoting First-Year Experience and issues of student transitions and student success, both nationally and internationally.

This grant makes the SANRC project one of only two remaining Collaborative Grant projects that have been in existence since the first collaborative grants were awarded. The other is also housed at UJ and is the TAU fellowship.

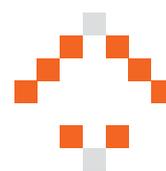
FYE: FULLY ONLINE ORIENTATION ON BLACKBOARD



LANDING PAGE: FYE SA NATIONAL RESOURCE CENTRE



CENTRE FOR ACADEMIC TECHNOLOGIES (CAT)



The strategic goals of CAT are to:

- Develop processes to support the UJ community in the creative use of teaching and learning technologies;
- Foster the sharing of ideas and supporting researchers through appropriate interactions;
- Develop expertise in the use of design-based research on educational technologies.

CAT Contributions towards the UJ Strategic Goals

CAT contributes to the meeting of **UJ's Strategic Objective 2 (Excellence in Teaching and Learning)**, by striving to provide an excellent service to staff and students. In 2021, CAT presented scheduled virtual sessions to prepare first-time entering first-year students for online teaching and learning during the FYS. Senior students and staff members in need of such training were encouraged to contact the Faculty/College instructional design support in CAT. The CAT Helpdesk also provided a variety of services to staff and students. Instructional designers trained and supported individual lecturers as well as groups in the design of blended learning programmes. CAT's workshops provided quality input for staff about current and future teaching and learning practices with technologies.

CAT also contributes towards **Strategic Objective 3 (International Profile for Global Excellence and Stature)**, by actively participating in a national and international network of peers; presenting papers at national and international conferences; and continually seeking new and innovative ways of supporting staff and students by seeking advice and by comparing practices with peer institutions.

Finally, CAT contributes to achieving **UJ's Strategic Objective 6 (Fitness for Global Excellence and Stature)** through linkages and teamwork with other Divisions and Faculties in UJ and with other peer institutions nationally and internationally.

In the following section, contributions of CAT towards the University's strategic goals are highlighted in detail.

CAT staff and student training and support

The Centre for Academic Technologies supports teaching and learning through the use of innovative and advanced technologies. Ensuring the training and support on the use of such technologies for both staff and students is a central part of CAT's activities. In 2021, the first initiative was to prepare our first-time entering first-year students for the teaching and learning context at UJ. Eight CAT staff members conducted 24 virtual sessions of 60 minutes each from 24 February to 05 March 2021. The aim of the sessions was to introduce first-year students (2119 attended) to the online learning environment at UJ:

- uLink (student portal),
- navigating the Blackboard (Bb) Learning Management System (LMS), and
- understanding how to participate and engage on Bb.

The support for first-year and existing students continued throughout the year in the form of virtual support sessions where students had an opportunity to connect with the supports available to them.

Contributions were made to **UJ's Strategic Objective 2 (Excellence in teaching and learning)**,

Strategic Objective 3 (International profile for Global Excellence and Stature)

Strategic Objective 6 (Fitness for Global Excellence and Stature)

The virtual support connect sessions took place via Blackboard Collaborate (an interactive online application that allows for video, audio, text, and multimedia sharing). A total of 14 sessions of 60 minutes each were hosted prior to and during the exam period in June and September-November.

The drive to support staff was initiated through CAT support in collaboration with UJ stakeholders. Initiatives to support new staff were hosted in collaboration with the Centre for Academic Staff Development (CASD).

These sessions aimed at:

- introducing new staff to the online teaching and learning environment (Blackboard),
- train new staff on the basics of Bb,
- train new staff at three levels on the use of Bb i.e. beginner, intermediary, and advanced. Supports for new staff continued through raising awareness of the instructional designer allocated to their Faculty/College, engaged departmental visits, and just-in-time webinars/workshops.

In a world where the pandemic continued, CAT redeveloped and designed new resources to support staff and students for online teaching and learning (T&L). For staff, we refined the UJ Online Teaching Toolkit module with increasing usability by embedding an easy search solution and FAQs. In addition, we added a simulated learning design guide and created an interactive e-learning activity list. For students, we updated the Continue to Learn while Off-Campus module and introduced a Learning with Technology module which was targeted at the incoming first-year student. CAT also introduced a series of 26 micro-learning videos that guide students through a basic understanding of hardware/software, using a drive, and the use of MS Word.

The continuation of fully online (in some cases blended) mode of delivery meant that modules were presented on Bb and students accessed, participated, and engaged in T&L online. To prepare for this, the Centre for Academic Technologies (CAT) and Central Academic Administration (CAA) piloted three different online assessment invigilation or proctoring systems in the second semester of 2021. Two (The Invigilator and Proctorio) were suggested and used during online assessments in 2021.

Readiness for the fully online mode of delivery meant continued support for T&L preparation. The CAT Instructional Design team delivered 310 virtual workshops/training between January and November 2021, attended by 4563 staff members.

Examples of workshops/training include an

- Overview of Blackboard for beginners,
- How to use Collaborate Ultra,
- How to create groups,
- How to mark online,

- How to create a Turnitin assignment,
- How to record PowerPoint slides and
- How to compress videos.

CAT collaborated with the Centre for Academic Staff Development (CASD) and the Academic Development Centre (ADC) to deliver support to staff through CASD and ADC driven initiatives.

Technical support and development: uLink and Blackboard

CAT is responsible for the development and upkeep of uLink, UJ's single sign-on access to the student and staff portal.

During 2021, uLink functionality was again used to help manage the COVID-19 pandemic administration, i.e. data allowances, loan devices, COVID-19 and vaccination disclosures, etc. A bus delay subscription service were incorporated into uLink, which allowed students to see any active bus delays when they log in to uLink.

uLink saw another year of high usage, with over 26 million individual logins in 2021. During the core ten academic months, uLink had approximately 87 000 daily individual logins, with 40 043 students who accessed Blackboard for learning.

Learning and teaching with mobile devices and e-textbooks

CAT coordinated the process to ensure that our students (local and abroad) can continue their online learning. This included the rollout of data to support students in the continued online mode of delivery in T&L. In addition, CAT coordinated the distribution of almost 1871 Mecer devices to NSFAS, Missing Middle, and a few additional students who qualified.

In 2021, the University of Johannesburg made R10.5 million available for purchasing e-textbooks for students in priority modules. The available funds were divided according to historic FTEs and allocated proportionally to Faculties. The e-book aggregator, ITSI Funda, provided an e-reading platform with the miEbooks application. By the end of 2021, 100% of the available funding was used for 69 e-textbooks, downloaded by 19 936 students. The majority of the downloads were in 43 titles that had 25 or more downloads.

The CAT Helpdesk (uHelp)

The CAT Helpdesk (uHelp) offers support – primarily to students, but also to staff – for academic technologies and ICTs used on the UJ online portals and systems.

It provides a central point for the UJ community to obtain information, support and feedback on their queries relating to the learning management system (LMS, powered by Blackboard Learn) and uLink (the academic portal for students and staff). Queries are dealt with via three channels: walk-in support at the CAT offices at D Ring 3 on APK Campus, telephonic support, and email support via a helpdesk ticketing system (osTicket) linked to uhelp@uj.ac.za.

During 2021, support was done online, due to the COVID-19 restrictions.

The Helpdesk team used osTicket to keep track of the queries and ensure that all concerns/challenges were addressed. The system offers a cheap platform (the software is free and open source) and low bandwidth service to our clients that may benefit those without optimal Internet connectivity. The Helpdesk team received 21 779 individual tickets/queries on the system between 1 January and 31 December 2021. Many of the queries were centred on data, devices, online learning support, and technical support.

Queries falling outside the Helpdesk's core business are referred to expert support either within CAT (technical staff/system administrators or instructional designers) or externally to other UJ departments such as ICS, Student Finance, Faculty Administration, UJ Library Services or the UJ Student Enrolment Centre. The Helpdesk team provided just-in-time feedback and support to these students and staff.

The Helpdesk operates weekdays from 08:00 to 16:00, although during the pandemic Helpdesk staff often worked after hours or on weekends, to answer COVID-19 and online study-related queries. In 2021, the two dedicated full-time staff members were joined by a third staff member, as the volume of requests had been steadily increasing over successive years. Since the start of the pandemic, when call volumes peaked profoundly, it was sometimes necessary to call in other staff from CAT to assist with the queries.

The Helpdesk is busiest at the start of the year when students must be linked to their online course material on Blackboard, and this can affect turnaround time for servicing clients due to the small staff complement. Factors such as system errors or downtime that impact user login or access to systems also create high peaks in traffic.

The Helpdesk staff continued to update automatic responses and to provide daily reports to Management on queries received, in order to facilitate quick responses. Over the last two years, the Helpdesk staff also supported device and data distribution to students, and responded to Government and UJ Management directives regarding Coronavirus-related issues. The CAT Director and uHelp management continued to work closely with the team and offered contextual guidance where needed.

The team engaged in daily meetings to share information and to manage issues that emerged, so that these could be dealt with expeditiously.

Types of queries received at the Helpdesk during 2021 include the following:

- Requests for data for online learning (from the onset of the pandemic period),
- UJ devices for online learning (request for a device, device exchange or return, faulty or stolen devices),
- Passwords/access issues,
- UJ apps and software offered to students and/or staff, student Gmail account and Office 365 support,
- Finance and NSFAS queries,
- Academic Administration queries,
- Blackboard and online learning issues,
- Issues with returning to campus or personal difficulties.

DEVELOPMENTS AND IMPROVEMENTS TO THE CAT HELPDESK IN 2021

During 2021, CAT upgraded the osTicket software platform that supports the CAT Helpdesk to a new, more efficient and feature-rich version. Furthermore, teams from the other Centers in the Division of Academic Development and Support (ADS) are now also using the system to host their own queries and these helpdesks are linked. It is now easier for all the agents to keep track of their users' requests. The system is streamlined in that tickets can be directly assigned to agents across teams and departments for speedy and expert servicing. This has cut down on delays and has improved communication and information sharing within CAT and ADS, and thus provided a much-improved service to a broader spectrum of clients serviced by ADS.

HELPDESK QUERIES FOR 2021

In comparison to previous years, 2021 showed a continued trend in the increase in ticket volumes from the start of the pandemic in 2020. In 2019, 5577 online queries were received, which almost tripled to 14 086 in 2020 (an increase of almost 250%), while the 21 779 queries in 2021 reflect a further increase of over 150%. This translates into a rise in monthly average online queries serviced by Helpdesk staff from 456 in 2019 to 1173 in 2020 and 1814 in 2021 (see Figures below). The increases over this period imply that clients have been making greater use of the CAT Helpdesk year on year, and particularly in the time of COVID-19.

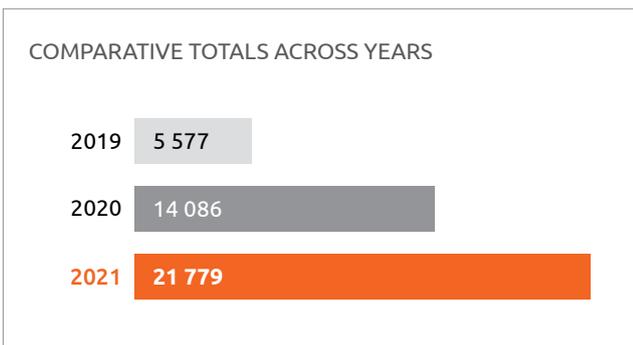
February and March 2021 showed unexpectedly high volumes of online requests (over four times higher than the previous two years).

This corresponds to the offsite/online student registration of first-year students, which took place from 24 February to 07 March, and possibly compounded by the offsite/online First Year Seminar from 01 to 05 March.

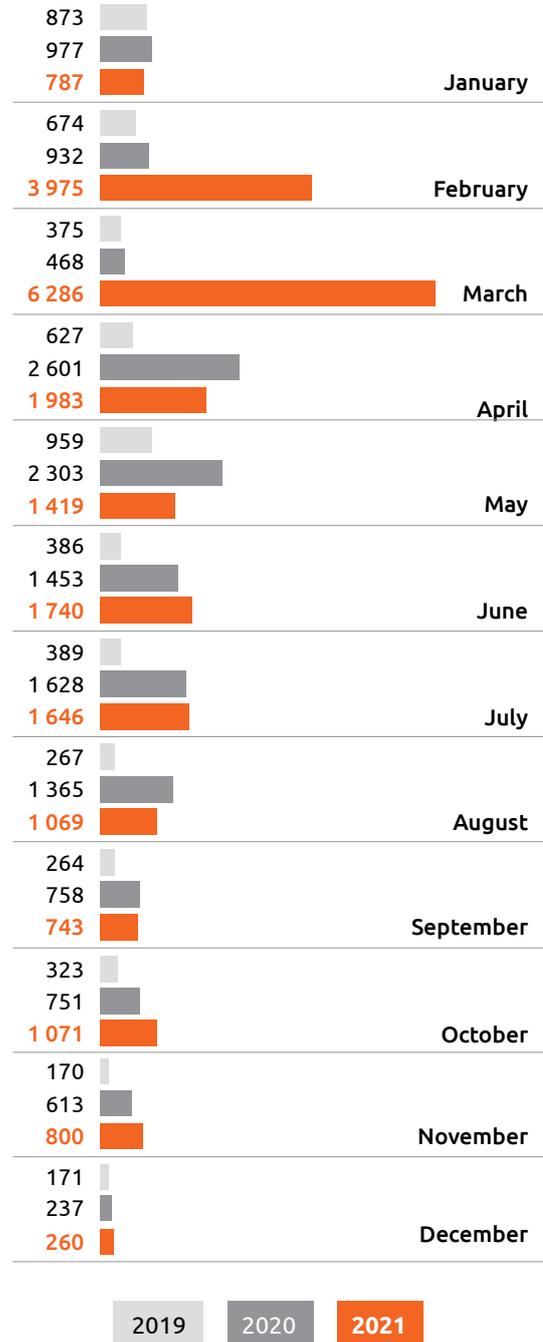
Ticket volumes for the later part of the year (excluding the assessment periods, and in sharp contrast to February and March figures) were not much higher than the same months in 2020. However, this is still much higher than the pre-Covid-19 levels for the same period in 2019.

In conclusion, when looking back at the previous two years of data, and comparing this to pre-COVID-19 levels, it would appear that higher query volumes may persist for the foreseeable future at times where students must study online, and be away from campus.

As such, the Helpdesk must continue to adapt its provision of support to service this increased demand for as long as our clients require such support.



COMPARISON OF TICKET QUERIES SERVICED PER MONTH: 2019 - 2021



CENTRE FOR PSYCHOLOGICAL SERVICES AND CAREER DEVELOPMENT (PSYCAD)



PsyCaD offers a broad spectrum of psychological and educational services to UJ students and staff, as well as the wider community. PsyCaD's services aim to enhance the psychological fitness of clients to manage personal life challenges, increase productivity, and to optimise their performance. This includes dealing with trauma and stress.

PsyCaD is accredited by the Health Professions Council of South Africa (HPCSA) as a site for the training of intern psychologists and student psychometrists. PsyCaD's professional staff are counselling, clinical and/or educational psychologists, and psychometrists registered with the HPCSA.

PsyCaD is committed to aligning its functions and operations to that of ADS and UJ. Given the fact that it is a professional support service unit, the alignment is not possible for all UJ strategic objectives. The strategic objectives of UJ that may be relevant for PsyCaD as well as the alignment of PsyCaD strategic objectives with those of UJ are summarised below:

- Assist students, Departments and Faculties to achieve excellent student success rates, improved retention and increased graduate output;
- Achieve excellence and stature;
- Give support throughout the student life cycle;
- Provide a package of career and programme guidance to learners at school level;
- Develop dynamic brand and marketing strategies; and
- Promote a welcoming and caring environment, manifested in well-kept buildings and facilities.

PsyCaD Contributions towards the UJ Strategic Goals

PsyCaD specifically contributes to the meeting of UJ's Strategic Objective 2 (Excellence in Teaching and Learning) by:

- Devising strategies for early identification of students that may experience academic difficulties in collaboration with Faculties and Residences;
- Investigating diagnostic assessments for learning and studying difficulties;
- Designing self-help interventions;
- Assisting students with barriers to learning (e.g. learning disorders, ADHD, psychological/psychiatric problems) by designing online intervention programmes;
- Offering therapeutic interventions assisting students with psycho-emotional barriers to academic performance;
- Contributing to the FYE and the FYS programmes that prepare first-year students for the challenges of university and offering support for these students during their first year of study; and
- Modifying behaviour according to the (changing) situation.



Prof Alban Burke

DIRECTOR:
**PSYCHOLOGICAL SERVICES
AND CAREER DEVELOPMENT
(PSYCAD)**

PSYCAD ALSO CONTRIBUTES TOWARDS STRATEGIC OBJECTIVE 3 (INTERNATIONAL PROFILE FOR GLOBAL EXCELLENCE AND STATURE) BY:

- Providing cutting edge assessments and interventions;
- Designing and presenting workshops for mental health and other professionals;
- Presenting papers at national and international conferences;
- Publishing articles in peer reviewed journals;
- Actively seeking better ways of doing things and improving team performance;
- Being prepared to experiment and take calculated risks;
- Generating novel solutions, programs and interventions; and
- Commanding respect and credibility as professionals in our field.

UJ'S STRATEGIC OBJECTIVE 4 IS 'ENRICHING STUDENT-FRIENDLY LEARNING AND LIVING EXPERIENCE' AND PSYCAD CONTRIBUTES THROUGH:

- Interventions to assist students with adjustment to university;
- Therapy and counselling for students with emotional and relationship difficulties;
- Integrating new and old ideas to establish strategies for change;
- Seeking maximum results from available resources (people, time, money, materials);
- Translating complex concepts into practical action plans;
- Applying professional, scientific and technical expertise to enhance task performance;
- Maintaining wide networks with other experts and suppliers in the field;
- Maintaining and updating our professional, scientific and technical knowledge;
- A wide range of ideas in response to problems or opportunities;
- Streamlining service delivery and resources by allocation of resources across all sites.
- Career assessments and guidance for prospective students; and
- Academic advice for subject selection, academic advice for appropriate placement; advice for access to bursaries and loans, and referral to appropriate professionals.

IN ACHIEVING UJ'S STRATEGIC OBJECTIVE 5 (NATIONAL AND GLOBAL REPUTATION MANAGEMENT), PSYCAD:

- Participates in ADS and UJ committees;
- Meet HPCSA requirements regarding code of conduct, scope of practice and client management; and
- Arrange opportunities for benchmarking with other national and international universities.

FINALLY, PSYCAD ALSO CONTRIBUTES TO ACHIEVING UJ'S STRATEGIC OBJECTIVE 6 (FITNESS FOR GLOBAL EXCELLENCE AND STATURE) THROUGH:

- Cooperation with other teams, Divisions and Faculties;
- Incorporating feedback from others to improve PsyCaD's collective performance;
- Professional administrative functions;
- Maintaining a welcoming, organised reception area;
- Maintenance and improvement of Career Resource Centres; and
- Ensuring our operations are underpinned by principles of good governance.

Contributions were made to **UJ's Strategic Objective 3** (*International profile for Global Excellence and Stature*)

UJ's Strategic Objective 4 (*Enriching Student-Friendly Learning and Living Experience'*)

UJ's Strategic Objective 5 (*National and Global Reputation Management*)

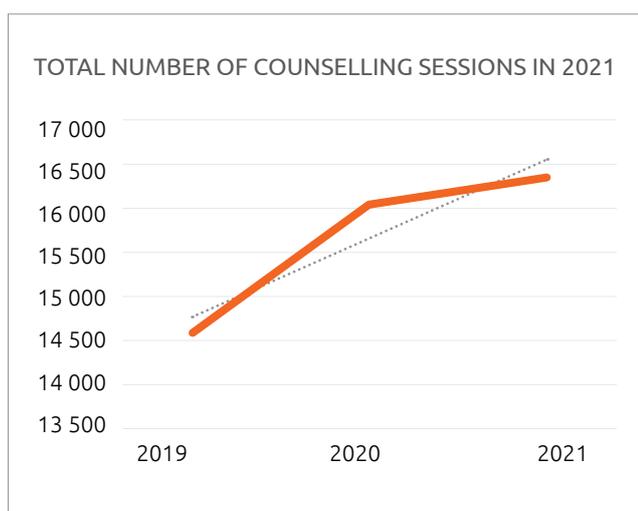
Strategic Objective 6 (*Fitness for Global Excellence and Stature*)

The following section will show the contributions of the various teams and units in PsyCaD towards the University's strategic goals.

Psychological Services

PsyCaD strives to have a psychologist on each site at all times during official working hours (07:30-16:00), Mondays to Fridays while the University is officially open. During the periods of lockdown, PsyCaD reverts to telephonic and online counselling. Landlines are diverted to the administrator and psychologists' cellphones during office hours, and students are also able to contact the 24-HR Crisis Line during and after office hours.

There has been a steady increase from 2019 to 2021 in the number of students who utilised PsyCaD's services (see Figure below).



During 2019, a total number of 14 606 students were seen for counselling sessions. The number increased significantly to 16 040 in 2020, with a further increase to 16 419 in 2021 (see Table below). Of these, 6157 (37%), were done remotely, i.e. either via platforms such as Skype, or telephonically.

The continuous upward trajectory in the number of counselling sessions (see Figure above) is in line with both national and international trends in student mental health, and will necessitate finding effective ways of managing student mental health.

NUMBER OF STUDENTS SEEN FOR COUNSELLING PER CAMPUS

CAMPUS	ADVISORY			THERAPY			TOTAL CONSULTATIONS		
	2019	2020	2021	2019	2020	2021	2019	2020	2021
APK	3834	1138	1911	4739	8695	7921	8573	9833	9832
DFC	1437	654	972	1080	1220	1298	2517	1874	2270
APB	711	527	411	1370	2380	2273	2081	2907	2684
SWC	669	311	442	766	1115	1191	1435	1426	1633
Total	6651	2630	3736	7955	13410	12683	14606	16040	16419

In May 2021, PsyCaD adopted the osTicket system. Students and staff can send emails to a central email address (psychservices@uj.ac.za) and these emails are diverted to the osTicket system which allows for most of the PsyCaD staff to respond to these emails.

In addition, the system allows for tracking the management of these requests. In this way, it is possible to track the progress and number of tickets managed by individual staff members. The system also alerts the users when tickets have not been dealt with. Since the introduction of the system, PsyCaD has responded to 643 tickets.

If one keeps the psychosocial developmental stage of our students in mind, it is not surprising that the main reason for seeking counselling is to deal with relationship problems and difficulties adjusting to university (see Table below).

These adjustment difficulties often result in anxiety and depression related disorders. Research on relationships shows that external stressors such as economic hardship, demanding jobs, and disasters such as COVID-19, can threaten the quality and stability of relationships. The effects of COVID-19 is quite evident in the reasons for counselling. In 2019, relationships was ranked tenth as the reason for seeking counselling, but it moved to the most important reason in 2020 and 2021. This also seems to be true for depression, which became a dominant reason for seeking counselling in 2021.

Anxiety, stress and depression, with accompanying adjustment disorders remain to be a problem for UJ students. Many students struggled to adjust to the demands of online learning and assessments, which go beyond the problems of poor connectivity. One cannot underestimate the impact of isolation on learning, as many students reported that they missed interacting with their lecturers, tutors and peers, due to limited opportunities to exchange ideas and getting help.

TOP 10 REASONS FOR COUNSELLING

RANKING	REASON FOR COUNSELLING		
	2019	2020	2021
1	Adjustment disorders	Relationship problems	Relationship problems
2	Post-traumatic stress disorder	Adjustment disorders	Moderate depressive episode
3	Generalised anxiety disorder	Mixed anxiety and depressive disorder	Adjustment disorders
4	Mixed anxiety and depressive disorder	Post-traumatic stress disorder	Post-traumatic stress disorder
5	Depressive episode	Generalised anxiety disorder	Generalised anxiety disorder
6	Mild depressive episode	Acute stress reaction	Mild depressive episode
7	Neurodevelopmental disorders and physical disabilities	Obsessive-compulsive disorder	Mixed anxiety and depressive disorder
8	Acute stress reaction	Neurodevelopmental disorders and physical disabilities	Acute stress reaction
9	Recurrent depressive disorder, current episode moderate	Social phobia	Dysthymia
10	Relationship problems	Moderate depressive episode	Social phobia

Collaboration with the Residences and Faculties continued to be a priority during 2021, with many therapy and workshop referrals stemming from the relationship with internal stakeholders. Pre-COVID-19, PsyCaD distributed posters to Faculties and Residences that guide students to our services.

During lockdown, awareness campaigns were run via social media such as Twitter, Instagram and Facebook. Group interventions such as Mental Health Mondays were run on these platforms.

The Faculty Liaison Process (FLP) is a specific PsyCaD strategic process, which forms part of the global PsyCaD processes, i.e. Therapeutic Services, Career Development, Training and Development, Workshops, Peer Helping (Peer Buddies), etc.

The FLP operations and functions primarily include:

- To establish effective communication (i.e. regular/periodic meetings) between PsyCaD and the College, Faculties and Departments.
- To make and assist in decisions about student re-admissions, exclusions and support.
- To orientate and inform Faculties and Departments about PsyCaD's current services and resources, and the development of new services and resources (i.e. online workshops).
- PsyCaD has its own specific strategies, which complements the University's core functions and operations. Contained in these strategies are more specific processes (e.g. FLP), which are geared to assist in achieving some of the University targets.
- As part of the FLP, faculty representatives for the seven Faculties and the College participated in the Faculty Appeals Committees in reviewing and assisting with students' appeal applications from F7s (exclusions). The Faculty Appeals Committee process highlighted challenges faced by Faculties in assisting and tracking the at-risk students. The challenges that were cited in 2020, continued to present in 2021. Faculties expressed a concern about identified students who continued to experience challenges, but failed to make use of the support services available at their disposal.
- The demand for psychometric evaluations and written feedback reports to Faculty regarding referred academically at-risk (F5) and academically excluded (F7) students has gradually diminished over the past few years. This has partly been attributed to changing management of these students and processes within Faculties and the College.

Although the primary focus of PsyCaD is to assist students in distress, we also offer a range of life enrichment workshops. These workshops were adapted to a digital format so that they may be accessed via the UJ Community on Blackboard and the PsyCaD app. Workshops were also presented using online platforms on request by various departments within UJ. Some of the workshops offered included adjustment to university, curbing procrastination, managing stress and anxiety, understanding depression, and conflict management strategies. The workshops were aimed at empowering students and staff with knowledge regarding various aspects of mental health.

In a South African study (Bantjes et al., 2019), it was found that 30.6% of students had thoughts of suicide in the past 12 months, 16.6% planned to commit suicide and 2.4% had attempted suicide.

These rates are markedly higher than those found in the country's general population and are also marginally higher than rates typically found among students in other parts of the world. There are no accurate statistics available on the number of students in South Africa who complete suicide.

The reported suicide rate of UJ students must be viewed against this background. It is difficult to ascertain the exact number of suicides as not all suicides are necessarily reported. It is also possible that some of the student deaths may be suicide related, but families do not always disclose the cause of death for a number of reasons.

As part of their internship, PsyCaD intern psychologists, under the guidance of a psychologist, manage the 24-Hour Crisis Line. The Training and Development Services team facilitates training in crisis management and suicide prevention early in the year to allow the interns to be well equipped to handle the 24-Hour Crisis Line or any other emerging crisis that presents itself. Weekly Crisis Line supervision is conducted, to continuously facilitate the process of learning as well as to ensure that an effective service is provided at all times

The purpose of the 24-Hour Crisis Line is to provide immediate psychological assistance to UJ students at any time of the day and night. The psychologist's main aim will be to provide crisis intervention and trauma debriefing with the intention of minimising the potential for psychological trauma and to therefore increase a sense of safety and stabilisation within the individual. Services offered through this line include telephonic counselling, referrals to applicable emergency services, as well as recommendations and referrals to various organisations and resources to assist with the presenting crisis or query. The 24-Hour Crisis Line is well established and well known in the UJ community and is marketed through posters and a sticker that is extensively circulated at various forums. Higher Health SA has also launched a helpline for South African students and the contact details for this helpline has been advertised widely in UJ. Other call centres that are available to the students include LifeLine, the South African Depression and Anxiety Group (SADAG) and Akeso, and these are also advertised to students on a number of platforms. This provides students with a wide range of support when they are in crisis or feel the need to speak to somebody.

For unknown reasons, one typically sees an increase in suicide rates during September. However, 2021 seems to be an anomaly with a number of suicides, among staff and students, early in the year.

Ideally one would like to be able to identify students who are at risk for suicide or to identify typical high risk periods, but this seems to be a challenging undertaking.

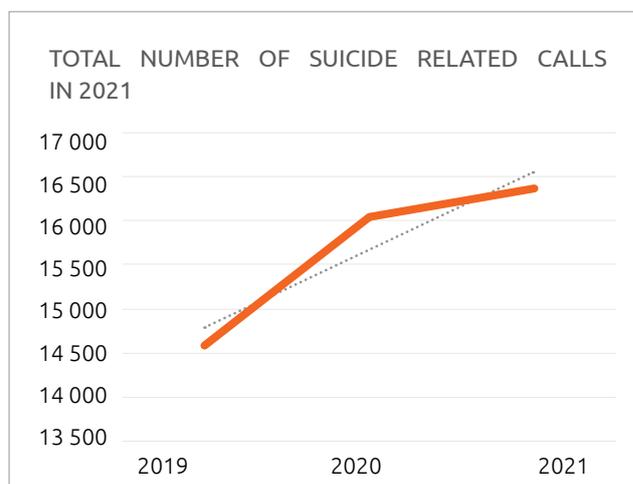
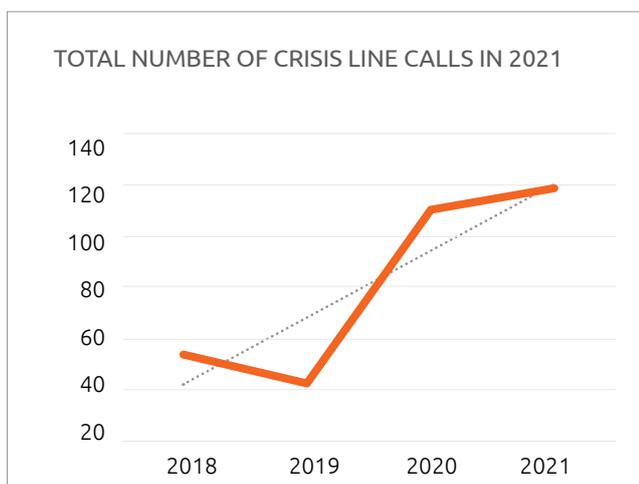
Although the World Health Organization states that there is a link between suicide and mental disorders (in particular, depression and alcohol use disorders) they also state that many suicides happen impulsively in moments of crisis with a breakdown in the ability to deal with life stresses, such as financial problems, relationship break-up or chronic pain and illness. It is therefore imperative for PsyCaD to continue creating awareness of help and support that is available to students who are in distress.

During 2021, PsyCaD's 24-HR Crisis Line managed 1160 telephone calls of which 118 (10.2%) were suicide related with 14 that resulted in hospitalisations. The highest number of calls were received in April (see Table below). This was also sooner in the year than was expected in the past.

The main reasons, sometimes in combination, for contemplating suicide include relationships, psychiatric reasons, gender-based violence, memories of childhood trauma and abuse, trauma, academic reasons, grief, guilt, medical reasons, adjustment issues, financial problems, parental abuse or spiritual reasons. Of these reasons, the dominant ones seem to be relationship difficulties, GBV and abuse. COVID-19 may have contributed to, or exacerbated, some of these reasons.

NUMBER OF CRISIS LINE CALLS FROM 2018 TO 2021

MONTH	2018		2019		2020		2021	
	No. of Calls	Suicide-related Calls						
Jan/Feb	40	5	64	8	70	3	44	6
March	43	5	56	4	74	0	81	6
April	43	8	66	2	47	4	171	16
May	57	7	70	5	114	12	144	11
June	18	3	45	5	123	12	149	22
July	31	3	58	3	78	13	63	7
Aug	46	8	49	5	112	18	168	13
Sep	39	4	48	1	107	19	144	12
Oct	78	8	50	5	128	18	136	20
Nov	49	3	57	5	84	11	60	5
Dec	0	0	0	0	4	0	10	0
TOTAL	317	54	563	43	941	110	1160	118



PsyCaD is quite active on social media to create continued awareness of student mental health. During 2021, the number of users on our social media platforms was 7006 on Facebook and 2713 on Twitter. In addition, 15 live, online, discussions were held on various topics relating to mental health. These discussions were facilitated by a psychologist and allowed students to engage on a live platform about various topics affecting students during the national lockdown. The topics discussed include time management, managing boundaries, keeping sane and safe during Covid-19, and how to cope with online learning. PsyCaD also ran a Mental Health Mondays series on Instagram during which a number of mental health topics were discussed

Although PsyCaD primarily provides services to students, there are some initiatives that focus on staff. On the request of the DVC: Academic, PsyCaD facilitated a couple of support sessions for staff on the New Generation of Academics Programme (nGAP). The aim of these sessions was to create a safe space for these staff members to share their challenges and ways of coping.

Student mental health and suicides remain a matter of concern for UJ. In order to equip frontline staff members to manage crisis situations, PsyCaD, in collaboration with Human Resources, organised training for Student Affairs and Protection Services staff in Critical Incident Stress Management. The aim of the training was to equip staff members with basic counselling skills as well as skills to deal with a crisis up to a point where they can hand the situation over to a mental health professional.

In addition to counselling, PsyCaD offers a wide range of psychological assessments to the students of the University of Johannesburg, the broader community, schools, and organisations. During 2021, we were able to do 690 assessments despite the restrictions that Covid-19 imposed on our service. This is a significant increase from the number of assessments that were done in previous years.

Disability Services

SUPPORT MODEL FOR PEOPLE WITH DISABILITIES



Disability Services fosters an inclusive and equitable learning environment that seeks to provide students with the support they need to be independent learners. They provide a range of supports to students with a wide range of disabilities, including learning disorders and mental health difficulties. Services include early orientation/welcome programmes, needs assessment, exam accommodations (e.g. a smaller exam venue/extra time), classroom accommodations (e.g. provision of lecture slides), assistive technologies (e.g. use of a recording device), and liaison with Faculty.

A total of 248 students declared their disabilities when they registered at the beginning of 2021 (see Table below). These were self-reported disabilities that had not been confirmed. The figures may also not be an accurate reflection of the number of students with disabilities at UJ, as many students do not disclose their disabilities when they apply or register. Some students also report some impairments, such as being nearsighted, as a disability.

NUMBER OF UJ STUDENTS WITH REPORTED DISABILITIES IN 2021

DISORDER	NO
Visual impairment	87
ADHD	34
Hearing impairment	34
Epilepsy	21
Reading disorder (Dyslexia)	18
Psychiatric / Psychological	12
Cerebral Palsy	10
Mobility impairment	8
Blind	6
Paraplegic	5
Writing disorder	5
Deaf	3
Quadriplegic	3
Mathematics disorder (Dyscalculia)	2
TOTAL	248

FACILITATION OF REASONABLE ACCOMMODATION

The Disability Unit provides a range of services to our students to support their academic performance. In order to standardise applications for accommodations and concessions, all applications are reviewed by the UJ Concessions Committee. This committee considers and provides fair assessment for students with disabilities, underpinned by reasonable accommodation and inclusive education practices. The committee members discuss and provide suggestions for support and/or approve concessions based on medical/psychological documentation provided by a student with a disability. The committee meets monthly, whereupon the decisions of the committee are communicated to the student.

In the case of Learning Disorders, specialised psycho-educational assessments – aimed at identifying learning or occupational barriers that might hamper academic performance – are required for the application process.

Some of our students do not have the financial resources for these psychological assessments, in which case the Psychological Assessment Team does these assessments pro bono. During 2021, this team did ten individual concession assessments. Due to the restrictions that COVID-19 has placed on our daily functioning, no face-to-face assessments could be done.

The number of new concession applications (see Table below) has decreased gradually from 56 in 2018 to 49 in 2021. The decrease in applications from 2019 to 2021 is most likely due to the fact that students were not on campus, therefore did not require assistance with wheelchairs, braille, etc. The move to online assessments also meant that students did not require writing in separate venues.

NUMBERS OF NEW CONCESSION APPLICATIONS FROM 2018 TO 2021

DISABILITY	NUMBER OF NEW CONCESSIONS			
	2018	2019	2020	2021
Learning	17	21	9	7
ADHD	8	16	7	12
Visual Impairments	11	5	7	12
Blind	3	2	3	1
Physical Disability	9	16	14	6
Psychiatric	6	5	10	7
Neurological	2	3	4	3
Hearing Impairments	0	1	0	1
TOTAL	56	69	54	49

During COVID-19, concession recommendations have become complex, especially regarding the allocation of extra time for assessments. When students write assessments on campus, it is relatively easy to recommend and manage extra time, however, with online assessments this creates some problems. The format of assessments has changed quite significantly, which poses the question as to whether students need extra time for the assessments, and if so, for which type of assessments. When reviewing concession applications, the UJ Concessions Committee makes two recommendations, i.e. those for on-campus assessments and those for online assessments. Generally, extra time is only recommended for timed assessments. Some students have raised concerns that the lecturers do not always make provisions for extra time on these assessments. In this regard the DU has been in contact with lecturers to find solutions to the problems.

The DU also enabled students to apply for concessions online through the redesigned PsyCaD website, given the fact that they were not on campus. This platform allows for pre-screening as well as an option to download supporting medical documents. These applications are sent to the members of the UJ Concessions Committee and discussed by means of virtual meetings.

When concessions are granted for students for test and exam purposes, they generally write in dedicated DU spaces where the DU also manages and coordinates these sessions. Due to Covid-19, students had limited need for this service as the majority of assessments were done online. In those cases, where students did write tests and exams on campus, these facilities were available and strict Covid-19 protocols were followed.

In the case of on-campus assessments, students are now also able to book venues and sessions online. A QR code was created for students so that they have easy access to the site for this purpose.

During the lockdown periods people with disabilities did not require as much support as when we are on campus. Since most of the students have their own devices with assistive software, the need for individual training has declined. The need for editing tests and study material as well as the need for Braille and scribing also declined significantly with the introduction of online learning and assessments (see Table below).

As far as transport is concerned, UJ has four adapted vehicles for people with disabilities. These vehicles are used mainly for intercampus transport and for transporting UJ Sport students with disabilities. Due to the lockdown the need for intercampus transport declined in 2020, but increased significantly in 2021.

Bookings for any of these support services can now be made online.

COMPARISON OF TYPES OF SUPPORT FOR STUDENTS WITH DISABILITIES FOR THE PERIOD 2018 TO 2021

SERVICE	DETAIL	2018	2019	2020	2021
Training Sessions	Number of students	24	2	4	26
Editing	Requests	501	198	208	117
	Pages edited	4602	5327	2532	1247
	Total hours	140	190	142	99
Braille Services	Pages brailled	1204	748	133	225
Sign Language	Hours	120	120	0	0
Transport	Students (number of trips)	206	350	60	654
Test and Exam Invigilation	Sessions	164	240	38	63
	Papers	618	939	77	167
Scribing	Hours	42	78	3	3

CAREER GUIDANCE AND THE PREPARATION FOR THE WORLD OF WORK

Students with disabilities require specific orientation to the university setting, and based on their disability needs, this orientation must be adapted to cover the full spectrum of support. Career counselling forms part of the holistic support for students with disabilities. This allows prospective students to make informed choices with respect to their interests, and considering their physical abilities. Assistance with applications to the institution and for financial aid is also provided. Key stakeholders in Residences, Operations and Faculties are approached to ensure access and full participation for the students' needs. When requiring assistance in one of the aforementioned areas, students report to any of the DU's sites to access support from one of the team members. This is facilitated through appointment-based consultative sessions or walk-in enquiries.

The focus of support is on preparing students with disabilities for the world of work and there has been a growing trend of companies contacting the DU to recruit people with disabilities. To provide both students and prospective employers to interact, the idea was to have separate career fairs and industry talks for students with disabilities. Previously, this was done on campus, allowing the students to interact with representatives from companies in person. However, once again due to Covid-19 restrictions, a series of online company talks and webinars had been organised and will continue during 2022.

In addition to company talks, the DU sends regular emails to the students with disabilities, alerting them to funding or job opportunities (see Table below). Many companies approach the DU directly to recruit people with disabilities, or have funding available for students with disabilities. The DU is in regular contact with the students to alert them of these opportunities.

Students are either contacted directly or general notices of events or opportunities are emailed to students. These events are also marketed via social media pages such as Facebook.

CAREER AND FUNDING OPPORTUNITIES

COMPANY	FOCUS
FNB	Graduate Program
Sasol	Scholarship
Adams & Adams	CA 2022 Articles
Fasset	Learners with disabilities: funded training opportunity in the tax field
Future Skills	DU placements
Creative Space Media	Massmart Graduate Recruitment
Ford Motor Company	FORD Young Professionals Development Program – Unemployed Candidates living with a Disability
Cortez Disability Connect	Cortez Disability Connect Advertisement
Feenix	Financing of studies for students with disabilities (R12m available)
Sandown Motor Holdings	Bursary
Legal Aid Recruitment Programme	<ul style="list-style-type: none"> • Human Resources • Finance • Information Systems • Communications • Operations • Internal Audit
Student Village	Vodacom Bursary Programme
Harambee	National Treasury Demand for PWD Graduates

PLACEMENT AND EVALUATION

Prospective UJ students with disabilities are given the opportunity to contact the DU to assist them with their applications to UJ. During these consultations an assessment is done as to the type of support they may require, to advise them regarding their chosen career path and to assist them with their applications.

The DU receives daily updates from Central Academic Administration regarding new applications and registrations. The DU uses this information to contact these students to ascertain what support they require, and also to ensure that the required supportive devices are available in the DU spaces on the different campuses. The information is also communicated to Operations in cases where there may be access problems for students with certain disabilities.

PSYCHOSOCIAL SUPPORT

The DU organises an orientation session for all students with disabilities at the beginning of an academic year. The purpose of this session is to afford students the opportunity to meet the DU team and share important information regarding services, procedures, etc. with these students. These orientation sessions provide an ideal platform for the DU to form personal relationships with the students.

The students with disabilities receive psychosocial support, not only from the DU, but the broader PsyCaD as well. The number of individual consultations are reflected in the Table below. The increase in consultations from 2018 to 2021 can be explained to a large extent by the adjustment to the operations of the DU due to the lockdown.

The DU had constant contact with the students during 2021, either by means of face-to-face or telephonic consultations. Many students required constant support throughout the lockdown. Due to continued Covid-19 restrictions and online teaching and learning, students with disabilities required, and were provided with, individual support.

NUMBER OF INDIVIDUAL DISABILITY-RELATED CONSULTATIONS

CAMPUSES	2018	2019	2020	2021
APK	281	596	1023	1005
SWC	37	24	7	3
APB	2	15	23	18
DFC	5	16	18	3
TOTAL	325	651	1071	1029

During the consultations with the students with disabilities, the following recurring challenges were identified:

- As with many other UJ students, the students with disabilities struggled with data and connectivity. The DU worked very closely with the Centre for Academic Technologies (CAT) on these matters and collaborated to assist the students as far as possible.
- Many students live in areas with poor service delivery and often have problems with electricity.
- Online teaching and learning require students to have functioning devices and many students reported that they do not have the necessary devices. Again, the DU worked very closely with CAT to ensure that students have devices, and, in some instances, devices were couriered to them.
- Many of the students with disabilities, as is the case with many of the UJ students, have a lack of food and basic life amenities.
- The DU computers have the necessary assistive software downloaded already, and students had access to these computers prior to lockdown. The challenge was that, due to lockdown, students did not have access to these computers. The DU thus assisted students remotely with downloading Freeware onto their devices and also some training regarding the software to assist them.
- One of the biggest challenges for the students was to get hold of UJ academic and finance staff. The two areas that they particularly struggled with was to make contact with Student Finance and the NSFAS offices.

TECHNOLOGICAL SUPPORT

Over and above the 44 desktop and 15 laptop computers that are available to students with disabilities, the DU also has a wide range of other assistive devices and assistive software. There are dedicated DU spaces in both the PsyCaD offices and libraries on all the campuses, where students have access to these assistive devices. Some devices are provided to students on a loan basis.

ADVOCACY AND AWARENESS

Although a significant portion of time is spent on operational functions and support for students, the DU is quite active regarding advocacy and creating awareness of disabilities. To this end the DU created a Disability Etiquette poster that provides information on how to assist people with specific disabilities.

In addition, several tip sheets were created for specific disabilities to provide lecturers information on how best to support students in their classes.

In 2021, these initiatives continued online and the DU team organised a series of online talks and events as well as a symposium (see Table below).

ONLINE TALKS AND EVENTS

TOPIC	COMPANY	SPEAKER
Hearing Disability Talk	Phonak	Yavini Moodley, Audiologist
Psychosocial Disability Awareness Talk	South African Federation for Mental Health	<ul style="list-style-type: none"> • Leon de Beer, Deputy Director • Sean van Noordwyk, Actor and Mr World SA
Jump Over the Hurdles		<ul style="list-style-type: none"> • Sithadweyinkosi Sivela, UJ student • Haven Shepherd, American Professional Swimmer (Amputee)
Visual Disability Talk	Guide Dogs	Guide Dogs Director
Disability Symposium	UJ DU	<ul style="list-style-type: none"> • Prof Leslie Swartz, Lecturer in Psychology, Stellenbosch University • Prof Brendon Barnes, Vice-Dean of the Faculty of Humanities and Lecturer in Psychology, University of Johannesburg • Mr Thubulihle Mpisi, Lawyer, Human Rights advocate, Legal and Compliance Specialist in private capacity • Dr Michelle Botha, Disability specialist in private capacity • Dr Anlia Pretorius, Head of Wits Disability Rights Unit, Wits University • Mr Leon De Beer, Deputy Director of the SA Federation for Mental Health • Mr Eric Mhlanga, Assistive Technologist, University of Johannesburg • Dr Heidi Lourens, Lecturer in Psychology, University of Johannesburg

In 2019, the DU launched a DU ambassador program where students and staff were invited to become disability ambassadors. The ambassadors received pink berets to create visible awareness of people with disabilities. These ambassadors not only champion disability rights, but also initiate and run disability rights.

During lockdown, the ambassadors have been quite active on social media, such as Facebook, TikTok, WhatsApp, etc. running online awareness campaigns (see Table below).

ONLINE AWARENESS CAMPAIGNS

DATE	TOPIC
26 Aug 2021	Disability Awareness day
27 - 31 August 2021	Cerebral Palsy Awareness Week
3 - 9 September 2021	International Week of Deaf People
4 Sep 2021	World Cerebral Palsy day
4 Sep 2021	Casual Day
23 Sep 2021	International Day of Sign Languages

The DU also compiles an annual newsletter. In the past, copies of these were printed and distributed widely in UJ, but in 2021 six mini newsletters were produced – in an electronic and hard copy format with a QR code. To get a wider input into the letter, the DU has launched a campaign to attract content writers from the broader UJ community.

Career Services

The mission of Career Services is to promote the career development and related life planning skills of UJ students and prospective students, and to facilitate graduate recruitment opportunities and contact with potential employers, for our clients to actualise their career development goals. Services are offered that support both internal and external clients throughout their career life cycle. Career Services has four main domains, i.e. Career Assessment and Guidance, Work Readiness, Graduate Recruitment and Employer Relations.

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

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

The results from a number of surveys, conducted by both internal (Student Employability Survey) and external bodies (Universum Talent Research Survey and The South African Graduate Employers Survey) are used to constantly improve our services.

There are a number of areas in which the Career Services unit may consider extended involvement, in order to optimise the preparedness of UJ graduates for the employment market upon graduation.

CAREER ASSESSMENTS AND GUIDANCE

The Career Services unit provides students with one-on-one career guidance, consultation and counselling sessions in order to assist them with their career development needs. Students can either make an appointment to consult with a professional with regard to their career development concerns/difficulties or can be referred through Career Advisory. Career guidance and consultation sessions address the following: career guidance, subject choice selection, career planning, constructing CV and cover letters, developing interview skills, job search strategies, and networking skills, among others.

The career guidance and consultation process involves the provision of effective and efficient career guidance and consultation services to all PsyCaD clients. To ensure this, the following responsibilities needed to be attended to: the implementation and coordination of the career guidance and consultation services, communication between the relevant service providers to ensure a smooth and transparent process, and the gathering and capturing of the relevant data to inform best practice and to enhance service delivery. According to the statistics, a majority of sessions focused on assisting students with how to construct a CV and cover letter.

There has been a steady decline in the uptake for Career Counselling from 616 in 2019 to 289 in 2021 (see Table on the following page).

This decline can be attributed to some extent to the impact of COVID-19 and the fact that many of the students have not been on campus, and therefore did not visit the Career Resource Centres. Despite Career Counselling being offered telephonically and online, there did not seem to be great interest by the students.

NUMBER OF CAREER ASSESSMENTS AND CAREER COUNSELLING

CAMPUS	CAREER ASSESSMENT			CAREER COUNSELLING			TOTAL		
	2019	2020	2021	2019	2020	2021	2019	2020	2021
APK	623	371	1071	516	237	174	1139	608	1245
DFC	13	3	20	34	58	7	47	61	27
APB	21	6	58	18	29	27	39	35	85
SWC	8	0	1	48	227	81	56	227	82
TOTAL	665	380	1150	616	551	289	1281	931	1439

On a more positive note, there seems to have been a resurgence in the interest for Career Assessments with an increase from 380 assessments in 2020 to 1150 in 2021. One of the biggest impacts that COVID-19 had on career-related activities was career assessments.

Assessments are typically done face-to-face where pencil and paper tests are used. The decline in the number of assessments from 665 in 2019 to 380 in 2020 was largely because these assessments could not be done face-to-face. During the lockdown period in 2020, the Assessment

Team investigated possibilities to do these assessments online and managed to do 137 online assessments during that period. One of the major challenges of online assessments is connectivity. Career Assessments typically take three hours to complete and requires both stable connectivity and sufficient data.

One of the possible explanations for the increase in assessments during 2021 is that advances in technology, and refinement of processes, enabled us to do these assessments on virtual platforms.

WORK READINESS

PREPARATION FOR THE WORLD OF WORK WORKSHOPS

WORKSHOP	NO OF STUDENTS
Business etiquette	238
Cover letter and CV writing	211
CV writing	285
Effective team and conflict management	93
Highly effective leadership	93
Interview skills	430
Job search strategies	231
Personal branding (Reputation management)	82
Preparing for the world of work	182
Presentation skills	82
Public speaking and presentation skills	100
Telephone etiquette	103
TOTAL	2 130

In 2021, Career Services hosted their second Virtual skills of the future online workshop and launched the Work Readiness Self-help Guide for students to prepare them for the ever-evolving world of work remotely.

Career Services expanded their career-related scope, focusing on practice management and entrepreneurship, hosting one session per quarter. The broad aim of this initiative was to market practice management, private practice and entrepreneurship as a career option for students.

The Career Services team presented a wide range of topics on preparation for the world of work as requested by Faculties and Departments. These workshops were conducted on Blackboard Collaborate (see Table on the previous page).



GRADUATE RECRUITMENT

The Recruitment Programme offers services to both students and recruiters of graduates.

The programme addresses the needs of students searching for work-integrated learning opportunities and internships, temporary positions while studying (to augment income and finance studies), and jobs for students (degree and diploma) upon graduation. The programme also facilitates and enables recruitment opportunities and networking between UJ students/graduates and employers seeking to recruit recent graduates from the University of Johannesburg. To this extent, visible recruitment activities in the form of virtual talks, events and career fairs, and job searching workshops were offered in 2021.

In addition, the Career Services unit offers an online job portal, SMS and mass email services, social media postings, as well as a comprehensive website to inform students and recruiters about our services.

Since the beginning of 2021, Career Services had exposed UJ students to a number of prospective employers.

This was as a result of the Career Services Reimagine Your Career programme which focused on Virtual Career Fairs, Instagram Lounge Chats with Career Consultants, Instagram Virtual coffee sessions with Industry Leaders, In-Conversations with Graduates, and the Ignite Entrepreneurship and Practice Management Speaker Series. These online programmes enabled greater engagements and networking between students and employers.

A number of the psychologists in PsyCaD facilitated **Virtual Coffee Chats** – the UJ Career Services Instagram page where topics around career development are addressed. A total of 22 events were facilitated in 2021, reaching 6304 students.

VIRTUAL COFFEE CHATS FACILITATED IN 2021

SERIES	NO OF SESSIONS	NO OF VIEWS
Tutors	1	284
Entrepreneurship and Community Development	1	243
Work Readiness Programme: 2021	7	3896
#BuildYourSkillSet Volunteering Series	13	1881
TOTAL	22	6304

In addition to topics on career development, the 2021 Virtual Coffee Chats also introduced UJ students to various UJ departments and centers and the services they offer during the **UJ, Get to Know ... sessions**

(see Table below).

UJ, GET TO KNOW ... SERIES IN 2021

FACULTY / DEPARTMENT / UNIT	NO OF VIEWS
UJ Career Services Unit	262
UJ Faculty of Law	262
UJ Faculty of Humanities	425
UJ College of Business and Economics (CBE)	356
UJ Academic Development Centre (ADC)	193
UJ Centre for Psychological Services and Career Development (PsyCaD)	138
UJ Alumni Office	83
UJ Student Enrolment Centre	70
UJ Postgraduate School	93
UJ Student Representative Council (SRC)	143
TOTAL	2025

A number of **online industry talks** were facilitated, either by means of webinars or Instalive talks (see Table below).

ONLINE INDUSTRY TALKS IN 2021

COMPANY	ACTIVITY
Nedbank and SMHS University	Tips and tools to kick-start your career: Graphic design and health science
Standard Bank	The banking industry and offerings
L'Oréal	Trainee programme presentation
Expeditors	Careers in the industry: Supply chain, transport, logistics
Legal Aid South Africa	Law career industry talk
Lee-John Maans	A day in the life of Lee-John Maans (Career industry talk)
PWC and SAICA	Preparing for the world of work in Finance
SAIPA	Accounting and Finance career talk: industry career paths
Standard Bank	Career opportunities at Standard Bank presentation
African Rainbow Minerals	Graduate Development Programme presentation
National Treasury	2022 Internship opportunities presentation
Standard Bank career development series	Career development and guidance
LinkedIn	Career development and virtual employment opportunities
SANSA	Careers in solar physics and science
Royal HaskoningDHV	Bursary programme and career opportunities presentation
Standard Bank	Young professional: Funding and financial management
Entrepreneurship	Entrepreneurship webinar and partnership engagement for continuous development programme

In 2021, Career Services continued with their one-stop student solution, UJCareerWiz, which was launched in 2020 to provide students with an online careers portal to support their employment needs.

The aim is to promote engagement between students, academic staff, employers, and campus partners, creating concrete strategies for all stakeholders. This platform allows for greater engagement, tracking year-on-year improvements and correlation to student job opportunities.

This UJ-specific platform also supports the career needs of students doing work-integrated learning. Since the launch of UJCareerWiz, the portal registrations currently reside at 17 610 students, which is slightly higher than the 15 202 students who utilised the portal in 2020.

Internal liaisons are well established with collaborative cooperation between the Coordinator of the recruitment programme, and the Marketing Coordinators of all Faculties and the College at UJ. Other internal role players include student organisations and UJFM.

Externally, Career Services maintains relationships and professional affiliations with all participating companies of the Recruitment Programme and Job Portal, Universum Communications and the South African Graduate Recruiters Association (SAGRA). The University of Johannesburg, represented by the Career Services unit, also enjoys membership of the South African Graduates Developers Association (SAGDA).

As a result of the lockdowns in 2020, Career Services had to find new and innovative ways to host career fairs for the UJ students. On-campus career fairs were not possible and these career fairs were hosted on online platforms. The virtual career fairs seemed to have been relatively successful in 2020, reaching 115 companies and approximately 8000 UJ students. Based on this success and continuous lockdowns during 2021, Career Services continued with virtual career fairs, either on their own or in collaboration with South African Graduate Employers Association (SAGEA). It would seem as if both the companies and the students are adjusting to this new form of career fairs as the number of companies increased to 154, and student numbers increased to approximately 9000 (see Table on the following page).

SUMMARY OF 2021 VIRTUAL CAREER FAIRS

MONTH	HOST	FOCUS	NUMBER OF COMPANIES	NUMBER OF STUDENTS
May	SAGEA	<ul style="list-style-type: none"> • Accounting • Finance • Engineering • Science • General 	95	2689
May	PsyCaD Career Services	Law	11	917
May	PsyCaD Career Services	Commerce	14	1835
July	SAGEA	<ul style="list-style-type: none"> • Accounting • Finance • Engineering • Science • General 	95	1571
August	PsyCaD Career Services	General	27	1891
September	PsyCaD Career Services	Government	7	384
TOTAL			154	9287

As with the career fairs, Career Services moved their Government Department Career Expo from on-campus to a virtual platform in 2020. This move seems to have been more successful in 2020 than it was in 2021.

During 2020 the virtual expo attracted 14 government departments and reached 1400 students online, while in 2021 it only attracted 7 departments and 485 students.

The fact that the South African Government is the single largest employer in the country (over 1.3 million employees) implies that there are many job opportunities for UJ students in this sector. Furthermore, students need to consider seeking job opportunities in Government Departments as there are multiple opportunities for a wide range of professions (e.g. Law, Health Sciences, Education, Engineers, Auditors, etc.) and highly skilled jobs. We realise that we have to sensitise our students more to these opportunities and attract more government departments to this expo in future.

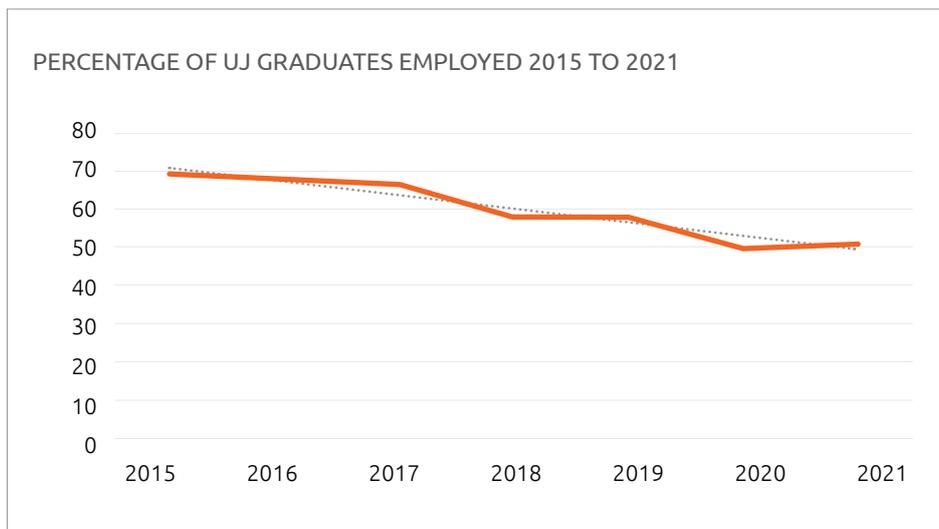
Although the COVID-19 pandemic may have affected unemployment due to the international economic impact, the statistics do not seem to have had a significant impact, as the decline in employment follows a downwards trajectory since 2015. The downward trajectory is likely due to the fact that the labour market is unable to absorb the number of graduates seeking jobs in the open labour market. The Department of Labour reported that during 2021, the unemployment rate (34.4%) increased by 1.8 percentage points from the 1st to the 2nd quarter and that the absorption rate (37.7%) declined by 0.3 of a percentage. The sectors that showed the biggest decline in employment include finance, community and social services, and manufacturing.

Due to this, Career Services started equipping UJ students with entrepreneurial skills as an additional option to seeking jobs for students. The motivation for this was to encourage students to create their own companies, or in the case of professionals, to set up their own practices.

EMPLOYMENT STATUS OF UJ GRADUATES FROM 2015 TO 2021

YEAR	EMPLOYMENT STATUS			
	% EMPLOYED	% UNEMPLOYED	% STUDYING	% OTHER
2015	69.6	17.3	12.6	0.5
2016	67.7	18.2	14.7	0.0
2017	66.7	18.5	14.8	0.0
2018	58.2	21.4	20.4	0.0
2019	58.3	26.2	15.0	0.5
2020	50.1	29.6	17.6	2.7
2021	50.8	32.1	14.3	2.8

There has been a 19% decline in the percentage of UJ graduates who have been employed from 2015 to 2021 (see Figure below).



Universum is the most recognised Employer Branding specialist in the world and during 2021 the UJ Career Services team received a certificate of recognition from them to acknowledge the support that is provided for UJ students.

UJ Career Services is also actively involved in the DHL GradStar programme. This programme entails a rigorous four-phase judging process of students, culminating in a day of workshops hosted by potential employers (sponsors). Following the judging process, the 100 top students from all South African Universities are identified and they are connected with a successful business mentor, recognised through the Rising Star Programme, to further prepare them for the workplace. During 2021, eight UJ students were ranked in the top 100 students, with one student ranked at number 5.

EMPLOYER ENGAGEMENT AND RELATIONS

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

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

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

Many companies were keen to collaborate with the Career Services unit on professional development prior to a student reaching out to employers so that they have the capability to interact with employers in a mature, professional, and ultimately productive manner.

Support departments, such as UJ Alumni, became a key factor in employer engagements.

Alumni in industry can harness relationships within business due to their invested interest in UJ. This can further assist Career Services to open positions, create internship programmes, mentorship engagement and further promote career development programmes through workplace forums. Employers are moving towards becoming a resource that develops talent as opposed to only recruiting and placing students. This is possible through greater involvement of employers in providing industry talks and professional development workshops for students. Employers see this as a branding exercise, which makes it easier for students to engage with their brand frequently, if not daily.

They also felt the need to build stronger relationships with Faculties, in order to ensure they convey the changing needs of future recruits, thus ensuring graduates remain relevant to the global market needs and skills.

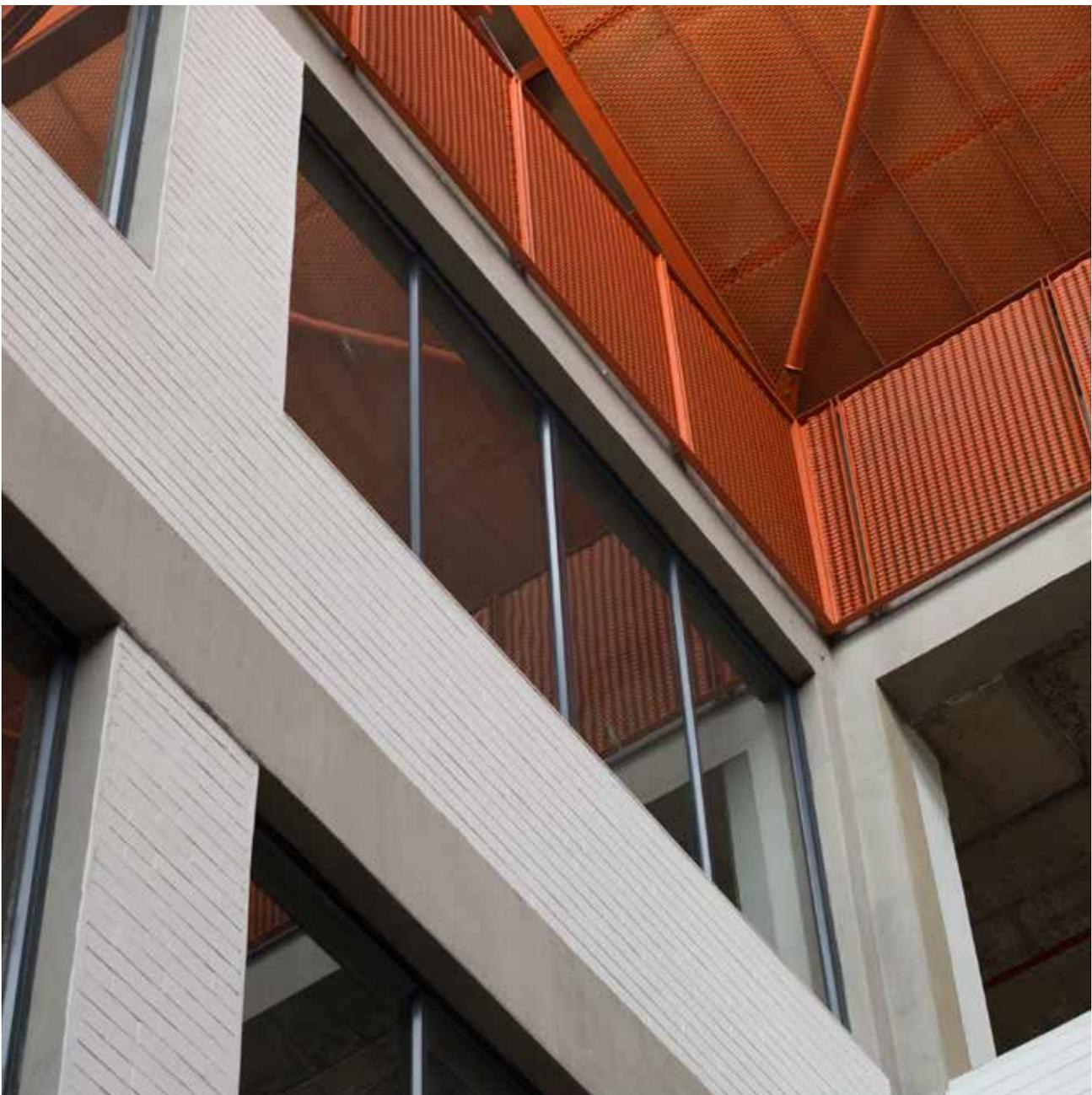
Graduate programmes, experiential learning, job-shadowing and internships are important to ensure the vast majority of students find job placements. These opportunities are becoming critical factors in promoting professional development and engagement with employers. The most common on-campus employer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

Academic Development and Support Special Projects and Research

The ADS Special Projects and Research all contribute to the reaching of the strategic goals of the University.

Information about these can be found in the Annexures at the end of the Annual Report:

- Annexure 1: DHET University Capacity Development Grant
- Annexure 2: UJenius
- Annexure 3: Online Programmes Portfolio
- Annexure 4: Institute for the Future of Knowledge
- Annexure 5: A DS Publications 2021



EMPLOYEE PROFILE – ACADEMIC DEVELOPMENT AND SUPPORT



ACADEMIC DEVELOPMENT CENTRE (ADC) EMPLOYEE PROFILE

ADC has endeavoured to effectively support UJ's transformation goals in terms of employment equity. By the end of 2021 the employment equity was at 66.7%.

ADC EMPLOYEE EQUITY PROFILE

	African	Coloured	Indian	White	Foreign Nat.	Disabilities	Male	Female	TOTAL
P5: Director			1	1			1	1	2
P6: Heads			1	2	1		2	2	4
P7: Senior Coordinators	5	3	1	1	3		6	7	13
P8: Coordinators	8	1	3	4	2		5	13	18
P10: Administrative Assistant III	1			1				2	2
P11: • Departmental Secretary • Administrative Assistant III	3			1			1	3	4
P12: Administrative Assistant II	4	1						5	5
SUBTOTAL	21	5	6	10	6		15	33	48
TOTAL	48						48		

Appointments and Resignations

During 2021, there were no resignations in ADC. However, 2021 represented the most difficult year in the history of the centre with three staff members passing away.

Ms Belinda Olivier, Mr Lwandile Noludwe and Ms Liana Meadon all passed away during the year and this left ADC staff reeling but determined to do everything in their power to continue serving UJ's staff and students.

Ms Makwena Matjila and Ms Thumeka Nakani were both appointed in ADC: Access.

CENTRE FOR ACADEMIC TECHNOLOGIES (CAT) EMPLOYEE PROFILE



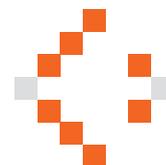
CAT EMPLOYEE EQUITY PROFILE DECEMBER 2021

	African	Coloured	Indian	White	Foreign Nat.	Disabilities	Male	Female	TOTAL
P4: Senior Director (Vacant)									0
P6: • Systems Administrator (Technical Solutions), • Project Manager, • Senior Instructional Designer • Manager III: Web and Mobile Application Development	1			5			3	3	6
P7: • Instructional Designer, • System Administrator	6	1					3	4	7
P8: • Senior Instructional Developer, • Quality Care Practitioner, • Client Supporter (LMS), • Client Supporter (Learning)	2			2			1	3	4
P9 – P10: • Executive Secretary, • Audio and Video Developer, • Multimedia Designer, • System Supporter	2			2			3	1	4
SUBTOTAL	11	1	0	9	0	0	10	11	21
TOTAL	21						21		

Appointments and Resignations

There were two resignations and no new recruitments in 2021. The two resignations were Ms L Khumalo (N2957) and Dr W Elston (N2224)

CENTRE FOR PSYCHOLOGICAL SERVICES AND CAREER DEVELOPMENT (PSYCAD) EMPLOYEE PROFILE



PSYCAD EQUITY PROFILE

	Permanent	Contract	African	Coloured	Indian	White	Male	Female	TOTAL
P5: Director	1					1	1		1
P7: Coordinator III • Psychologists, including the Team Leaders	18		9	2	6	1	6	12	18
P8: Coordinator II • Psychometrists, • Financial Officer, • Employer Relations	4		1		2	1		4	4
P9 – P10: Coordinator I • Graduate Recruitment Programme, • Office Administrators	3		2			1		3	3
P11 – P12: • Administrative Assistants, • Administrative Assistant: PwD, • Information Technology Assistant, Administrator to the Director	9		6	2		1	3	6	9
P13 – P15: Internal Assistant	1		1					1	1
TOTAL	36		19	4	8	5	10	26	36

Employee Profile

Given the fact that the core business of PsyCaD is delivering professional psychological services to the student population, the profile of the mental health professionals (Peromnes 8 and upwards) is important.

Compared to 2015, there has been an increase in the percentage of psychologists from designated groups, i.e. from 67% to 94%.

Within the designated group, the most significant increase has been in the percentage of African psychologists, i.e. from 11% in 2015 to 50% in 2021.

PsyCaD has endeavored to effectively support UJ's transformation goals in terms of employment equity. By the end of 2021 the overall employment equity in PsyCaD was at 86%.

The gender distribution is skewed towards female staff members (72%) which is in line with the gender distribution of the profession in South Africa. The majority of the sites have both male and female therapists, which is important as gender plays a significant role in the therapeutic process.

Appointments and Resignations

PsyCaD has a total of 36 permanent employees, and had an additional 13 seasonal temporary appointments, such as:

- Intern psychologists: As an accredited internship site, PsyCaD accommodates intern psychologists from different universities. These interns are required to do a 12-month internship in order to qualify to register with the HPCSA as a psychologist. The interns are appointed on a temporary basis for 12 months, and are paid a minimal salary. In 2021 there were nine intern psychologists.

- Case worker, Disability Services to assist students with disabilities: A temporary case worker is appointed for nine months of the year.
- Braille editor to assist students with visual impairments: Neither the student numbers, nor the workload, requires a full-time position and therefore the braille editor is appointed on an ad hoc basis.

During 2021, one psychologist resigned due the fact that he secured a more lucrative position.

Staff Qualifications

The academic qualifications of the PsyCaD staff members are skewed towards master's and doctoral levels (51%). This is understandable if one keeps in mind that an MA degree is the minimum requirement for registering as a psychologist. It is encouraging to note that there are a number of staff members on a P8 and lower level that are in the process of furthering their qualifications.

HIGHEST ACADEMIC QUALIFICATION PER PEROMNES LEVEL

PEROMNES	Permanent	Contract	Doctorate	Masters	Honours	Bachelors	Diploma	Grade 12
P5	1		1					
P7	18		1	17				
P8	4			1	3			
P9 – P10	3					1	1	1
P11 – P12	9				2		2	5
P13 – P15	1							1
Total	36	0	2	18	5	1	3	7

Staff Accomplishments

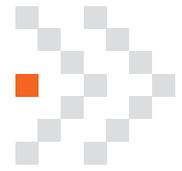
See Annexure 5.

Staff Training and Development

Given the dynamic nature of the psychology profession, it is essential that the mental healthcare professionals keep up to date with new developments in the field and therefore PsyCaD prioritises upskilling.

During 2021, a number of training opportunities were organised for staff. Of the 19 mental healthcare professionals employed in PsyCaD, 18 (95%) were afforded opportunities to attend further training and development. In most cases training opportunities were made available for all the professionals and they could enrol for these on a voluntary basis.

COMMUNITY SERVICE, STAKEHOLDER ENGAGEMENT, NATIONAL AND GLOBAL REPUTATION MANAGEMENT



ACADEMIC DEVELOPMENT CENTRE (ADC)

ADC made good progress in terms of raising its own and UJ's reputation and profile in a number of ways. The further funding of the SANRC and the sixth annual FYE conference were very well received. The SANRC also continued to cement its position as both a national and international leader. This strengthened the reputation of the UJ FYE and the work being done at UJ to enhance student success. The SANRC also worked closely with various South African higher education institutions.

Community Service also remained part of ADC. This manifested specifically in various Learning Development unit activities. Academic Development and Innovation managed to offer support to some communities around Johannesburg such as Ikamva Youth (Ivory Park and Ebony Park branches) and the Krugersdorp Correctional Services on the following topics:

- Goal setting,
- Time management,
- Staying motivated,
- Assessment, and
- Facilitation Skills.

CENTRE FOR ACADEMIC TECHNOLOGIES (CAT)

During 2021 with COVID-19 restrictions still in place, CAT focused our community service on the UJ student community. A number of core initiatives were undertaken to support students while learning online when off-campus or remotely. Initiatives included

- arranging courier services to deliver devices to qualifying students,
- developing micro learning videos to assist students with basics of hardware/software and on using MS Word, and
- partnering on a language project to start developing basic forms of teaching and learning instruction in eight different languages (Pedi, Tswana, Sesotho, Xhosa, isiZulu, Tsonga, Swati, and Venda).

This multilingual project is carried over into 2022 for finalisation.

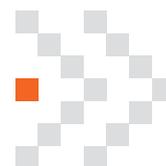
CENTRE FOR PSYCHOLOGICAL SERVICES AND CAREER DEVELOPMENT (PSYCAD)

As a result of the continuous national lockdowns and restrictions due to the COVID-19 pandemic, PsyCaD had limited community engagements. The Assessment Team were able to assist 135 Grade 12 learners remotely and 41 with face-to-face Career assessments. The psychologists on SWC started an initiative to assist the Chris Hani Baragwanath Hospital with the assessment of children with psychiatric and neurodevelopmental disorders. They provide services to those members of the community who are in desperate need, but cannot afford, mental health interventions. Unfortunately, due to the lockdowns and COVID-19 restrictions, only four clients were assisted during 2020 and this increased slightly to 11 clients in 2021.

In 2021, the Training and Development team assisted the Tomorrow Trust, a non-profit organisation based in South Africa. They support orphaned and vulnerable children throughout their journey with holistic education encompassing academics, life skills and self-development. The Training and Development team conducted 18 school readiness assessments for vulnerable children within the Tomorrow Trust program.



FINANCIAL REVIEW

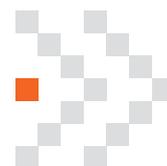


AN ABRIDGED INCOME AND EXPENDITURE STATEMENT OF ACADEMIC DEVELOPMENT AND SUPPORT FOR 2022

EXPENDITURE	BUDGET 2021	AMOUNT SPENT 2021
PERSONNEL COSTS		
Salaries cost to company	77 841 028,28	75 350 136,78
Temporary salaries	13 987 533,61	12 773 434,93
Tutorial salary expenses	2 654 630,15	1 617 125,72
Invigilator salary expenses	105 427,64	2 943,00
Overtime salaries	5 488,73	6 362,43
SUBTOTAL	94 594 108,41	89 750 002,86
Restricted Budget (Software)	15 592 641,63	17 496 954,93
Operational Costs	40 822 584,39	13 433 507,87
TOTAL	151 009 334,43	120 680 465,66

- Within Personnel Costs, there was a saving of R4 844 105.
- Within Restricted Expenses, there was an overspent of R1 904 313.
- Within Operations there was a saving of R27 389 076 due to Computer Hardware carried over from 2020.

TRANSFORMATION, LEADERSHIP AND LEADING CHANGE



Within ADS there are various initiatives to enhance the division's climate and culture to support the UJ Transformation Plan. These initiatives will be discussed in the following paragraphs.

Academic Development and Support (ADS) Transformation Plan

The ADS Transformation Plan is based on the five transformation themes of **UJ's Institutional Transformation Plan:**

- Theme 1: Institutional Culture
- Theme 2: Transformational Leadership, Governance and Management
- Theme 3: Academic Excellence
- Theme 4: Employment Equity (EE)
- Theme 5: A Student-centred and Caring Institution

ADS team members support the institutional transformation project and all strategies are aligned with UJ's strategic objectives. In addition to the ongoing academic support initiatives, new projects are conceived as needs arise or as opportunities present themselves. Examples include the DHET grants that support academic projects: Teaching Development and Foundation Grants (2014-2017 cycles) and the new University Capacity Development Grant (UCDG). All services provided to students are free and are delivered with professionalism, respectful understanding of our student body and aimed at their psychosocial and academic success.

The following paragraphs highlight contributions by the ADS Centres.

Academic Development Centre (ADC)

ADC was able to take large and important strides to establishing itself as a leading example of a successful Academic Development Centre in South Africa and Africa. The progress of the UJ First Year Experience and Senior Student Experience initiatives are seen as leading examples of institutional approaches aimed at improving student success. ADC's leadership position is clearly illustrated by the further financial support received for the South African National Resource Centre for the First Year Experience and Students in Transition (SANRC) on APB. The SANRC has been exceptionally well received by the other South African higher education institutions and is continuing to grow in stature and influence.

ADC provided leadership in the UJ Student Success Committee and the second round of implementation of the Integrated Student Success Initiative (ISSI) during 2021. This initiative is aimed at improving student success and minimum time completion rates at UJ. The ISSI initiative is the first of its kind in the country that uses a data-informed approach and traverses the whole institution.

Centre for Academic Technologies (CAT)

Within CAT there are various initiatives to support the UJ Transformation Plan. In addition to the ongoing teaching and learning support in 2021, a number of projects were designed to support transformation initiatives.

uLink became a critical communication tool between UJ management, staff and students during 2020 and continued to be in the 2021 academic year. To facilitate this, a new section catering for some of the Covid-19 needs that arose, were added to uLink. Some of the student functions that were developed included application forms for loan devices, data allowances, POSA allowance payouts, etc. For staff and students to respond to the changing lockdown levels we developed indemnity consent forms for returning staff and students, return to residence requests, etc. A COVID-19 disclosure facility was also developed for staff and students to securely disclose their COVID-19 positive status to allow for university support. CAT also developed a publicly available dashboard for tracking and reporting UJ COVID-19 statistics (<https://ulink.uj.ac.za/ujcovid19dash.html>).

In order to ensure students were participating in the academic programme, we tracked their last logins, and time spent online at institutional level.

This information was used to contact nonparticipating students to determine the reasons and assist where possible. Academic continuity reports were also developed to track if academics were active or not in their online modules.

CAT is committed to a supportive service culture, a culture of sharing information and learning from others, and reaching out and giving access. In this context, we had reached out to the UJ community with seminars where we created a platform for experts in teaching and learning with technologies to share their experiences and research.

CAT is supporting leadership and development programmes for UJ staff through professional development and support, contributing to the development of innovative teaching and learning methods, actively supporting the FYE and providing learner-centred technologies. In this context, CAT presented a variety of customised and/or newly designed and developed workshops for lecturers, encouraging a critical engagement with new technologies for teaching and learning (e.g. Designing a Blackboard module, Authentic assignments, Using Turnitin, Collaboration tools).

Centre for Psychological Services and Career Development (PsyCaD)

UJ Disability Services has always aimed to be among the front runners in supporting best practices in higher education with students with disabilities. It regularly benchmarks with other Disability units and contributes to the development of establishing units.

The Team Leader: Disability Unit serves on the Higher Education Disability Services Association (HEDSA) executive committee and is the Chairperson of the local HEDSA region. This association serves as the national body of all Disability units/services within higher and further education, and advocates for disability within higher education on a national level. Therefore, the unit has access to the latest trends in support and access within South Africa. HEDSA meetings held with other Disability Units allowed for the sharing of best practices. The Disability Services team was actively involved in the training of other TVET stakeholders involved in disability. The unit also contributed to the development of the National Strategic Framework on Managing Disability in Higher Education. This document will provide HEIs standards of practice and will allow for a standardisation of support across the institutions. The Disability Unit also contributed towards the draft of the 2022 NSFAS Disability Criteria document.

Inclusive learning and teaching in higher education refers to the ways in which pedagogy, curricula and assessment are designed and delivered to engage students in learning that is meaningful, relevant and accessible to all.

Increasing access, participation and success rates are not merely about accommodating students with disabilities within an existing system, but are also about changing the system in order to accommodate a more diverse student population based on the principles of inclusivity and social justice.

In order to facilitate discussions on best practices, the Disability Unit organised a webinar-based symposium during which speakers from a wide range of specialities shared their ideas. The webinar built on the backdrop of the Unit's 2020 Disability Talks.

The primary aim of the Disability webinar was to help raise awareness of disabilities and deepen our understanding of what accessibility, inclusion and visibility should look like for people living with disabilities in South African higher education institutions.

This was achieved by bringing together a range of local scholars in the Social Sciences, Economics, Law and Humanities in spirited discussions on possible solutions to issues impacting people living with disabilities in higher education. The theme of the Disability webinar was "Promoting and Advancing Accessibility". Overall, conversations covered disability in higher education in South Africa, gender and sexuality, inclusion and accessibility, academic inclusion and access, technological support and accessibility in Covid-19, and disability and public health advocacy.



CONCLUSION AND WAY FORWARD



During 2021, the Academic Development Centre (ADC) increased the impact and depth of decisive contributions to ADS and to teaching and learning success at UJ. This included a wide variety of contributions ranging from effectively providing access to students, to developing and successfully implementing the institutional approach to develop and support student success (ISSI). ADC is taking up the creative space provided within the UJ frameworks to position itself as a leader in teaching and learning and undergraduate student success. This supports UJ's efforts to truly provide access with excellence to its representative student body.

Highlights of the year include the massive strides ADC made in providing well-designed and curated online student success resources. The securing of further multi-year funding of the SANRC and the continued development and implementation of the Integrated Student Success Initiative were further highlights. These initiatives provided high quality and effective online support to the undergraduate students at UJ. Lastly, the nationally leading FYE and SSE initiatives moved to their next phase of implementation by focusing on seven new focus areas and implementation.

During 2022, ADC will intensify its efforts to build on the momentum created over the past years and in addition, a number of exciting developments are envisioned. ADC will continue to support, strengthen and deepen successful and effective undergraduate teaching and learning at UJ. This will include a newly conceptualised integrated student success initiative.

The Centre for Academic Technologies (CAT)'s contributions in 2021 included:

- support and development opportunities to the UJ community;
- teaching and learning support that encouraged academic members to explore and develop new teaching-with-technology pedagogies; and
- technical and development support that promoted the use of mobile cross-platform applets.
- Staff training sessions focused on professional development that builds technology competency into development opportunities.

During 2021, CAT services were widely used by staff and students to support the use of technology for teaching and learning in a distant/remote context. New services, such as training and skills development as well as adding technology components to support the use of mobile devices, were introduced and supported. Research to evaluate the use of technology in teaching and learning was ongoing during 2021 and will continue in 2022. Support for students, learning in a blended environment and using their own devices and e-textbooks, will continue to be a key CAT function, while hands-on workshops to encourage and support the use of Blackboard will receive renewed attention in 2022.

The Centre for Psychological Services and Career Development (PsyCaD) provides a holistic range of counselling and development interventions across the typical lifespan of UJ students. Our scope of service delivery has expanded beyond the physical borders of the campuses during the past year, through the implementation of various online initiatives and social media interactions. The priority areas mentioned previously create a new and exciting direction for PsyCaD and careful attention will be given to these strategic and priority enhancements during 2022.

Many valuable lessons were learnt during 2020 and these lessons were implemented, and expanded on, during 2021.

The following goals will be prioritised during 2022:

STUDENT MENTAL HEALTH

The continuous increase in the demand for counselling has to be monitored and addressed. Due to a number of resignations over the past two years, PsyCaD has been understaffed. During 2021, MEC approved the filling of the vacant positions and PsyCaD should be optimally staffed in order to provide students with psychosocial support. During the past couple of years there has been a significant change in the reasons why students seek counselling, one of these being socio-economic. In order to provide the appropriate support, PsyCaD is in the process of appointing a social worker to assist students with these problems.

With the onset of COVID-19, it seems that the future for Counseling Services would be a hybrid model, i.e. face-to-face and digital interventions. Although telephonic counselling was used effectively during Covid-19 lockdowns, there are still some students who prefer face-to-face counselling. The pandemic has resulted in an impetus for the science and practice of psychology to embrace 4IR and to come up with innovative ways of providing mental health support for society. Although there has been research and discussions on online, telephonic and digital counselling over the last two decades. Despite findings that highlight the advantages of online psychotherapeutic interventions, there is a lack of synthesis of research findings and application in practice. Some advantages of online interventions include anonymity, greater access to services, as well as savings in terms of money and time. In order to assist students with email enquiries, PsyCaD adopted the osTicket system for more effective management of student requests and enquiries. During 2022, PsyCaD will also pilot an online booking system for counselling. This will allow both the PsyCaD staff and students to schedule counselling sessions and will limit human errors when making bookings.

The system will also send students reminders of the appointments and this will hopefully limit the number of missed appointments and will result in more efficient time management for the counsellors.



DISABILITY UNIT

Although the announcement of Level 5 lockdown caught PsyCaD slightly off guard, many processes and online platforms were already in place prior to the announcement. This allowed the DU to introduce a number of measures to offer students ongoing support. The lessons learnt from the lockdown in 2020 were implemented in 2021 and students are now able to apply for concessions, as well as booking assessments and disability transport online. In order to assist students to navigate the online booking system, QR codes were generated that would provide an easy link for students to the online application forms.

The DU has adopted a hybrid approach to disability support, i.e. offering face-to-face interventions when and where possible, as well as continuing to offer online interventions, workshops and events. For the foreseeable future the DU will continue with the hybrid model.

CRISIS LINE MANAGEMENT

During the past couple of years, student mental health has become a focus point, both nationally and internationally for tertiary institutions, and Covid-19 brought about new problems for students or exacerbated existing problems. These include feelings of isolation, despair, hopelessness, anxiety, depression and fear, which inevitably gave rise to increases in suicide ideation, attempts and successful suicides. As far as the latter is concerned, we saw an increase in suicide-related calls on our 24-HR Crisis Line from 43 in 2019 to 118 in 2021.

Due to the increase in the number of calls, and the severity of the problems that had to be managed by the Crisis Line, it became imperative to review this system and to implement changes so that calls could be managed more effectively. For 2022 the following is planned:

- Appointment of a Crisis Line manager. It will be the responsibility of the manager to coordinate all crisis line functions and manage the Crisis Line counsellors
- Appointing a number of registered counsellors who can take calls. At present there is only one counsellor on Crisis Line duly at any given time.

This results in only one call being managed at a time which leads to the possibility of other incoming calls being missed.

- Incorporating other crisis line possibilities, i.e. Higher Health Helpline, SADAG, etc. into the UJ Crisis Line service.
- Critical Incident Stress Management training for frontline staff, e.g. Residence Wardens, Protection Service staff, etc. This should result in a more effective response to crises.

CAREER SERVICES

PsyCaD takes holistic development and support of students seriously and provides self-development and preparation for the world of work online. One of the biggest interventions in this regard was facilitating online career fairs, career assessments and career guidance. Career Services also facilitated, mostly online, interactions between students and potential employers and provided essential support for companies in order to recruit UJ students. Despite these interventions, the employment of UJ students has continuously decreased from 70% (2015) to 51% (2021). In order to intensify our efforts to create career opportunities for students, Faculty and College specific career fairs are planned for 2022. PsyCaD will also create a Career Toolkit for students that will be available on uLink. This toolkit will be an online platform that will assist students with their career plans.

Other areas that need to be developed and expanded include:

- Populating and marketing the UJCareerWiz portal more widely as this will allow students to find suitable WIL placements.
- The Psychological Assessment team has been developing an online Career Personality Questionnaire which they hope to finalise and launch in 2022.
- Introducing a wider range of online job search platforms.



ANNEXURES



ANNEXURE 1 DHET GRANTS

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

The Foundation Grant

This grant is awarded to UJ on a three-year cycle and is used to fund extended qualifications. The application for the new grant cycle starting in 2017 was concluded and approved late in 2016. The resultant plan was implemented from 2018 with increased student numbers of 1935 extended qualification students.

R 60 841 000 was allocated to UJ for the 2021/2022 financial year.

The University Capacity Development Grant (UCDG)

On 1 January 2018 the Teaching Development Grant (TDG) and Research Development Grant (RDG) were merged, in the creation of the University Capacity Development Grant (UCDG). The UCDG represents both a consolidation and extension of the functions that were served by the TDG and the RDG. The UCDG is explained in detail in the Ministerial Statement entitled Transforming teaching, learning, researching and leading towards enhanced quality, success and equity in universities, and supported by a standard operating procedure (SOP) document and applicable templates for university use.

During 2020, UJ planned and submitted a new UCDG plan for the second cycle (2021 to 2023). The UJ plan was developed through an inclusive process and approved by DHET in 2020. Thus, the second UCDG cycle at UJ started in 2021, the first year of implementation of this cycle.

	2021 BUDGET	2022 BUDGET	2023 BUDGET
TOTAL FOR PROJECTS	R52 498 682.69	R53 064 347.29	R55 717 564.65
TOTAL FUNDS ALLOCATED FOR MANAGEMENT AND IMPLEMENTATION OF PLAN	R2 006 317.31	R2 026 768.25	R2 128 118.62
GRAND TOTAL PER YEAR	R54 505 000	R55 091 115.54	R57 845 683.27

GRAND TOTAL FOR THREE YEARS

R167 441 798.81

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

PROJECT NAME AND NUMBER	CONTACT DETAILS OF PROJECT MANAGER (NAME, TEL., EMAIL ADDRESS)	2021 BUDGET	2022 BUDGET	2023 BUDGET	ALIGNMENT OF THE PROJECT TO THE INSTITUTION'S STRATEGIC PLAN
PROJECT 1: Tutors and senior student participation and development	Ms Kibbie Naidoo <ul style="list-style-type: none"> Head of Department (HOD): Centre for Professional Academic Staff Development +27 11 559 3397 knaidoo@uj.ac.za 	R12 850 000	R12 991 000	R13 640 550	<ul style="list-style-type: none"> STRATEGIC OBJECTIVE 2: Excellence in teaching and learning STRATEGIC OBJECTIVE 4: Enriching student-friendly learning and living experience
PROJECT 2: Providing integrated student support and development throughout the whole academic life cycle	Dr André van Zyl <ul style="list-style-type: none"> Director: Academic Development Centre +27 11 559 3285 andrevz@uj.ac.za 	R7 000 000	R7 070 000	R7 423 500	<ul style="list-style-type: none"> STRATEGIC OBJECTIVE 2: Excellence in teaching and learning STRATEGIC OBJECTIVE 4: Enriching student-friendly learning and living experience
PROJECT 3: Integrated postgraduate student support	DIRECTOR: Postgraduate School (Vacant)	R1 536 131.20	R1 571 216.50	R1 649 777.40	<ul style="list-style-type: none"> STRATEGIC OBJECTIVE 1: Excellence in research and innovation STRATEGIC OBJECTIVE 2: Excellence in teaching and learning STRATEGIC OBJECTIVE 4: Enriching student-friendly learning and living experience
PROJECT 4: Assistant lecturers	Dr Kirti Menon <ul style="list-style-type: none"> Senior Director: Academic Planning +27 11 559 2073 kirtim@uj.ac.za 	R15 000 000	R15 165 000	R15 923 250	<ul style="list-style-type: none"> STRATEGIC OBJECTIVE 1: Excellence in research and innovation STRATEGIC OBJECTIVE 2: Excellence in teaching and learning
PROJECT 5: The professionalisation of teaching practices at UJ	Dr Kirti Menon <ul style="list-style-type: none"> Senior Director: Academic Planning +27 11 559 2073 kirtim@uj.ac.za 	R7 726 736.89	R7 765 953.01	R8 151 600.67	<ul style="list-style-type: none"> STRATEGIC OBJECTIVE 2: Excellence in teaching and learning STRATEGIC OBJECTIVE 4: Enriching student-friendly learning and living experience
PROJECT 6: Development of research	Prof Bettine Janse van Vuuren <ul style="list-style-type: none"> Senior Director: Strategic Initiatives and Administration +2711 559 4850 	R6 555 814.60	R6 652 727.60	R6 988 014.08	<ul style="list-style-type: none"> STRATEGIC OBJECTIVE 1: Excellence in research and innovation
PROJECT 7: Relevance to the changing world	Dr Graham Dampier <ul style="list-style-type: none"> Head of Department: ADC gadampier@uj.ac.za +27 11 559 3428 	R1 830 000	R1 848 450	R1 940 872.50	<ul style="list-style-type: none"> STRATEGIC OBJECTIVE 1: Excellence in research and innovation STRATEGIC OBJECTIVE 2: Excellence in teaching and learning STRATEGIC OBJECTIVE 4: Enriching student-friendly learning and living experience

ANNEXURE 2

UJENIUS

Introduction

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

THE UJENIUS CLUB FOCUSES ON:

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

Membership

When comparing the total number of UJenius students from 2019 to 2021, there was a significant increase from 2019 (n=1083) to 2020 (n=1756) and a slight decrease from 2020 to 2021 (n=1497) (see Table and Figures below and on the following page). When keeping in mind that membership is based on the previous year's academic performance the decrease from 2020 to 2021 may be attributed to the impact of Covid-19 on student performance.

What is encouraging, is the increase in the number of first-year Orange Carpet students from 2019 (n=511) to 2021 (n=728). This attests to the fact that UJ continues to attract top achieving students.

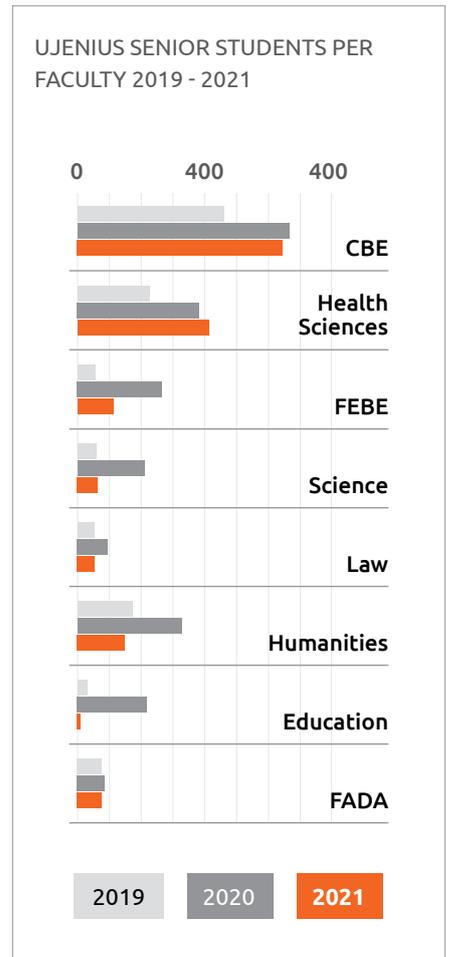
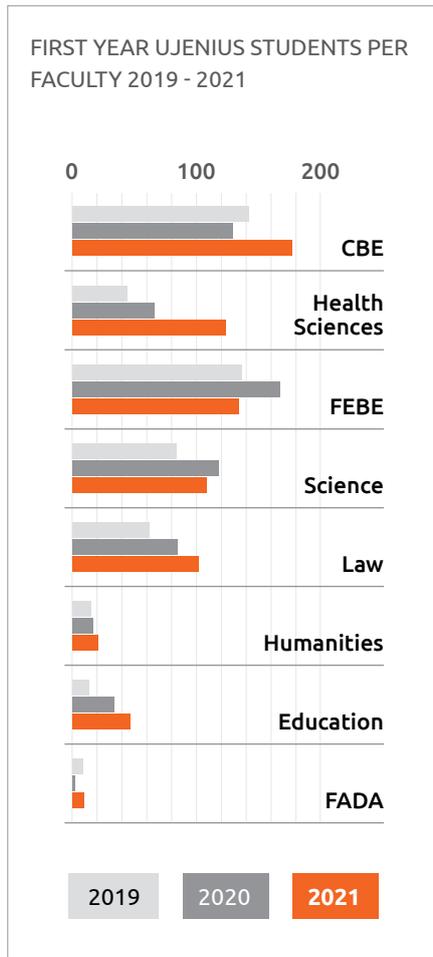
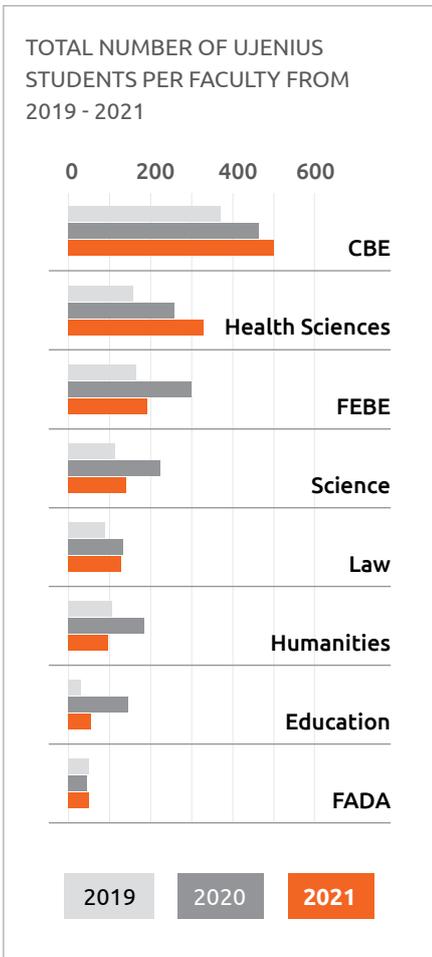
Activities

Below is a brief list of the club activities for 2021:

- A dedicated UJenius email address has been set up to serve the Club Members more efficiently. To find out more about the UJenius Club, the students may contact their respective Faculties, or they may send an email to the UJenius Team at ujenius@uj.ac.za. For urgent queries they can contact the UJenius Office at the B5 Building (Office 145 – 011 559 3112).
- The new UJenius Club coordinator and team also implemented the use of social media platforms to connect with its club members, in line with 4IR and the ever-changing world of communication. Currently UJenius Club members are able to join the closed UJenius Facebook Group – this can be done by requesting to join directly via Facebook, or by following a link that is sent out regularly via email. The UJenius Team shares news, updates and important information using this platform.
- The coordinator continued to develop a strong relationship with the Undergraduate Awards organisation at the University of Dublin, and the Club's registration with this organisation has been renewed for 2021.
- After membership criteria and benefits of the Club were finalised, the Club distributed a digital booklet or pocket guide that focuses on important information as well as Frequently Asked Questions (FAQ) as a guide to new members.
- During 2021, the UJenius Club partnered with PsyCaD Career Services and invited the UJenius students to various industry and company talks held online as well as online coaching sessions for the preparation for the world of work.
- Preference was given to many UJenius students for recruitment requests by companies, and information regarding possible vacation work has also been forwarded to the students. In collaboration with a recruitment company, Intellecto, 150 UJenius students were placed in internship, WIL and vacation work positions. Of these, 51 students were offered permanent positions.

UJENIUS MEMBERS PER FACULTY 2019 – 2021

Faculty	FIRST-YEARS 2019	SENIORS 2019	TOTAL 2019	FIRST-YEARS 2020	SENIORS 2020	TOTAL 2020	FIRST-YEARS 2021	SENIORS 2021	TOTAL 2021
CBE	143	230	373	130	334	464	178	324	502
Health Sciences	45	114	159	67	192	259	124	207	331
FEBE	137	28	165	168	134	302	135	57	192
Science	84	30	114	119	106	225	109	32	141
Law	63	27	90	86	48	134	102	28	130
Humanities	16	87	103	17	165	182	22	75	97
Education	14	16	30	35	110	145	48	6	54
FADA	9	40	49	1	44	45	10	40	50
TOTAL	511	572	1083	623	1133	1756	728	769	1497



Partnerships

The UJenius Club continued to develop a special relationship with top performers in 2021, seeking to contribute to their further academic and professional development, while offering benefits and opportunities for members to find ways to connect with other UJ stakeholders.

During 2021, UJenius members were able to access benefits as a result of a number of old and new partnerships between the UJenius Club and other UJ stakeholders. Over and above these benefits, UJenius members received rewards for their academic achievements, which included:

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

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

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

Recommendations for 2022

One of the most important benefits of UJenius Club membership entails a percentage exemption from class fees, based on academic performance, as illustrated in the Table below:

% EXEMPTION FROM CLASS FEES	FIRST-YEAR ACADEMIC CRITERIA (APS)	SENIOR STUDENT ACADEMIC CRITERIA (AVERAGE ACADEMIC PERFORMANCE)
100	42+	85%+
75	40 - 41	80 - 84%
50	37 - 39	75 - 79%

In 2021, it became evident that there were two groups of students who do not benefit from this model:

- NSFAS students whose class fees are already covered in full, and
- Students who are dependants of UJ Staff Members.

During 2022, this model will be reviewed to investigate the possibilities of expanding the financial benefits for members of the UJenius Club.

As a result of changes to the academic structure of a number of academic programs, the criteria for eligibility for membership will also need to be revised.



ANNEXURE 3

ONLINE PROGRAMMES

PORTFOLIO: UJ-HEPSA

PARTNERSHIP

The University's strategy to have a strong presence in the domain of online accredited programmes made its first impact in October 2017, with the launch of two Master's programmes in Information and Communication Technology in Education, and in Public Health. This impact has increased visibly during the four years (2018-2021) following the launch of these first two programmes:

- During 2018, another Master's programme was rolled out in the first quarter of the year, namely the Master in Educational Management.
- The following three undergraduate programmes were rolled out in the second half of 2018: Bachelor of Commerce in International Accounting (name changed to BCom Accountancy from January 2021), Bachelor in Human Resource Management and the Advanced Diploma in Financial Markets.
- A further three Advanced Diploma programmes were added to the undergraduate suite from the second intake in March 2019, namely: Logistics, Transportation and Management, and People Performance Management.

UJ ONLINE PROGRAMMES – MODULE REGISTRATIONS INCREASE FROM 2020 TO 2021

ONLINE PROGRAMME	LAUNCH DATE	MODULE REGISTRATIONS D6: 2020 INTAKE	MODULE REGISTRATIONS D6: 2021 INTAKE	MODULE REGISTRATIONS INCREASE 2020 TO 2021
Master in Public Health	23 Oct '17	188	274	86
Master of Education in Information & Communication Technology	23 Oct '17	86	87	1
Master of Education in Educational Management	D2: 12 Mar 2018	146	110	-36
Bachelor of Commerce in International Accounting > BCom Accountancy	D4: 01 Jul 2018 Name change effective from D1: 11 Jan 2021	157	258	101
Bachelor in Human Resource Management	D4: 01 Jul 2018	92	172	80
Advanced Diploma in Financial Markets	D4: 01 Jul 2018	133	211	78
Advanced Diploma in Logistics	D2: 11 Mar 2019	67	81	14
Advanced Diploma in Transportation Management	D2: 11 Mar 2019	57	64	7
Advanced Diploma in People Performance Management	D2: 11 Mar 2019	43	33	-10
BEd Honours in Education Leadership & Management	D1: 11 Jan 2021	N/A	118	118
Master in Business Administration	D1: 11 Jan 2021	N/A	123	123
Advanced Diploma in Education in School Leadership & Management	D4: 28 Jun 2021	N/A	55	55
TOTAL MODULE REGISTRATIONS		969	1586	617

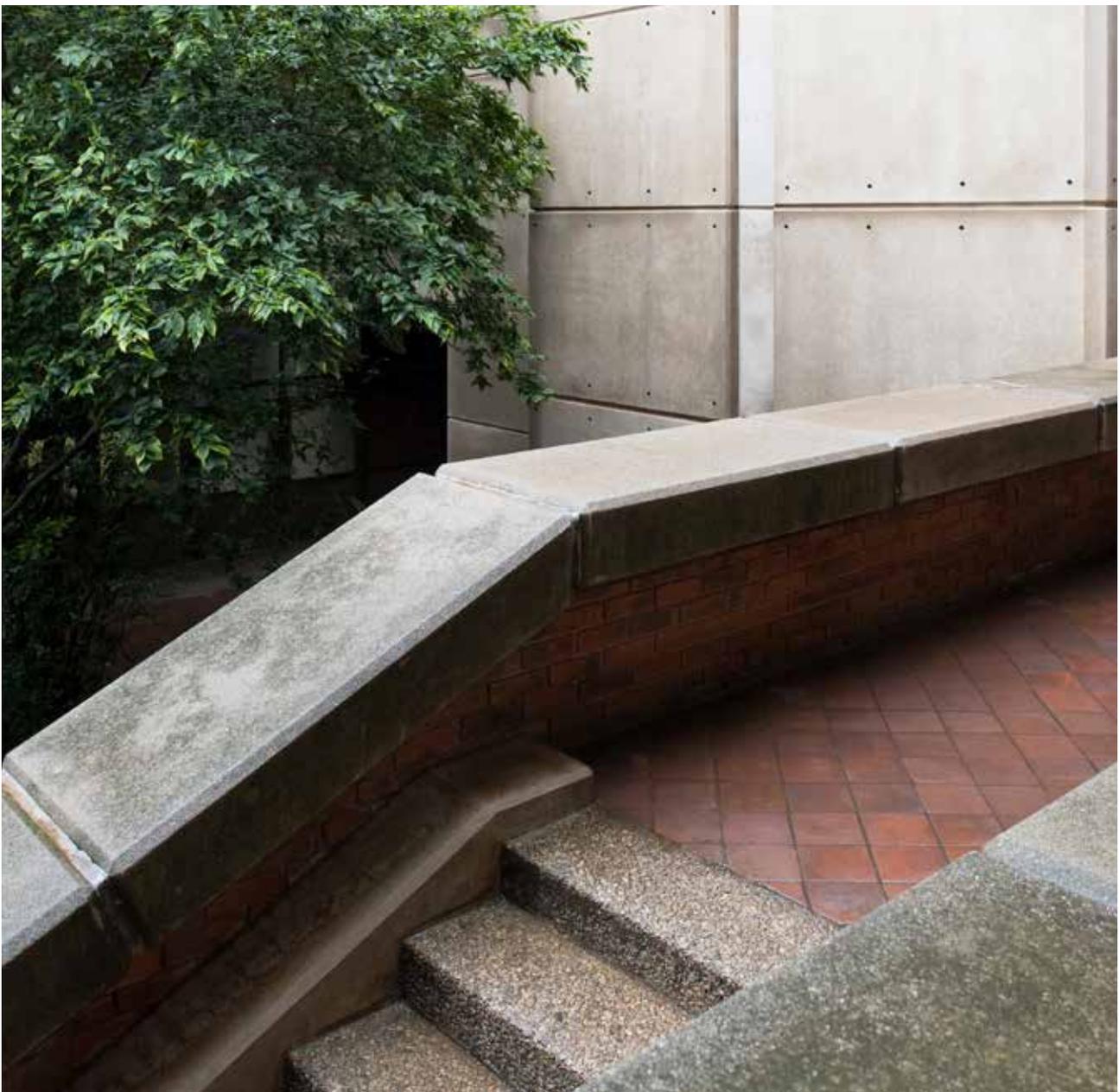
- In 2021, the BEd Honours in Education Leadership and Management, as well as the Master in Business Administration programmes opened for enrolments in January, followed by the Advanced Diploma in Education in School Leadership and Management in July.

There are currently 12 online programmes offered as part of the UJ Higher Education Partners South Africa (HEPSA) agreement:

- seven undergraduate programmes (five advanced diplomas and two bachelor's degrees) and
- five postgraduate programmes (one honours and four master's).

Enrolments grew substantially in 2021, with a total increase of 617 additional module registrations at the end of 2021: a total of 1586 module registrations compared to the 969 module registrations at the end of 2020 – a growth of 63.7 % in overall module registrations during 2021.

By the end of 2021, after four full years of running the online programmes, processes and procedures have been effectively imbedded in the online student life cycle. As a result of that and due to continued academic, administrative and marketing improvements, the University has once again made continuous progress in addressing the need for fully online higher education in South Africa – as confirmed by the 316 students who graduated from the fully online programmes in 2021.



ANNEXURE 4

INSTITUTE FOR THE FUTURE OF KNOWLEDGE

The Institute for the Future of Knowledge (IFK) is a transdisciplinary ecosystem at the University of Johannesburg, devoted to understanding the relationship between what we know and what will happen, to improve both for everyone. Today's global problems, challenges and ambitions are complex and interconnected. They cannot be solved in the traditional academic silos, but rather through a multidisciplinary ecosystem approach. The University of Johannesburg has established the IFK to further its championing of a future-oriented focus for South Africa and the wider region. The Institute's strategy is anchored by social change through local and international partnerships. The IFK conducts innovative research in an interdisciplinary manner while aligned to the 4IR. The Institute provides ways to leverage 4IR technologies in pursuit of the realisation of the United Nations (UN) Sustainable Development Goals (SDGs).

The IFK focuses on five themes, each championed by a research group:

- Data Science Across Disciplines (DSAD),
- The Future of Health (FoH),
- Green Futures (GF),
- The Future of Diplomacy (FoD), and
- Metaphysics and Machines (MnM).

In contribution to the University's Strategic Objective Excellence in Research and Innovation, focusing on research, the IFK produced 32.93 units from three books, peer-reviewed journal articles and book chapters in 2021. Two of the books were sole-authored: *City Living: How Urban Spaces and Urban Dwellers Make One Another* (Oxford University Press) by Professor Quill Kukla and *Africa's Soft Power: Philosophies, Political Values, Foreign Policies and Cultural Exports* (Routledge), by Dr Oluwaseun Tella. Dr Tella co-edited *A Sleeping Giant? Nigeria's Domestic and International Politics in the Twenty-First Century* (Springer).

The IFK's research groups held several events. The DSAD research group held nine monthly webinars open to students, working professionals, academics and other interested people, with an average attendance of 35 people.

The Future of Health (FoH) research group held a seminal public lecture on 'African Agency and the Future of Medicine', and a panel discussion on 'Whistleblowing in South Africa: Future Prospects for Combatting Corruption'. The IFK and the University of Tübingen's Cluster of Excellence for Machine Learning in Science established The Philosophy of Artificial Intelligence (PhilAI) Reading Group, a virtual discussion on work in the emerging field of philosophy of artificial intelligence. The group held seven reading group sessions in 2021.

The Institute hosted three conferences in 2021:

- Philosophical Perspectives on Covid-19 from 10 to 13 May with over 40 presenters;
- the Ethics and Explainability for Responsible Data Science (EE-RDS) from 27 to 28 October, with an average daily attendance of 56 people; and
- the 2nd Annual PG Workshop: Remaking the World through Machine Learning from 6 to 9 December, with an average daily attendance of 60 people.

Some of the events were co-hosted by entities such as the UJ's Faculties of Engineering and the Built Environment (FEBE) and Science (FS); the Government Communication and Information System (GCIS), the University of Tübingen, and the International Sociological Association. In contributing to academic initiatives advancing the Fourth Industrial Revolution (4IR), the IFK held 18 webinars, four panel discussions, one public lecture, one workshop, and two conferences in 2021.

To ensure that the IFK has a strong footprint online, the Institute developed its official website (<https://futureofknowledge.org/>), linked to the UJ GES 4.0 Initiatives/Flagship Institutes.

To support the website, the IFK set up an *Institute for the Future of Knowledge – YouTube Channel*, where past events are publicly available. The Channel has a total of 3300 views to date.



**UJ INSTITUTE
FOR THE FUTURE
OF KNOWLEDGE**

ANNEXURE 5

ADS PUBLICATIONS 2021

Journal articles

Abdool Gafoor, L., Burke, A., & Fourie, J. (2021). The efficacy of the Senior South African Individual Scale Revised in distinguishing between attention deficit hyperactivity disorder, normal and sluggish cognitive tempo children. *African Journal of Psychological Assessment*, 3(0), a45. <https://doi.org/10.4102/ajopa.v3i0.45>

De Wet, T., Dzinotyiweyi, T., & Ellison, G.T.H. (2021) How might bicycle ownership/ access and cycling expertise influence the design of cycling promotion interventions at the University of Johannesburg? *Journal of American College Health*, 69 (8): 842-850.

Goto, J., Batchelor, J., & Lautenbach, G. (2021). Factors that influence the acceptance and use of formative feedback in an online undergraduate module. *African Journal of Information Systems*, 13(3). Available at: <https://digitalcommons.kennesaw.edu/ajis/vol13/iss3/1>

Goldschmidt, L., Langa, M., **Masilela, B.**, Ndhlovu, L.M., Mncina, B., Maubane, B., & Bujela, K. (2021). Telepsychology and the COVID-19 pandemic: the experiences of psychologists in South Africa. *South African Journal of Psychology*, 1-11. <https://doi.org/10.1177/0081246321993281>

Masuku, K.L. & Gopane, T.J. (2022). Technical trading rules' profitability and dynamic risk premiums of cryptocurrency exchange rates. *Journal of Capital Markets Studies*, 6(1), 6-32. <https://doi.org/10.1108/JCMS-10-2021-0030> (CAT Intern)

Matlala, S. & Wessels, D. (2021). Exploring teachers' ways of encouraging sense making of the mathematics that they teach. *Journal of Educational Studies (JES)*, 19(1).

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Mavunga, G., Vanyoro K.P., & Mugari, Z.E. (2021). Governing bodies? Exploring normative sex and gender discourses in informal herbal healing flyers and posters in Johannesburg CBD. *Communicare*, 40(11).

Moodley, Y. & Bowman, B. (2021). Intimate partner violence as masculine accomplishment: Resistance to victimhood in accounts of violence by gay men in urban South Africa. *Psychology and Sexuality*. <https://doi.org/10.1080/19419899.2021.1902849>

Motshoane, P. & McKenna, S. (2021). Crossing the border from candidate to supervisor: the need for appropriate development. *Teaching in Higher Education*, 26(3), 387-403. doi: 10.1080/13562517.2021.1900814

Nyar, A. (2021). The 'Double Transition' for first-year students: Understanding the impact of Covid-19 on South Africa's first-year university students. *Journal of Student Affairs in Africa (JSAA)*, 9(1), 77-92. doi: 10.24085/jsaa.v9i1.1429

Pretorius, E. & Nel, H. (2021). Collaborative learning experiences of fourth-year students in a social work module. *Scholarship of Teaching and Learning in the South*, 5(2), 52-68.



Prof Thea de Wet



Prof Alban Burke



Dr André van Zyl



Dr Arno Louw



Dr Leila Abdool Gafoor



Dr Segó Matlala

Corrado, R., **Pretorius, E.** & van der Westhuizen, G. (2021). Undergraduate students' experiences of the use of MOOCs for learning at a Cambodian University. *Education Sciences*, 11(7), 336.

Book and Chapters in books

Louw, A. (2021). Artificial Intelligence (AI) in non-law student training. Chapter 5 in *Law and Industry 4.0 Selected perspectives on a new scholarship of teaching and learning*. Njotini, M. & Mpedi, G.M. (Eds). pp. 59-76. LexisNexis. ISBN 978-0-6390-1371-8. E-book ISBN 978-0-6390-1372-5.

Louw, A. (2021). Large faculty support for teaching online. Chapter 2 in *Teaching innovation for the 21st Century: A collection of UJ teaching and learning vignettes*. Menon, K.; Castrillón, G. & Naidoo, K. (Eds.) pp. 10-13. University of Johannesburg. ISBN 978-1-991217-03-5.

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Timmis, S, **De Wet, T.**, Naidoo, K., Trahar, S., Lucas, L., Mgqwashu, E.M., Muhuro, P. & Wisker, G. (2021) Rural Transitions to Higher Education in South Africa: Decolonial Perspectives. Routledge.

Presentations at Conferences

INVITED PRESENTATION

ADC: Access staff members (21 May 2021) *Work in progress: Some tips for improving online teaching and learning*. Professional development workshop at the SANRC 2021 conference.

CONFERENCE PRESENTATION

Joshi, H. & van Zyl, A. (2021) *Going fully online for first-year orientation: Lessons learned on design, participation, and 'presence' at the University of Johannesburg*. Presented at the virtual National FYE Conference, 19-21 May 2021.

Kubeka, W., Adegoke, R., Bheamadu C., Damons V., Makhathini F., & Mayet R. (2021) *Undergraduate students' awareness, understanding, and application of learning skills at a comprehensive South African university*. Presented at the virtual National FYE Conference, 19-21 May 2021.

Meadon, L. & van Zyl, A. (2021) *The use of social media influencers as agents of student success: A case study*. Presented at the virtual National FYE Conference, 19-21 May 2021.

Meadon, L. & van Zyl, A. (2021) *On the Go: Student Online Success (SOS) – The creation of a virtual academic development centre at the University of Johannesburg*. Presented at the virtual National FYE Conference, 19-21 May 2021.

Meyers C. & Joshi H. (2021). *A systematic review of the uptake of e-learning in South African universities before and after the outbreak of the COVID-19 pandemic*. Presented at the virtual National FYE Conference, 19-21 May 2021.



Dr Jameson Goto



Dr George Mavunga



Dr Puleng Motshoane



Dr Erica Pretorius



Dr Annsilla Nyar



Bafana Masilela

Mohamed, Z. (2021). *Stimulating interest for first-year students in their chosen qualification: The case of Bachelor of Science in Construction*. Presented at the virtual National FYE Conference, 19-21 May 2021.

Nyar, A. (2021). *The 'Double Transition' for first-year students: Understanding the impact of COVID-19 on South Africa's first-year students*. Presented at the virtual National FYE Conference, 19-21 May 2021.

Van der Merwe, C. & **Pretorius, E.** (2021). *A case for an authentic learning approach in a postgraduate higher education diploma module*. Presented at the 3rd Biennial SOTL in the South Conference, 22-26 November 2021.

Bester, J. & **Pretorius, E.** (2021). *Reflective practice encouraging deeper learning experiences*. Presented at the 7th Flexible Futures Conference, August 2021.

Vincent-Lambert, C., Morris-Eyton, H. & **Pretorius, E.** (2021). *Lecturers' experiences moving to fully online teaching practice during the COVID-19 pandemic*. Presented at the 7th Flexible Futures Conference, August 2021.

ADS Staff qualifications achieved in 2021

ADS STAFF QUALIFICATIONS ACHIEVED IN 2021

NAME	QUALIFICATION	TITLE OF THESIS/DISSERTATION
Leila Abdool Gafoor	Philosophiae Doctor in Educational Psychology	Distinguishing sluggish cognitive tempo from attention deficit hyperactivity disorder in children: Implications for diagnosis, treatment and educational management
Khumbulani Masuku (CAT Intern)	MCom in Investment Management	Technical Trading Rules Profitability and Dynamic Risk Premiums of Cryptocurrency Exchange Rates
Sego Matlala	PhD	Exploring extended engineering students' misconceptions and errors displayed when solving problems involving exponential expressions
Khutso Mnisi (CAT Intern)	BEd Hons in Science, Technology, Engineering, and Mathematics	Factors that impede the use of computer devices by high school teachers in their teaching and assessment practices
Siyabonga Mthethwa (CAT Intern)	BEd Hons in STEM Education	Online supervision of B. Ed Honors students: The experiences of students in using WhatsApp Messenger as an online supervision tool.



Dr Leila Abdool Gafoor



Khumbulani Masuku



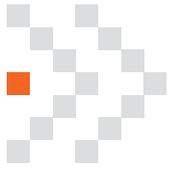
Dr Sego Matlala



Khutso Mnisi



Siyabonga Mthethwa



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