



2013

TEACHING & LEARNING

EVERY STUDENT MATTERS





A detail of a mural at UKZN's Edgewood campus in Pinetown. Edgewood is the University's primary site for teacher education and the home of the University's School of Education.

Cover: A detailed view of ceramic tiles in a mural created by students of UKZN's Centre for Creative Arts at the Pietermaritzburg campus.

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2013



Professor Renuka Vithal provides strategic leadership on Teaching and Learning, developing University Teaching and Learning policies and monitoring their consistent University-wide implementation. Having set up the University Teaching and Learning Office, other areas of focus are curriculum transformation, quality promotion and assurance, promoting student access, throughput and success, and implementation of the University Language Policy in relation to Teaching and Learning. As a scholar in the field of mathematics education, she actively supports institutional research by promoting research-led teaching and learning in the University.

Teaching and Learning

DEPUTY VICE-CHANCELLOR: TEACHING AND LEARNING –
REPORT

Professor Renuka Vithal

“ A major achievement for which 2013 will be remembered is the pioneering by the University of the introduction of isiZulu proficiency as a module in all undergraduate degree programmes. ”

Senate approved in principle, that all students registering for undergraduate degrees at UKZN from 2014 – unless they get exemption – will be required to pass or obtain a credit for a prescribed isiZulu module before they can graduate. This significant curriculum reform gave tangible expression to the University’s language policy and plan which is intended to promote and facilitate the use of isiZulu as a language of learning, communication, instruction and administration. It also signaled the University’s commitment to the development of isiZulu as an academic language alongside English which remains the main language of learning and instruction.

The approval of this principle marked a watershed for the University and also unleashed widespread national and international media interest generating media Advertising Value Equivalents (AVE) of R22 422 269 for the period 16 May to 6 June 2013. The media attention and approval of the undergraduate isiZulu requirement also sparked interest from staff in the University to learn isiZulu. In response UKZN Extended Learning (UEL) offered isiZulu Basic short courses on both Howard College and Pietermaritzburg campuses in 2013, which were attended by 187 UKZN staff (including one course specifically run for members of the executive and leadership of the University) being taught by a team of dedicated lecturers in the discipline of isiZulu from the School of Arts. The University's positioning as a leader in developing and promoting African languages in general, and isiZulu in particular, has been considerable advanced through the establishment and full functioning of the University Language Planning and Development Office with the appointment of a Language Planning Coordinator in May 2013 and a Director in December 2013. The many projects and initiatives in this report attests to this.

2013 marks the end of the first five-year cycle since the teaching and learning portfolio was founded and a cross-cutting dedicated Deputy Vice-Chancellor for Teaching and Learning was appointed. The portfolio has become well-established with a University Teaching and Learning Office (UTLO), Quality Promotion and Assurance (QPA), Higher Education Training and Development (HETD), University Language Planning and Development Office (ULPDO) and oversight for UKZN Extended Learning Pty (Ltd) (UEL) for short course offerings. The Teaching and Learning Strategy Group (TLSG) comprising College Deans of Teaching and Learning and the Directors in the portfolio, established since 2012 following the College's reorganisation process, has continued to take up important University-wide initiatives which have impacted teaching and learning.

A review of module enrolments over a five-year period was done and showed that the total number of modules with less than five students constituted 15% of all modules in 2013; and had in fact increased from 2012 to 482 in 2013. This led to Senate (21 August 2013) approving university-wide norms with provision for special permission or exemptions to be obtained before offering modules below the minimum. Another initiative driven by the College Deans of Teaching and Learning through TLSG was an analysis of external examiners reports from all

undergraduate exit modules. This led to all Colleges adopting a template for these reports and improved systems and processes for collating and acting on recommendations from external examiners.

A quality enhancement initiative led by QPA through the TLSG was a proposal for ratings and weightings in student module evaluations as part of an early warning system. The reporting system, which was approved by Senate (6 November 2013), assists staff and the leadership to identify modules that are being rated below particular levels in schools and colleges for attention and action.

“ The UKZN Teaching and Learning Policy stipulates that teaching staff should be given opportunities to become familiar with the full range of educational contexts from which students enter the university. ”

In support of the implementation of the University Teaching and Learning Policy, an innovative initiative for staff led by the UTLO, in partnership with the School of Education, saw approximately 30 UKZN academics from different Schools and Colleges join student teachers on visits to diverse KwaZulu-Natal secondary schools. The UKZN Teaching and Learning Policy stipulates that teaching staff should be given opportunities to become familiar with the full range of educational contexts from which students enter the university. This was very well received. One of the University Distinguished Teacher Awardees Professor Bice Martincigh from the School of Chemistry and Physics endorsed the initiative: *“I found the trip extremely informative and enlightening. The two schools I visited were a stark contrast of attitudes. What*

would be extremely interesting would be to see the students' perceptions of the different schools and perhaps to tie that up with the performance of students from those schools who come to UKZN."

A major policy review undertaken in 2013 was the Plagiarism Policy and Procedures. Senate established a Task Team at its 20 February 2013 meeting to review and revise the University Plagiarism Policy and Procedures, led by the DVC: T&L. Senate also resolved that a Progress Report be provided at its meeting on 15 May 2013. The report, based on feedback from Schools, ICS (Academic Computing), Legal Services and Human Resources, Research Ethics Committees and the Research Strategy Group was tabled and focused on the status of implementation of the Plagiarism Policy and Procedure since 2010. These structures were also asked to propose amendments with motivations; and to forward any research or information on best/good practices related to plagiarism in universities that could assist in improving the policy. In summary, the main changes to the Policy included: clarification of the definition of plagiarism to distinguish it from other forms of misconduct; alignment with the reorganised College structures and positions, assigning clear roles and responsibility to the new academic leadership; improving the consistency in sanctions for acts of plagiarism; addressing gaps and integrating procedures for dealing with plagiarism especially at the postgraduate level. A University-wide workshop was held with all Deans and Academic Leaders on the 14 June 2013 to consider revisions to the Policy made by the Task Team before it served at all structures and was approved by Senate and Council (2 December 2013).

The Academic Monitoring and Support (AMS) system continued to be a priority for the teaching and learning portfolio. A detailed statistical analysis of student enrolments, attrition, retention and graduation in undergraduate three- and four-year was undertaken by UTLO together with a QPA coordinated external evaluation of the University's AMS systems across Colleges. Both reports were tabled at Senate (7 November 2014). Work and discussions on these reports coincided with the release by the Council for Higher Education (2013) report: *"A proposal for undergraduate curriculum reforms in South Africa: the case for a flexible curriculum structure"*. The evaluation commended the University for successfully implementing AMS across Colleges. Quantitative findings show that UKZN students perform better than national cohorts (CHE, 2013) on all the above indicators for

“ Quantitative findings show that UKZN students perform better than national cohorts (CHE, 2013) on all the above indicators for undergraduate degrees. ”

undergraduate degrees; the cohorts in four-year degrees did better than those in three-year degrees and have improved on all measures consistently in successive cohorts from 2005 to 2008; females outnumber and outperform males; and African students have improved on all measures in successive cohorts (see data presented in the report). The evaluation, however, also raised concerns about the sustainability of the AMS system given that it is funded in large part by the annual Department of Higher Education and Training (DHET) Teaching Development Grant (which for 2013 was R20.964 million).

A major activity undertaken in 2013, led by the Deputy Vice-Chancellor: Teaching and Learning, was the University Enrolment plan for 2014-2019 as required by the Department of Higher Education and Training (DHET), which was coordinated by the University Teaching and Learning Office in partnership with the Institutional Intelligence department of the University. The University has committed to an overall growth in enrolments in the next cycle but with a marginal increase in undergraduate and a major growth in postgraduate in line with the UKZN's vision and mission of a research-led University.

Undergraduate Academic Monitoring and Support at UKZN

Fortunate Ngcobo, a UKZN third-year undergraduate, working on a ceramic assignment.

The Academic Monitoring and Exclusions (AMS) Policy and Procedures which was approved by Senate in 2009 and reviewed in 2012: “acknowledges that academic monitoring and support is an important tool to retain students through a wide range of student-focused support systems and learning environments that enable them to complete their studies successfully and in the shortest possible time. When applied optimally, students should only be excluded on account of poor academic performance (as a last resort) after all other avenues have failed to restore their academic performance to the required level. The policy commits the university to identifying under-performing students timeously and providing the necessary academic support

to assist students to graduate in the minimum time possible or redirect them and obligates students to attend and participate in the range of support that is made available”.

Since 2009, the Senate approved Criteria for Academic Monitoring and Exclusions has been used to monitor the provision of appropriate levels of support by Colleges. A key expectation of the Policy and Procedures is that the monitoring and support should become integrated into each College’s core activities. What follows hereunder is a description of the level of reported-compliance of each College with regard to the Senate approved criteria.

Source: UTLO, 2013, Report on Academic Monitoring and Support – submission to UKZN Senate 6 November 2013.

NO.	CRITERIA	CAES	CHS	CH	CLMS
1	Coordinator (Senior academic) assigned responsibility for interventions/ monitoring	3	2	1	1
2	Clearly identified administrative support	2	1	1	3
3	Variety of interventions at College and School levels	1	1	1	2
4	Input of key stakeholders in design, delivery or evaluation	1	2	2	1
5	Compulsory for identified students	1	1	2	1
6	Interventions available to all students	1	1	1	1
7	Academic counselling available	1	1	1	2
8	Personal and Career counselling included in intervention	1	1	2	1
9	Orientation, ongoing progress reports, info. given to students regularly	1	2	1	1
10	Students monitor own progress	2	2	2	1
11	Tracking of student performance	1	1	1	3
12	Tracking of all referrals, especially to outside units	3	2	2	3
13	Records and reports kept at School and College level	2	2	2	1
14	Evaluation/reviews by staff and students	3	2	2	1
15	Evaluation/reviews and action discussed at School and College level	2	2	2	1
16	Resources – space, staff, funding available	1	2	2	1
17	Sustainable over a longer term	2	2	2	2
18	Research carried out on the intervention/monitoring	1	2	2	1
	Number of criteria rated COMPLIANT (fully compliant)	10	7	7	12
	Number of criteria rated ADEQUATE (but not fully compliant)	5	11	11	3
	Number of criteria rated INADEQUATE (incompliant)	3	0	0	3

CAES: College of Agriculture, Engineering and Science
 CHS: College of Health Sciences

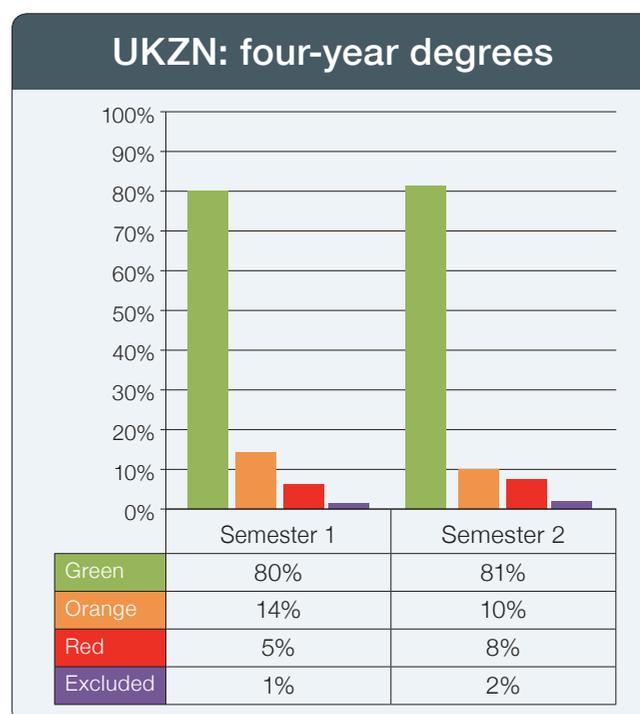
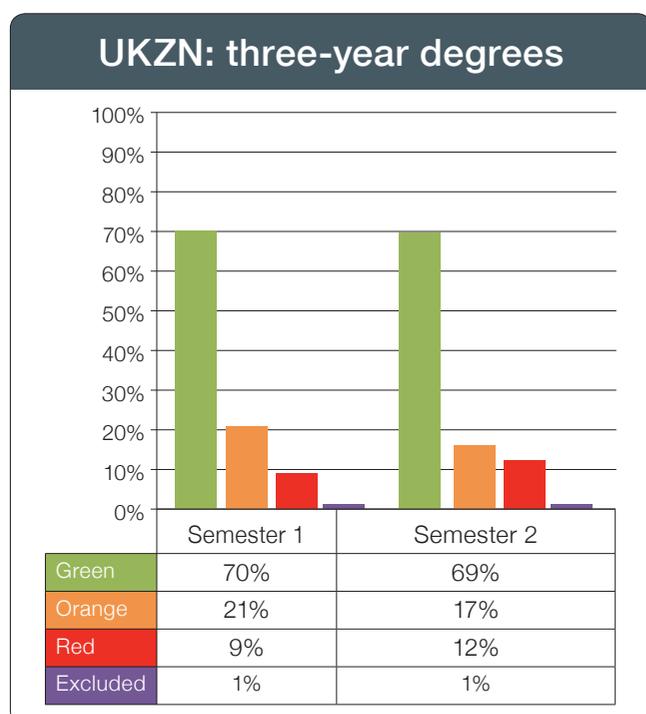
CH: College of Humanities
 CLMS: College of Law and Management Studies

Noteworthy Observations

- CLMS and CAES reported being fully compliant with the majority of the listed criteria. CH and CHS reported that they were not fully compliant with 61% of the 18 required criteria.
- All Colleges reported that they have interventions available to all students.
- All Colleges except CLMS reported that they are fully compliant with having a variety of interventions available at School and College level; and that academic counselling is available to students.
- All Colleges reported not being fully compliant with tracking referrals especially to outside units and all expressed a concern with sustainability over a longer term.
- All Colleges except CLMS report not being fully compliant with monitoring student progress; record keeping; and evaluations/reviews by staff and students.

The academic progression of undergraduate students in 2012 follows the coding system used in the classification of academic progression and performance for identifying students at different degrees of risk, outlined in the Academic Monitoring and Exclusions Policy (2012, p.3).

CODE	DESCRIPTION
Green	Student has passed 75% of the maximum expected credit load to date AND has passed 70% or more of the normal credit load in the current semester.
Orange	Student has not passed 75% of the maximum expected credit load to date AND has passed less than 70% of the normal credit load in the current semester. Credits are below the applicable minimum progression requirements but the student has been registered for one semester only.
Red	Student's performance falls below the applicable minimum progression (despite support) requirements AND the student has been registered for two or more semesters.

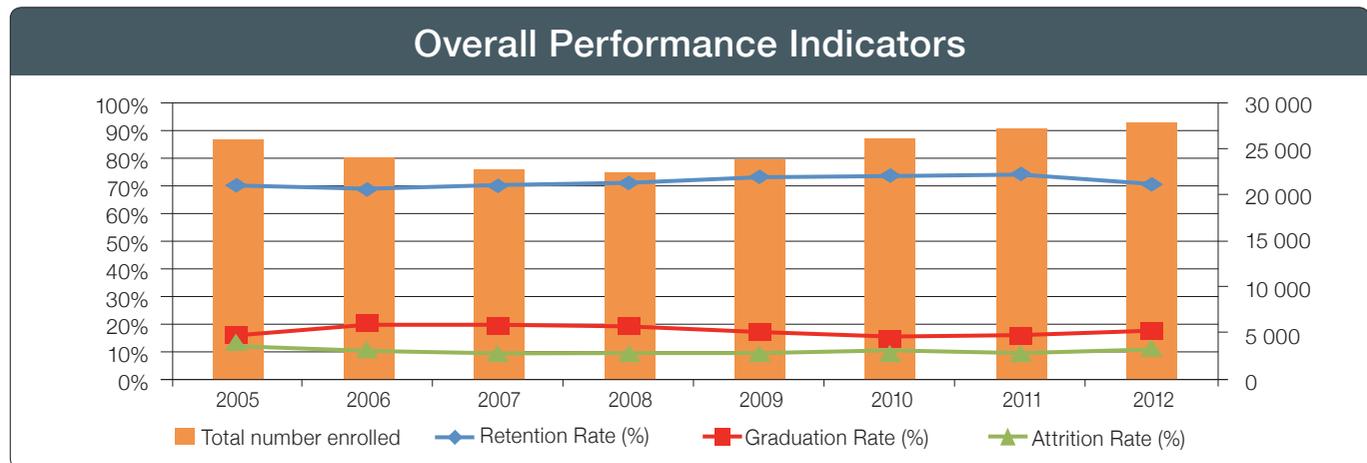


In 2012, 80% of UKZN students in 4-year degrees met or exceeded minimum progression requirements compared to 70% in 3-year degrees.

Clive Sithole's sculpture recently unveiled on Durban's beachfront. The artwork was the winning entry in the eThekweni Municipality's "Bring Art to the People" competition. Sithole reinterprets iconic Zulu cultural forms of a bull's horns, drinking pot handles and traditional headgear into concrete and steel.

Sithole's association with UKZN dates back to 1986 when he was encouraged to take up ceramics by a lecturer in the Ceramics Department. In 1997 he attended ceramic classes at UKZN and in 2009 was the 'artist in residence'. Sithole is a world renowned ceramic artist, having exhibited locally and internationally with works held in major local and international collections.

Undergraduate Annual Performance Indicators



Headcount Enrolments

Headcount enrolments of undergraduate (UG) students, decreased between 2005 and 2008. UKZN recovered in 2012 and 27 860 students were enrolled in undergraduate programmes representing the largest headcount enrolments for the reporting period.

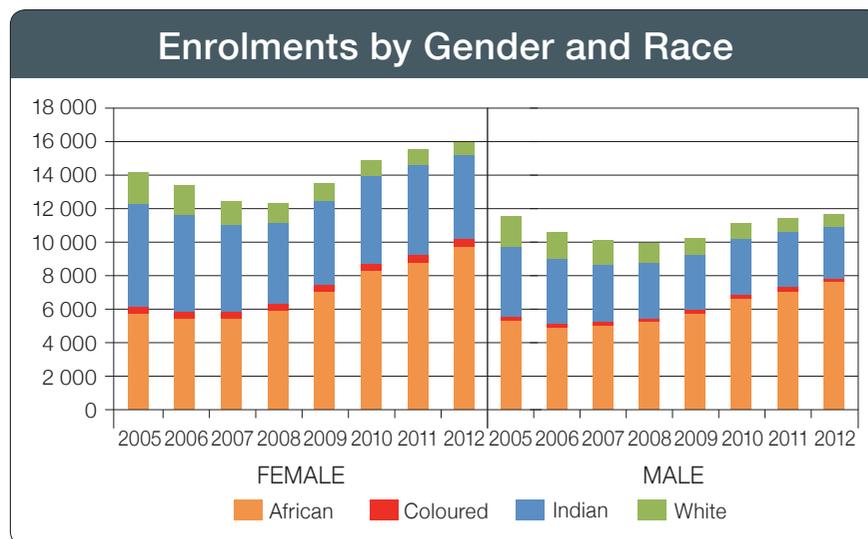


Figure 1: Enrolments by Gender and Race

Female enrolments have consistently been higher than male enrolments and this applies to all race groups. This is also reflective of national trends (CHE, 2012). UKZN had a 2% growth in female enrolments versus a 0.3% growth in male enrolments, over the same period.

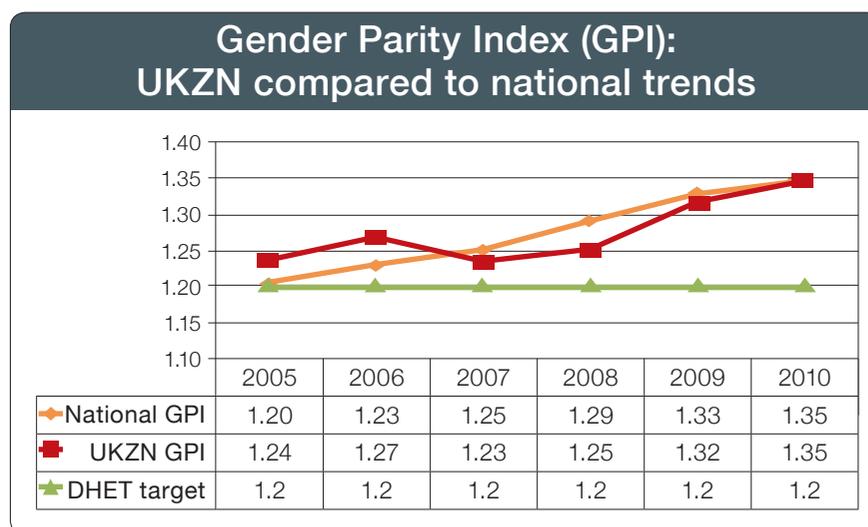


Figure 2: Gender Parity Index¹

DHET has proposed a 55:45 female to male ratio (CHE, 2009). This is equivalent to a GPI of 1.22. The GPI at UKZN has increased from 1.24 in 2005 to 1.37 in 2012, and is reflective of national trends.

¹ The Gender Parity Index (GPI) provides a population adjusted measure of gender (UNESCO, 2012)

Retention

From 2005 – 2012:

- The retention rate has increased by an annual average of 0.14%.
- On average 2.8% of students changed their qualifications while an average of 69% of students stayed registered in the same qualification for which they enrolled.
- Overall, the average retention rate over the eight-year period being examined is 72% which is less than the targeted 75%.
- UKZN steadily improved retention rates from a low of 69% in 2006 to meet the target 75% in 2010 and 2011 with a decline in 2012 to 71%. This decrease should be viewed against the increase in graduation in 2012.

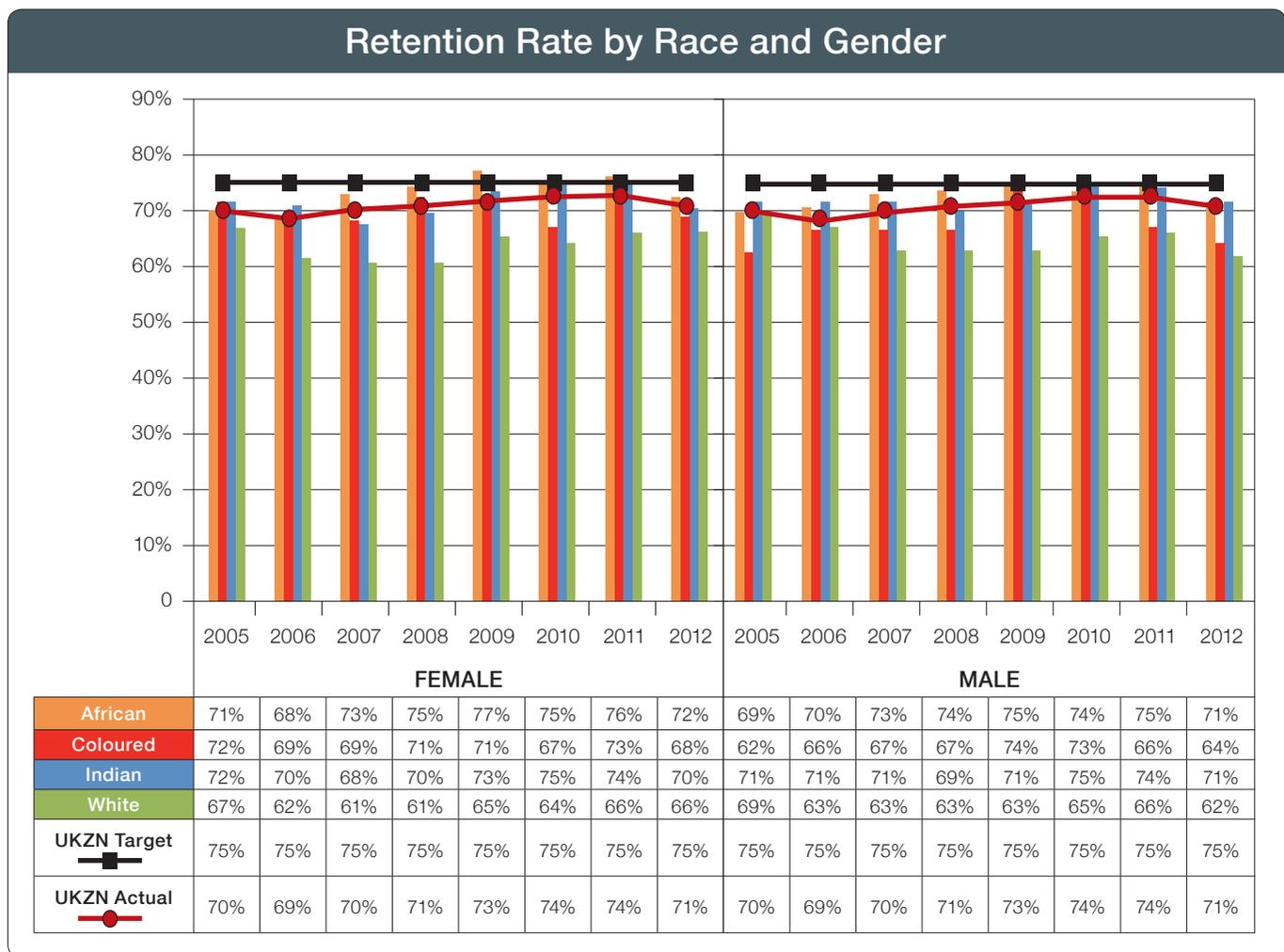


Figure 3: Retention Rates by Race and Gender

- Female retention rates show an average annual increase of 1% and while male retention rates have remained static at 0.1%.
- For four consecutive years (2008-2011): African female students retention rates met or exceeded the UKZN target.
- Mean retention rates for African students are highest at 73% (2%), Indian students 71% (2%), Coloured students 69% (3%), and White students 64% (2%).

Student Attrition

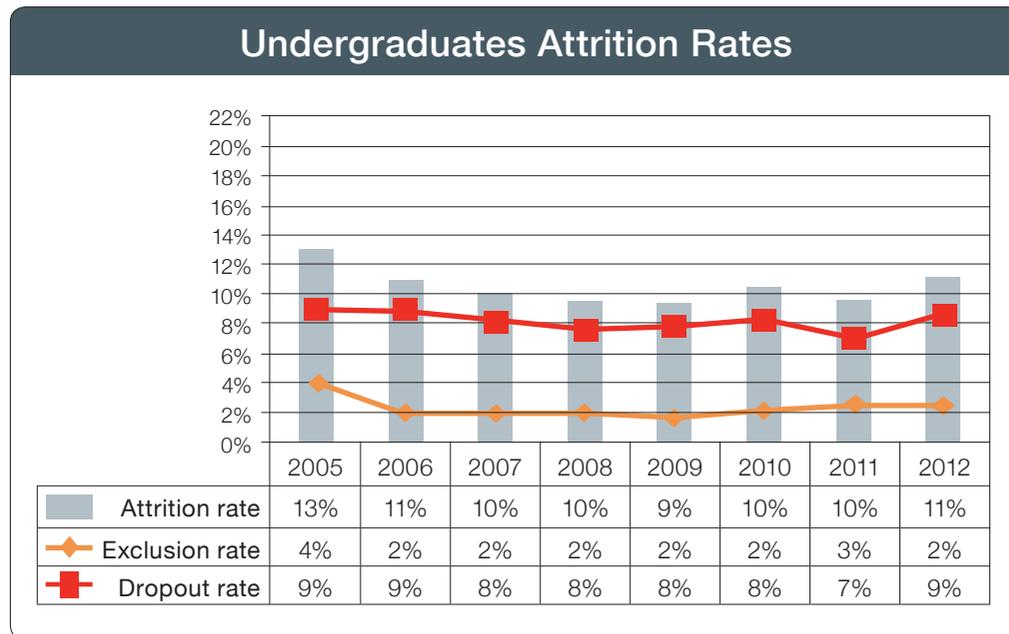


Figure 4: Average annual increases/ decreases in student attrition

Dropout rates are consistently higher than exclusion rates at UKZN. The average annual attrition rate has decreased by 2%. This is largely due to an overall decrease in the exclusion rate rather than decreases in dropout which grew by 1.6%.

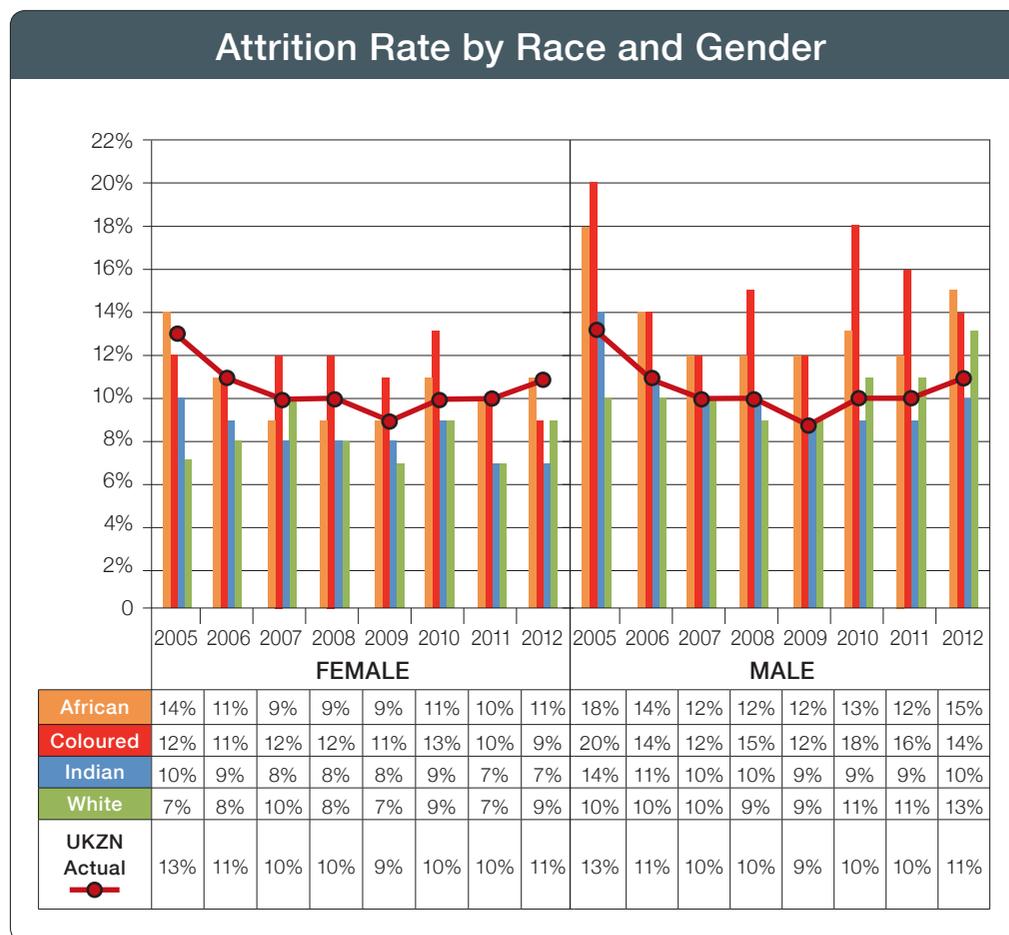


Figure 5: Attrition rates by Race and Gender
In all race groups attrition is higher for males than females.

The attrition rate among African and Coloured males has consistently exceeded the overall UKZN attrition rate from 2005-2012.

Student Success

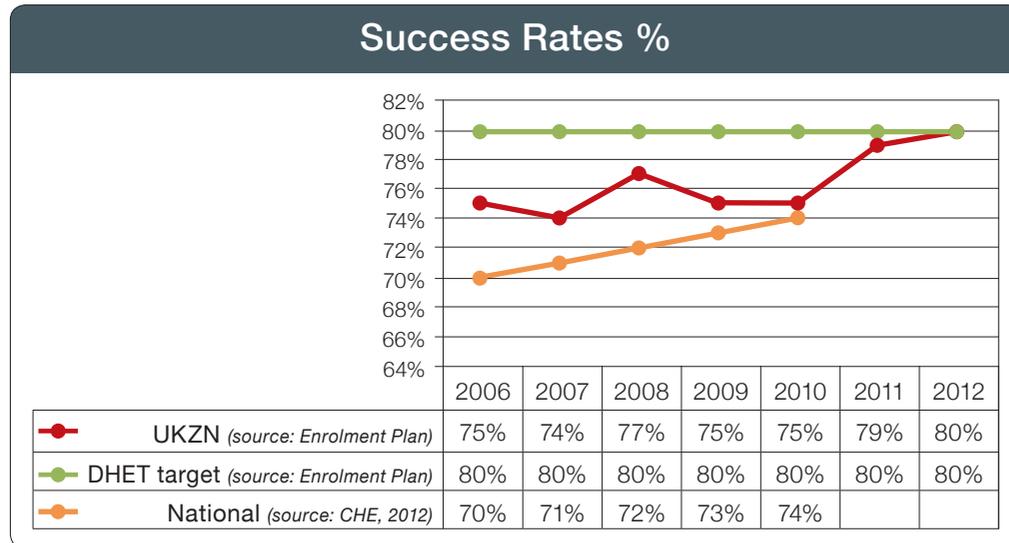
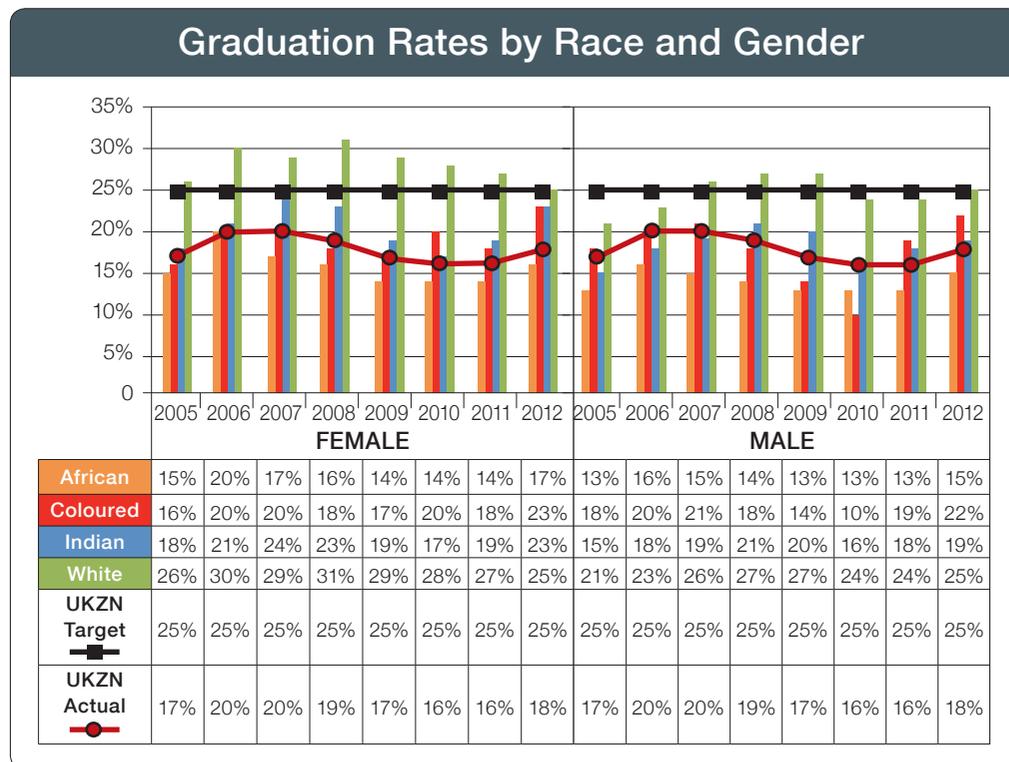


Figure 6: Student success rates (2005-2012)

Since 2006, success rates nationally have been below the DHET target of 80%. However, UKZN has performed consistently above these aggregated national rates. In 2012, UKZN met the DHET target of 80%.

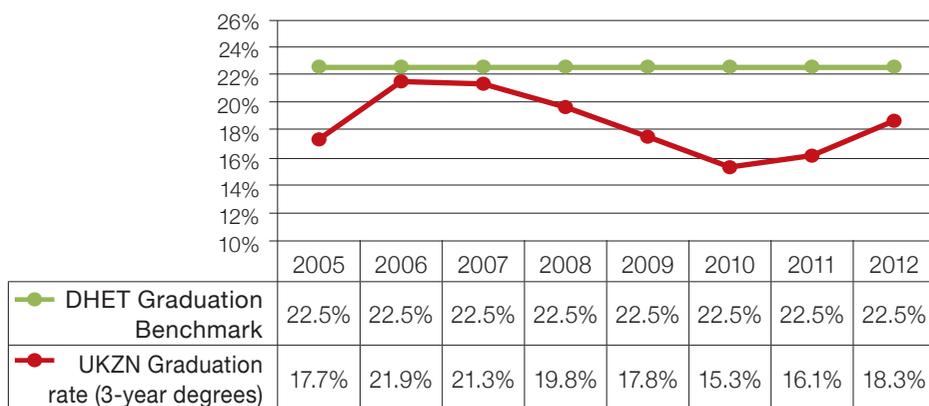
Graduation

- Undergraduate graduation rates have been consistently lower than the UKZN target of 25% (UKZN Strategic Plan, 2012).
- UKZN recovering in 2012 at 18% from its 2010 and 2011 low of 16%.
- The mean graduation rate over the eight-year period is 20%.



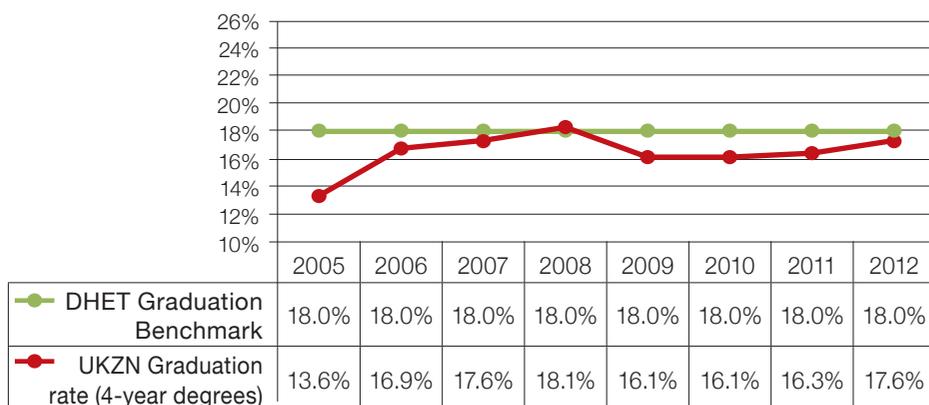
Overall, graduations by gender have remained consistent at 60% females and 40% males. For the reporting period, there has been a 1% growth in female graduations versus a 2% growth in male graduations.

UKZN Graduation Rates against DHET benchmarks: (Three-year Bachelor programmes)



Graduation rates for UKZN students in the three-year undergraduate degrees peaked in 2006 at 22%, thereafter declining graduation trends are reported with a recovery evident from 2010 to 2012.

UKZN Graduation Rates against DHET benchmarks: (Four-year Bachelor programmes)



Graduation rates in the four-year degrees reached the DHET targets in 2007, 2008 and again in 2012. For the period 2009-2011, the graduation rates plateaued at 16%.

UKZN Graduation Rates against DHET benchmarks: (MBChB)

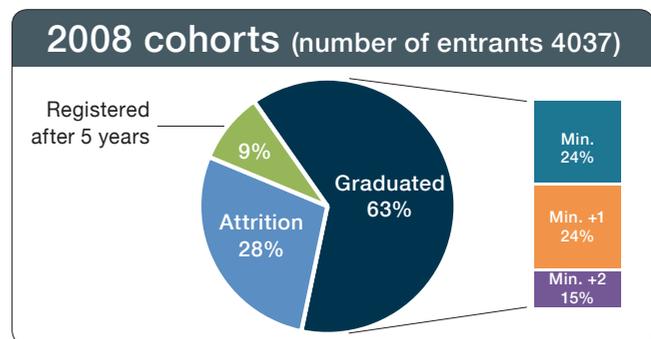
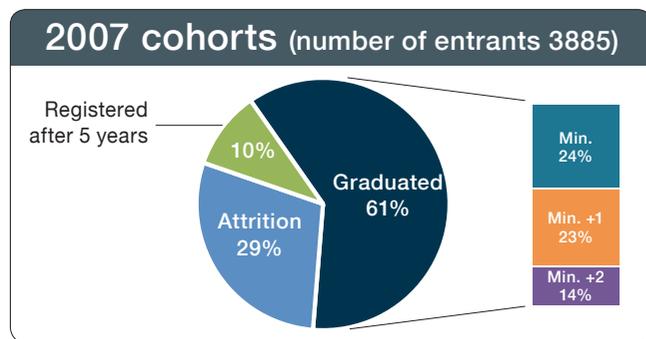
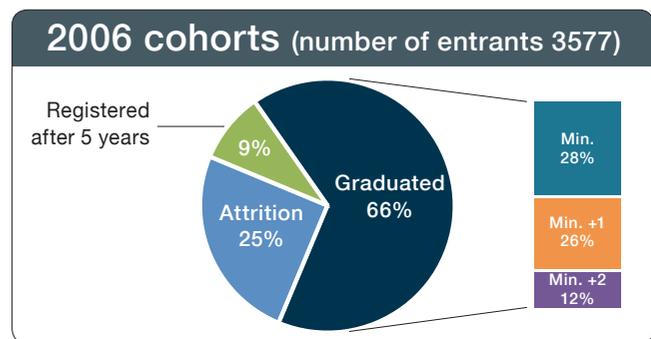
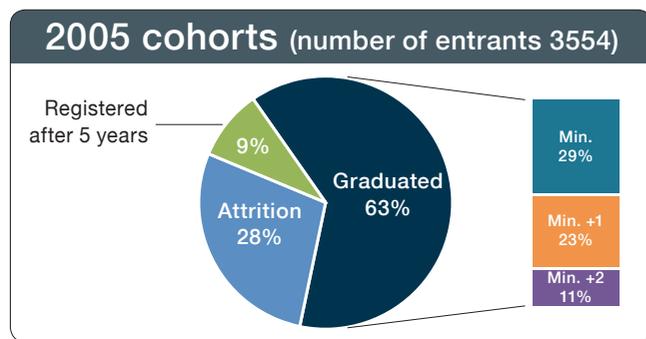


The graduation rate for the MBChB degree fluctuates a great deal but has generally met or exceeded the DHET benchmark except for 2009 and 2011. (This may also be explained by the transition in degree programmes.)

Undergraduate Cohort Analyses

- The four-year degree cohorts are performing better than the three-year degree cohorts on all measures (graduation, retention and attrition).
- While the four-year cohorts have improved in minimum +1 completion time (from 59% to 68%) for the 2008 cohort, the three-year cohorts have declined from 51% to 48%.
- Overall completion for three- and four-year degrees in minimum +1 years has increased from 55% for the 2005 cohort to 58% for the 2008 cohort but falls short of the institutional target of 65%.
- All the three- and four-year degree cohorts are performing better than the national 2006-cohort except for the three-year cohorts' where completion in regular time is, on par or lower than the national cohort (CHE, 2013).

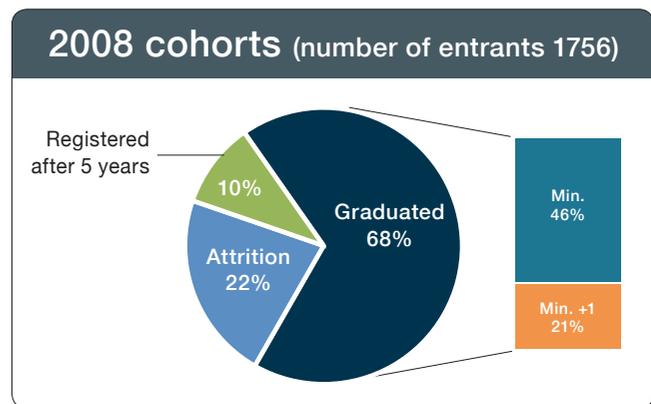
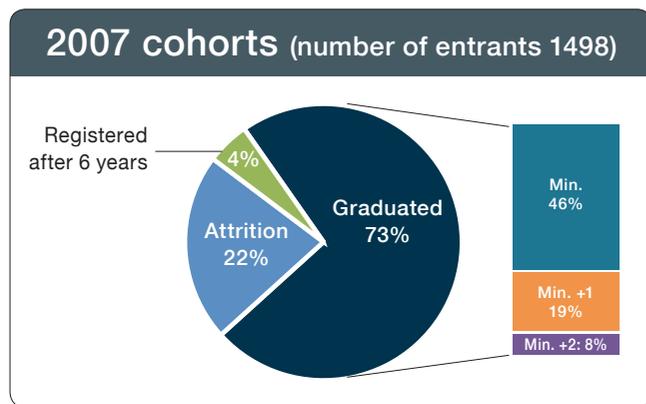
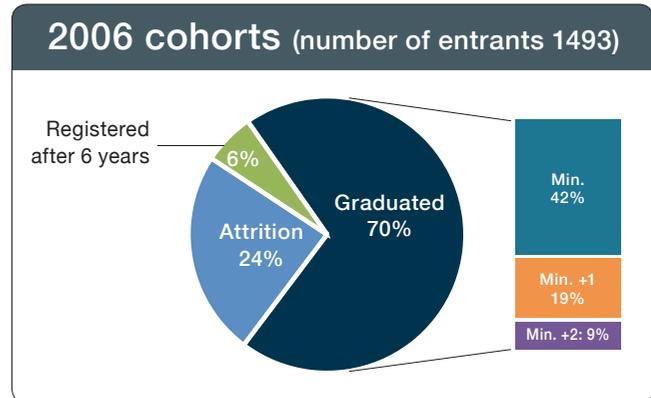
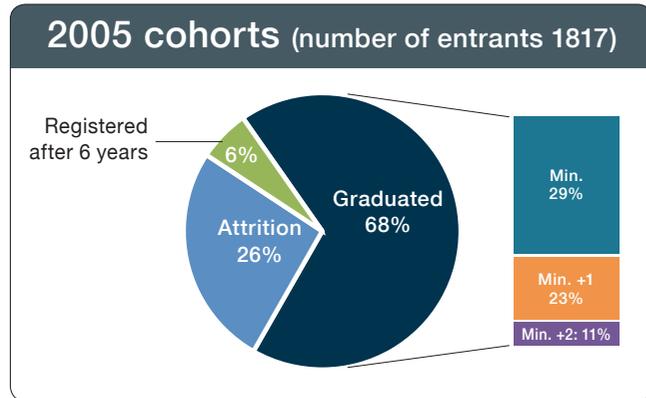
Cohort Analysis: Three-year Degree Programmes



THREE-YEAR DEGREE COHORTS 2005, 2006, 2007 and 2008:

- Enrolments in three-year degrees have increased by 14% from 2005 to 2008.
- Between 61% to 66% of students in the UKZN cohorts graduate in five years, which is higher than the national cohort at 53% (CHE, 2013).
- Graduation in regulation time in the UKZN 2006-cohort was 28%, lower than the national 2006-cohort at 29% (CHE, 2013).
- Attrition (dropout + exclusion) after five years, ranges from 25-29%, with 9-10% of students still registered.

Cohort Analysis: Four-year Degree Programmes



FOUR-YEAR DEGREE COHORTS 2005, 2006, 2007 and 2008

- Enrolments in the four-year degrees experienced a decline in 2005 and 2006, and increased in 2008.
- Students completing within regulation time increased in each successive cohort from 41% to 48% which is well above the national 2006 cohort (at 36%) (CHE, 2013).
- UKZN graduated 61% of the 2006 cohort after five years compared to national 2006 cohorts in all contact institutions of 49%; and the 2008 UKZN cohort improved by graduating 68% after five years.
- Attrition rates dropped from 26% in the 2005 cohort to 22% in the 2008 cohort. While those remaining in the system increased from 6%-10% after five years.

2006 Cohort - Comparisons With National Trends

Table 1: Graduation in regulation time, overall and by population group (%): 2006 first-time entering cohort, excluding UNISA

NATIONAL	Graduation in Regulation Time (%)					Attrition by end of Regulation Time (%)				
	African	Coloured	Indian	White	All	African	Coloured	Indian	White	All
3-year degrees	20	20	26	43	29	39	50	37	31	37
4-year degrees	30	28	31	47	36	41	47	43	33	39
3-year diplomas	16	27	27	38	20	45	45	39	38	44
All 3- and 4-year qualifications	20	24	28	44	27	42	47	39	33	40

UKZN	Graduation in Regulation Time (%)					Attrition by end of Regulation Time (%)				
	African	Coloured	Indian	White	All	African	Coloured	Indian	White	All
3-year degrees	20	27	27	51	28	20	32	19	24	21
4-year degrees	39	30	40	54	42	23	14	20	24	21
All 3 and 4 year degrees	25	28	31	52	32	21	26	20	24	21

Table 2: First-year attrition, overall and by population group (%): 2006 first-time entering cohort

NATIONAL	African	Coloured	Indian	White	All
Contact 3-year degrees	24	34	26	22	24
Contact 4-year degrees	22	23	27	19	21
Contact 3-year diplomas	24	29	23	23	25
All 3- and 4-year qualifications (including UNISA)	34	39	34	29	33

UKZN	African	Coloured	Indian	White	All
3-year degrees	9	17	11	15	11
4-year degrees	8	0	8	13	9
All 3 and 4 year degrees	9	11	10	14	10

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University Academic Monitoring and Support Strategy

Underpinned by the principle that 'Every Student Matters', the Teaching and Learning Portfolio pursues a transformative agenda which is cognisant of the impact of historical disadvantage, inequality and diversity. The ultimate goal is to institutionalise the requisite conditions and processes to enhance student progression and quality of outcomes to mitigate under-preparedness. In addition to alternative access Foundation programmes, sponsored by the DHET, UKZN has developed a bouquet of support programmes to ensure that both underprepared and exceptional students are supported to optimise their learning potential.

One of the more successful institutional initiatives in this regard is the University Academic Monitoring and Support (AMS) strategy, a home-grown programme that recognises student success and failure as a product of both institutional and student preparedness or under-preparedness. AMS is an evidence-driven approach which determines what resources are required to improve institutional responsiveness for student progression success and quality.

The AMS programme is primarily targeted at "At Risk" students, but is available to all students who require additional support. Through a coherent University-wide support offered by the University Teaching and Learning Office (<http://utlo.ukzn.ac.za>), Support Sector services e.g. (<http://qpa.ukzn.ac.za>; <http://research.ukzn.ac.za>; <http://ics.ukzn.ac.za>) and College specific support, students receive academic, pastoral and counselling support. Additionally, Colleges are able to access early-warning indicators that impact student progression through a dashboard of institutional data (<https://ii.ukzn.ac.za/Report>).

Academic Monitoring and Support Colloquium

In an attempt to reflect critically on the efficacy and efficiency of Academic Monitoring and Support (AMS) in practice, the University Teaching and Learning Office (UTLO) co-hosted the first colloquium in collaboration with the College of Health Sciences at UKZN on 26 November 2013. The colloquium provided a platform for the university leadership and AMS practitioners to present current AMS practices, research findings and emerging trends that could inform the future of AMS at UKZN; both at undergraduate and postgraduate levels. The overall aim was to share exemplary practices, identify opportunities for collaboration and generate consensus on AMS at UKZN to enhance coherence across the university.

The programme consisted of a keynote lecture, plenary panel discussions, thematic paper presentations, small group discussions, critical reflections and concluded with the formulation of resolutions for the future of undergraduate and postgraduate AMS at UKZN.

Professor Dianne Grayson, Director of Institutional Audits, Council on Higher Education, delivered the keynote lecture entitled, "Improving Student Success through Academic Monitoring and Support".

The plenary discussions were aimed at providing an overview of AMS practices, in undergraduate and postgraduate programmes, within each College. The small group discussions, chaired by the College Deans: Teaching and Learning, were aimed at brainstorming current AMS practices with a view to identifying best practice. The discussions concluded with the formulation of at least five recommendations from each Col-



Participants at the AMS Colloquium held on 26 November 2013.

lege which was presented at the feedback session. Among the list of resolutions presented, the following two were deemed institutional imperatives:

- 1 Given the lack of clarity and consistency across Colleges regarding the identities of AMS personnel, their roles, responsibilities and job descriptions, an AMS Framework to regularise the sector in a coherent but flexible way is urgently required. Equally important is the need to develop clear accountability mechanisms and opportunities for career pathways for AMS practitioners.
- 2 A postgraduate online tracking system is needed to monitor postgraduate students' engagement, progress and support throughout the research process.

An analysis of the evaluations conducted reveals that delegates felt that UKZN should host more Colloquia/seminars and workshops on issues related to academic, monitoring and support. It was resolved that the 2014 AMS Colloquium would be co-hosted by the College of Law and Management Studies and UTLO. One of the key foci of the 2014 Colloquium should be UKZN's tutorial system.

Evaluation of Academic Monitoring and Support at UKZN

In an attempt to assess the effectiveness of the Academic Monitoring and Support (AMS) initiative, UKZN's Quality Promotion and Assurance Department (QPA) was mandated to conduct an evaluation of Academic Monitoring and Support at the University. Dissonance between the Review reports and student reported experiences of AMS prompted Senate to further mandate QPA to conduct an external evaluation of AMS, to provide data on the efficacy of available systems and interventions on the ground. In 2013, a panel of senior leaders in higher education, external to UKZN was constituted to conduct the evaluation.

The Panel was mandated to establish how Colleges had responded to the Academic Monitoring and Exclusion Policy and to establish the extent to which the recommendations of the 2011 QPA review of AMS were being implemented. Specifically, the Panel made the following commendations and recommendations:

Commendations

The panel was unanimous in acknowledging that UKZN has made strides in making AMS part of its core business. By

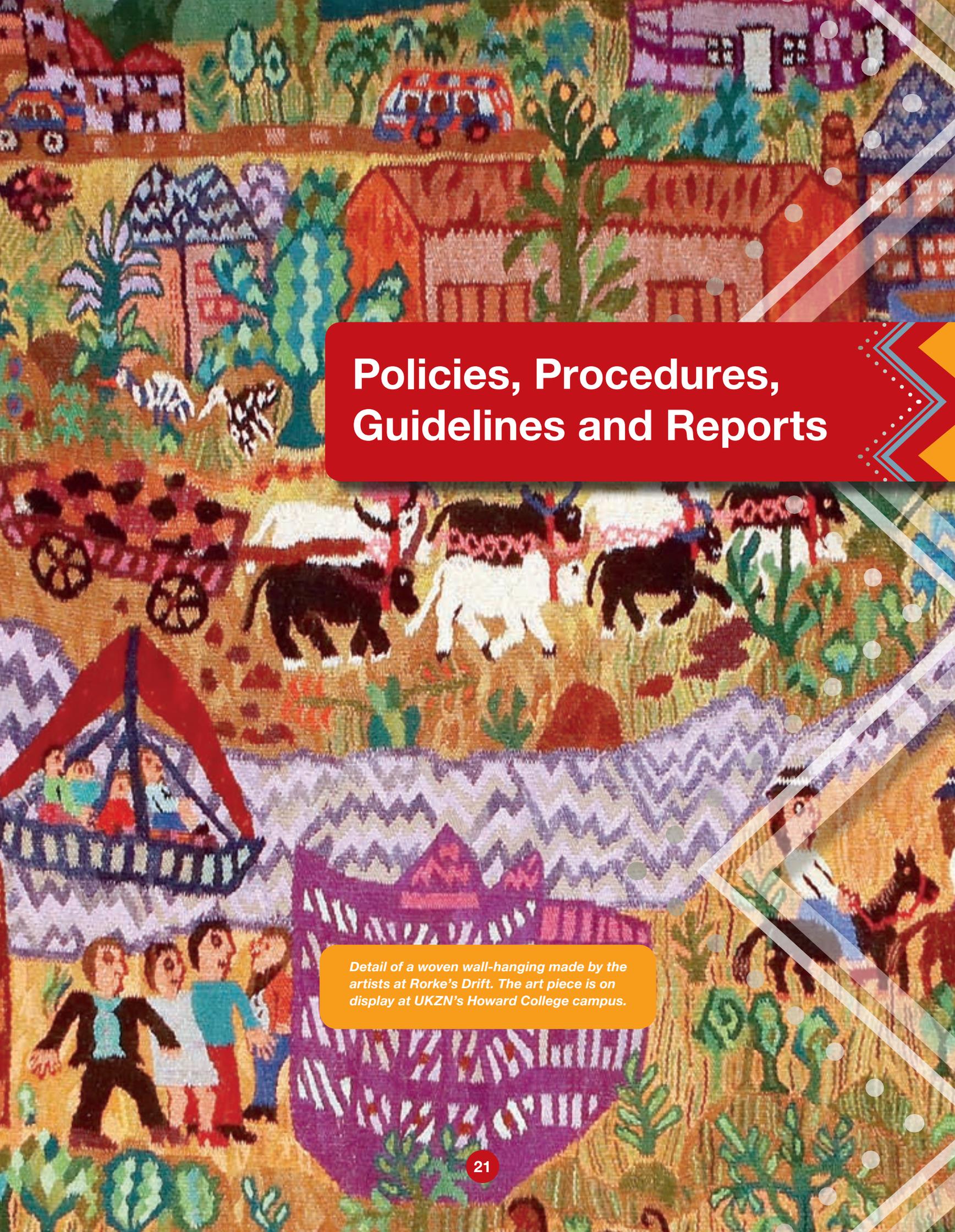
developing a policy that guides academic monitoring and support and making AMS a governance matter, UKZN is far ahead of many higher education institutions in South Africa. Furthermore, the panel was pleased to note that University Senate is cognisant of the fact that the existence of a policy does not guarantee implementation. It is noted that within a short period of time, the University has implemented the recommendations that were made in internal and external studies that were conducted between 2005 and 2013. The panel felt gratified by the positive findings in some areas of Academic Monitoring and Support Programmes at the University. Furthermore, the panel identified certain features in the AMS programmes as strengths and innovative and therefore specifically commended the University for the following good practices:

- 1 Successfully implementing the AMS Policy, especially with regard to its reach to first-year students and gradual inclusion of students at second-year and higher levels.
- 2 The uptake of AMS by each College was noteworthy. There was evidence to show that AMS is taken seriously by academics across the teaching and learning spectrum, and is making a significant and positive difference to students' efforts to succeed.
- 3 The effective use of the 'robot system' as dual system of early-warning and monitoring of the progression of academically at-risk students. Its successful implementation and the associated advocacy has led to the general acceptance of the system by students.
- 4 Success in creating an environment that fosters a strong sense of enthusiasm amongst those participating in the structured system of academic monitoring and support, especially the Academic Development Officers (ADO).
- 5 Creating an enabling environment that has led to the active participation of the ADOs in research and publication thus helping in the professionalisation of academic development and support. This according to the Panel, is in itself, a lesson the University can share with other institutions.

Despite the above examples of good practices, there are in contrast, a number of areas that require the University's concerted attention. The Panel pointed out the shortcomings in the implementation of AMS Policy, procedures and/or practices, and advised that addressing these concerns would contribute immensely to the effective and efficient functioning and implementation of AMS programmes at the University.

There were areas that needed more attention, these were:

- 1 The enforcement of a minimum generic standard that all Colleges ought to adhere to in respect to implementation and reporting on AMS programmes. This might involve broadening the Senate reporting criteria to include the gathering of outcome-related data which would include student participation and progress as reflected by movement from one status to another.
- 2 The University must find ways of ensuring that Colleges fully comply with Policy in terms of making AMS activities compulsory to underperforming students. This could be enforced by making sure that there is a common understanding that Policy prescripts are not optional but need to be complied with.
- 3 The University must engage Colleges in exploring alternative funding models for their AMS programmes as the current funding regime is viewed by the panel as inadequate and unsustainable. The uncertainty regarding the continuation of the Department of Higher Education and Training (DHET) Teaching Development Grant (TDG) that is currently utilised to fund most of AMS activities is just one indication that there might be threats to the viability of AMS.
- 4 Issues of staffing of AMS programmes seems to be a perennial problem for AMS at UKZN. There seems insufficient stability and continuity in staffing; the 2011 Review raised the same concern. In addition, there is also a need to attend to role clarification, particularly between Academic Development Officers, academic development coordinators, counsellors, mentors etc.
- 5 The University must institute appropriate monitoring and evaluation mechanisms to ensure that students who are deemed 'at risk' are required to use the supportive services in order to determine and address the cause of their poor performance. The panel is concerned that there are gaps in the monitoring and evaluation practices or procedures in place and that there is inconsistency in practices and implementation of policy, across the Colleges.
- 6 The University should create formal platforms to share experience and good practice in the implementation of AMS programmes, research data and best practices amongst Colleges.



Policies, Procedures, Guidelines and Reports

Detail of a woven wall-hanging made by the artists at Rorke's Drift. The art piece is on display at UKZN's Howard College campus.

Policies, Procedures, Guidelines and Reports

“ Scholarships are intended to attract the highest-calibre students to the University, to retain these students in current and future programmes, and to reward prior and current academic excellence. ”

Scholarships Policy

Scholarships and merit bursaries are awarded by the University to students to recognise and reward academic excellence. Scholarship funding is made available to a range of students from first-year undergraduate entry to final postgraduate exit from the university, and is based on academic merit. Scholarships are intended to attract the highest-calibre students to the University, to retain these students in current and future programmes, and to reward prior and current academic excellence. They are also offered in the context of advancing the University’s mission, vision and transformation imperatives. Against this background it has become urgent to have an approved Scholarships Policy, Procedures and Guidelines to enable the new Scholarships Committee to regularise its work, function effectively, fairly and transparently across Colleges, and to appropriately account for the disbursement of Scholarships funds. With these goals in mind, the UKZN Scholarships policy was reviewed in 2013.

UKZN Response to the CHE Proposal for Undergraduate Curriculum Reform in SA

The Council on Higher education (CHE) Proposal eloquently described and analysed the “curriculum crisis” in South Africa and made a compelling case for urgent curriculum reform. In principle, UKZN endorsed the proposed reform to;

- a Increase the number of graduates of good quality,
- b Improve the equity profile of graduates and
- c Enhance success rates in higher education.

In response to the proposal to curriculum reform, UKZN further acknowledged that redesigned university curricula should address the articulation gap, facilitate key transitions in the context of knowledge areas and cognitive demands, engage meaningfully with student diversity in all its forms, foster deep learning and promote the acquisition of practical skills and experience that all students need for economic, societal, civic and personal success in the 21st century.

Revised UKZN Enrolment Plan (2014-2019)

The successive cycles of enrolment planning required by the Department of Higher Education and Training have provided opportunities for UKZN to improve along several dimensions and has assisted in deepening its transformation. An assessment of past enrolment planning cycles acknowledged the gains made and identified the areas requiring improvement by the University.

Following an initial decline in enrolments during the merger, there has been a steady growth in total enrolments since 2008. In the 2011 to 2013 planning period, the University achieved 101% of its planned enrolment for 2011 and 98% of its 2012 planned target. Targets planned for enrolments of African students were met in 2011 and exceeded in 2012 to reach 64% while gender targets for 2011 and 2012 were achieved at 58%. Transformation in terms of both access and success is evidenced by having in this same period exceeded planned

“ Transformation in terms of both access and success is evidenced by having in this same period exceeded planned success rates in both 2011 and 2012; and exceeded planned graduates for 2012. ”

success rates in both 2011 and 2012; and exceeded planned graduates for 2012. The FTE student to staff ratio for 2011 and 2012 was achieved at 18.8, better than the projected figures. The publications outputs of staff in 2011 and 2012 exceeded planned targets, an indicator of the University's progress towards its research-led status.

Equally, areas needing improvement in which the University has not met its targets, were identified. Most importantly, by 2013, UKZN had not met overall postgraduate targets and has consequently not changed its postgraduate to undergraduate ratio. It had also not met its planned first entry undergraduate enrolment. While the University made good progress in addressing academic staff quality (47% have doctorates in 2012 against a target of 48%), the number of permanent and long-term contract research/instructional staff was less than the planned targets for 2012.

The enrolment plan for the period 2014-2019 was designed to respond to the national imperatives (DHET Green Paper and the National Development Plan, 2012) to expand higher education and advance transformation of the sector.

Revised Plagiarism Policy and Procedures

This Policy employed a development and education approach to deter and prevent plagiarism. It also reinforces existing systems, policies, procedures, rules and regulations of UKZN aimed at detecting, reacting to and reducing the occurrence of plagiarism. This Policy aims to address and provide for:

- a** Prevention of acts of plagiarism through increased awareness and educational opportunities;
- b** Detection and reduction of plagiarism through available and appropriate mechanisms;
- c** Reacting to and reporting of alleged plagiarism to relevant authorities; and
- d** Action on allegations or evidence of plagiarism.

Scholarships Handbook

The Scholarships Committee, which has been in operation since 2009, was dis-established when the University committee structures were reviewed. However, an awards committee which included some Faculty representatives, continued to convene and make awards. With the College reorganisation process in 2011, the Scholarships Committee was re-established and its Committee Charter was approved by Council in December 2011; and the University Scholarships Policy was approved by Council in March 2013. Against this background it has become necessary to have a comprehensive document that preserves institutional knowledge and to enable the new Scholarships Committee to regularise its work, function effectively, fairly and transparently across Colleges.

The Scholarships Committee Handbook serves as a resource to all members of the Scholarships Committee and the Scholarships Office as well as a form of induction to new members. It collates documents and information developed over several years by different members of the University community and past committees into a single document for ease of reference, and which are gratefully acknowledged.

Module Enrolment Norms

In 2013, the considerable human and financial resource implications for Schools and Colleges in offering modules with low enrolments were acknowledged. A proposal was made to consider and approve University-wide minimum enrolments in modules as follows:

- a** UG Level 1: 40 students per module
- b** UG Level 2: 20 students per module
- c** UG Level 3: 10 students per module
- d** UG Level 4 / Hons; PGDip: 5 students per module
- e** Masters: 5 students per module

Further provisions were made for:

- Special permission/exemptions to be obtained at College level before offering modules below the minimum norms by providing motivations and plans for meeting the norms.
- Allowing Colleges and Schools to set benchmarks or targets for module enrolments above these minimum enrolment norms.
- Ensuring that all College Handbooks should include a statement that the University reserves the right not to offer modules; and Colleges should exercise this right.
- Ensuring that modules comply with approved policy on module size and credit points.

University Language Board Report to Senate

“ The University of KwaZulu-Natal has actively pursued the implementation of South Africa’s multilingual language policy as is articulated in its Language Policy and Plan. ”

Consistent with the Higher Education Act of 1997, which informs the higher education language policy; the Language in Education Policy (1997) and the Language Policy for Higher Education (2002), the University of KwaZulu-Natal has actively pursued the implementation of South Africa’s multilingual language policy as is articulated in its Language Policy and Plan, approved by Senate on 2 August 2006. The Language Plan sets practical targets for the implementation of the Language Policy of which the University Language Board has the responsibility to carry out this mandate.

ULB appointed the Coordinator for Language Planning and Development, Mr Sydney Khumbulani Mngadi who assumed his position on 2 May 2013. It is envisaged that Mr Mngadi will support and advance the implementation, monitoring

and evaluation of ULB projects, while providing support to the University community in terminology development and translation services. The Language Planning and Development Office will also facilitate and provide the requisite quality assurance function for new terminology developed and translations. The Office is in the process of concluding memoranda of understanding with relevant stakeholders.

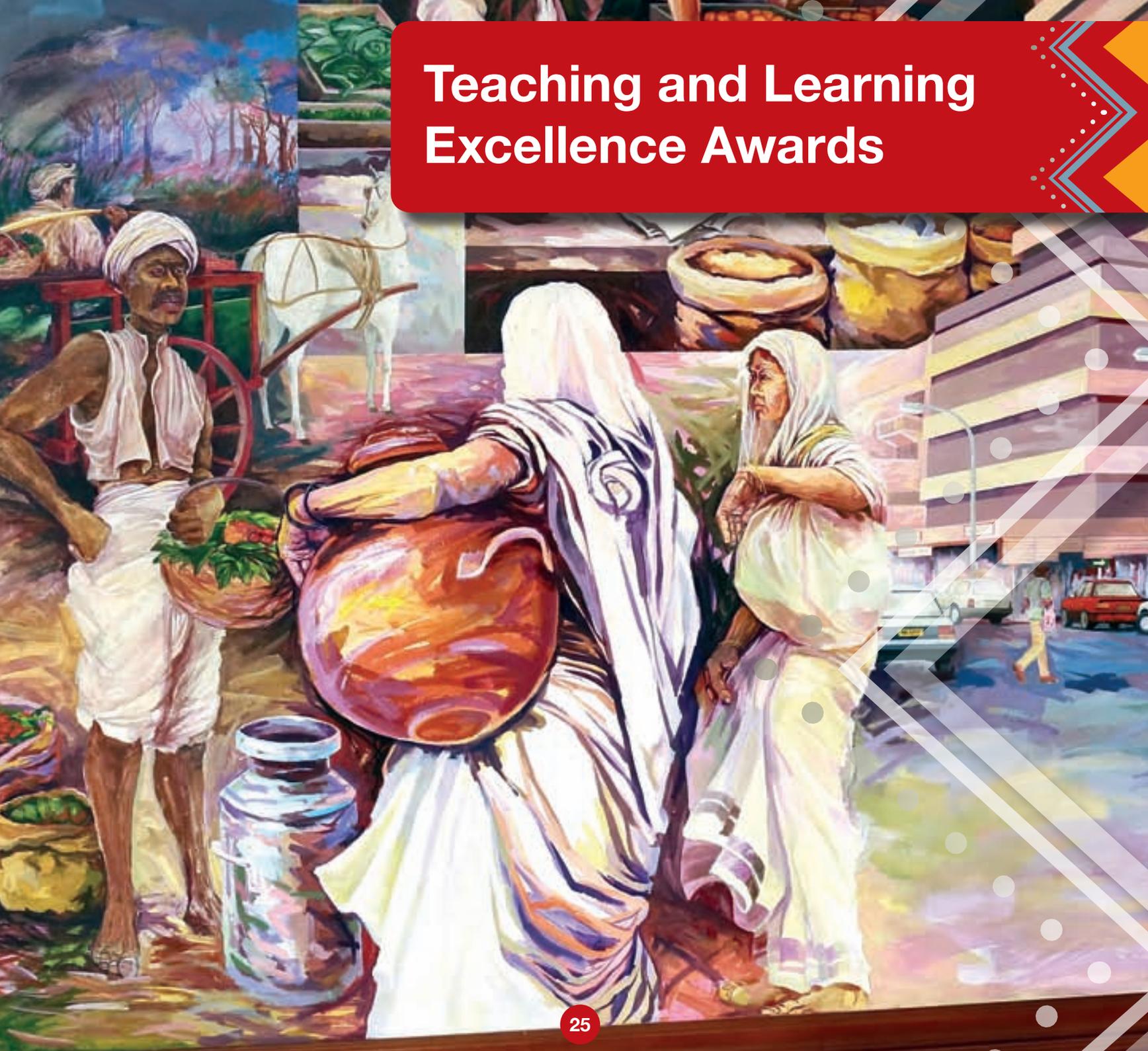
One of the most significant achievements in 2012/13 was the in-principle UKZN Senate decision on 15 May 2013 to require all students registering for the first time at the University in 2014 in Undergraduate Degree programmes, to acquire a level of proficiency in isiZulu before they graduate from the institution. This will be achieved by requiring students to obtain credits for a prescribed isiZulu module (or be exempted based on demonstrated proficiency). This move gives tangible expression to the University’s Language Policy and Plan.

For the 2012/2013 year, a budget of R5.9 million was made available from the DVC: Teaching and Learning’s strategic fund allocation to advance the implementation of the University Language Policy and Plan. A number of proposals were received, reviewed and approved by ULB. To date, an amount of R4 272 958.00 has been disbursed to a total of 12 projects for 2012/13.

A detail of V. Nanackshand's painting "The Merchant" (1987) on display at UKZN's Westville campus. The Westville campus is home of the Gandhi-Luthuli Documentation Centre which holds valuable archives on indentured Indian immigration to South Africa.



Teaching and Learning Excellence Awards



UKZN Distinguished Teachers' Award

This prestigious award requires candidates not only to be outstanding teachers demonstrating successful and effective learning outcomes, but to have made a sustained contribution to teaching and learning through proven contribution to innovation and enhancement of teaching and learning practices within the candidate's discipline or school and in community engagement. Candidates are also expected to demonstrate contribution to curriculum and/or materials development in the discipline; and/or demonstrated reflection on practice translated into the scholarship of teaching.

Distinguished Teachers' Awardees: 2013

Professor Simon Mukwembi



Simon Mukwembi impressed the selection committee with his extraordinary dedication and commitment to students at every level at which he taught mathematics. His method of teaching included using Moodle (Modular Object-Oriented Dynamic Learning Environment), linked to curriculum development efforts. As a senior lecturer in mathematics, in the School of Mathematics, Statistics and Computer, he was recognised for his innovative teaching approaches which significantly increased student interest, participation and performance in mathematics. This was demonstrated through extremely positive student evaluation and peer assessments of his teaching.

“ Professor Mukwembi was commended for the development of a new foundation mathematics module and for the ways in which links were created between tutorials and mainstream teaching. ”

Professor Mukwembi was commended for the development of a new foundation mathematics module and for the ways in which links were created between tutorials and mainstream teaching. In addition, his commitment to mathematics teaching and learning extended into outstanding community engagement work with high schools and in connecting these efforts back to mathematics at the University.

Professor Sarojini Nadar



Sarojini Nadar, a Professor in the School of Religion, Philosophy and Classics received recognition for her exemplary teaching, which was considered to be undergirded by current education theories, research and debates in her discipline. In particular, the committee was impressed

by the ways in which emancipatory feminist discourses were reflected in her classroom practices in her teaching of gender and religion. Her teaching and assessment methods were appropriately varied and took full account of the special transformational challenges of the South African higher education context.

This award specifically recognised Professor Nadar's distinguished contribution to the scholarship of teaching and learning in her discipline nationally and internationally through a range of publications. The Committee noted the impressive production of journal articles and book chapters in her discipline related to teaching and learning which are being used by other universities.

Distinguished Teacher's Dinner for 2012 Awardees



*Back left: Professor Renuka Vithal, Deputy Vice-Chancellor: Teaching and Learning; Dr Rubby Dhunpath, Director: Teaching and Learning.
Front – DTAs: Dr Corrie Schoeman; Dr Anthony Collins.*

UKZN academics Dr Corrie Schoeman and Dr Anthony Collins were honoured at a Distinguished Teacher Awards (DTA) gala dinner at Coastlands on the Ridge hosted by the University Teaching and Learning Office.

Welcoming guests Professor Renuka Vithal, Deputy Vice-Chancellor of Teaching and Learning, said the award acknowledges excellence and innovation in teaching annually. She announced that the DTA alumni will be invited to deliver guest lectures on the University Education Induction Programme to inspire academics at the University.

“ Dr Schoeman’s research areas focus mainly on the evolution and ecology of animal communities in southern Africa and Madagascar, particularly those of bats. ”

Dr Schoeman, a Senior Lecturer in the School of Life Sciences in the College of Agriculture, Engineering and Science, was

recognised for his innovative approach to teaching. His research areas focus mainly on the evolution and ecology of animal communities in southern Africa and Madagascar, particularly those of bats.

In his acceptance speech Schoeman acknowledged those who had inspired him, including his wife, mother and one of his lecturers, Professor Brian Davies. ‘He (Davies) was the archetype biologist – he could mix intelligence and wit effortlessly.’

“ Dr Collins, a Lecturer in the School of Applied Human Sciences, College of Humanities, was recognised for distinguished contributions in the area of curriculum development and for his innovative teaching practice. ”

Dr Collins, a Lecturer in the School of Applied Human Sciences, College of Humanities, was recognised for distinguished contributions in the area of curriculum development and for his innovative teaching practice. He is a critical social psychologist with interests in violence, trauma and consumer culture.

Collins said, ‘I love teaching, and that is why I have always done it. I have managed to do something that I love and people pay me a salary!’ He added that it was particularly rewarding that his work was valued by his students.

Recipients of HELTASA National Excellence in Teaching Awards Professor Gary Marsden and Mrs Roshnee Sunder, from UCT and DUT respectively, delivered inspiring presentations on harnessing technology to captivate student’s attention in the lecture room.

The awards dinner was rounded off with an entertaining video featuring the DTA awardees and their students. The video montage highlighted their innovative approaches to teaching and their passion for inspiring young minds.

UKZN Honours Top Scholars

The University of KwaZulu-Natal (UKZN) has awarded approximately R80 million to recognise and commend academic excellence.

A total of around 4 000 awards were made to students who have attained outstanding results in Undergraduate, Honours, Masters and Doctoral Studies during 2012. Of these, 73 top-achieving scholars, who have received prestigious scholarships, were honoured at a special ceremony on Wednesday, 4 September 2013. The scholarships awarded are largely funded by the university and by donors and demonstrates the calibre of students choosing to study at UKZN.

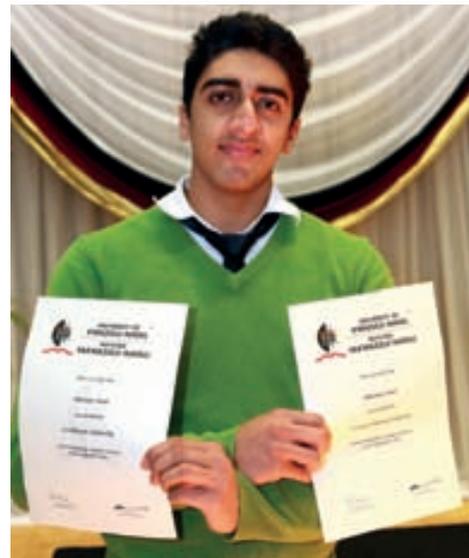
Deputy Vice-Chancellor – Teaching and Learning, Professor Renuka Vithal said, “Scholarships are awarded on a fiercely competitive basis in which merit is the most important criterion. A stringent selection process, in which the scholarships committee considers the marks obtained, the top marks and size of the class, the number of certificates of merit, Dean’s commendations and the consistency of high performance among other aspects. The students finally recognised are the very best of thousands of hopefuls.”

Best Undergraduate Student Award

Ridwaan Amod (22) has achieved remarkable results that far exceed the norms of the average top student. In his chosen area of study, a Bachelor of Science degree in Electronic Engineering, Amod received two of the highest awards; the ‘Lawrence and Constance Robinson Scholarship’ which is awarded to the best single undergraduate in the entire university and the ‘Townley Williams Scholarship’, awarded to the best student entering the final year of study. Amod was the top student among 28 000 undergraduates.

UKZN Distinguished Students’ Award

The ‘Distinguished Students Award’ is a unique scholarship that rewards students who have, together with excellent academic achievement, demonstrated exceptional leadership in engaging with communities, making a positive difference to the lives of people. The award gives concrete expression to the values implicit in African Scholarship and the vision and mission that underpin UKZN. The 2013 Awards were presented to Basheerah Mohamed, a summa cum laude student majoring with a BA Honours in Community Development, and Lukhona Afika Mnguni, a cum laude student in BA Honours in Social Science.



Left: Ridwaan Amod was the 2013 top student among UKZN's 28 000 undergraduates.





Above: Basheerah Mohamed, a summa cum laude student majoring with a BA Honours in Community Development was a recipient of a 'Distinguished Students' Award'.



Right: Lukhona Afika Mnguni being awarded his 'Distinguished Student' scholarship by Professor Renuka Vithal.

Teaching and Learning Strategy Group



The work of the Teaching and Learning Strategy Group (TLSG) is underpinned by the general principle that student success is not the result of the implementation of one programme or approach, but rather the result of various initiatives applied in concert. A number of strategic areas have merged as the foci of the group's work.

Standing: Professor Nobuhle Hlongwa, Professor Lumkile Lalendle, Dr Rubby Dhunpath, Professor Bala Pillay and Professor Fikile Mtshali (inset).

Seated: Professor Dامتew Teferra, Professor Renuka Vithal, Professor Kriben Pillay and Dr Langa Khumalo.



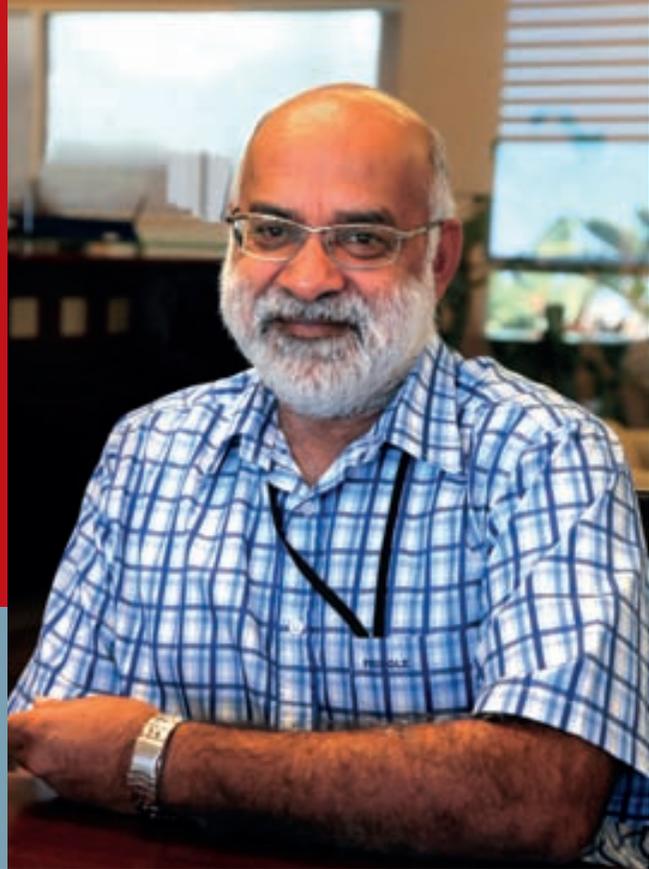
These include: providing an overall strategic direction for teaching and learning at the University; developing and revising teaching and learning policies; implementing Senate approved policies; and contributing to the promotion of the scholarship of teaching and learning across the University through a variety of scholarly fora and activities.

In addition to key functions of policy development and implementation, the TLSG initiates various strategic

initiatives aimed at improving teaching and learning quality. It also responds to key national policy documents and position papers. In 2013, the Teaching and Learning Strategy Group responded to, among others, the revised the CHE proposal for Undergraduate Curriculum Reform and the DHET Green Paper on Post-School Education and Training.

College of Agriculture, Engineering and Science

Professor Bala Pillay
Dean of Teaching and Learning



Teaching and Learning has become firmly entrenched as one of the College's key imperatives as it strives to consolidate the core activities within the reorganised College structure. To this end, the commitment and dedication of the College of Agriculture, Engineering and Science (CAES) Teaching and Learning leaders, academic and support staff, is greatly valued and appreciated.

While the College has established a reputation for outstanding research, the College firmly believes in the adage that good teaching begets good research which propels its efforts to elevate Teaching and Learning quality.

Some of the Teaching and Learning activities and achievements in 2013 are highlighted below.

Student Throughput

The College graduated 1 646 students: 1 020 undergraduate and 626 postgraduate (including 76 PhDs). Importantly, 216 graduands (151 undergraduates and 65 postgraduates) were originally enrolled as Access students.

Mathematics Upskilling

In order to address under-preparedness in Mathematics, two courses were developed to help students gain entry to the mathematical and related sciences. These courses are offered through UKZN Extended Learning. The first is a condensed Foundational Mathematics course, intended for students who

“ In order to address under-preparedness in Mathematics, two courses were developed to help students gain entry to the mathematical and related sciences. ”

do not have the requisite Mathematics marks to gain entry to UKZN (in any field). The second semester-long course is for students who took Mathematical Literacy at high school and provides instruction in Core Mathematics. The mark obtained by learners on this course is then used to evaluate their qualification for University admission.



Enrolment

The College exceeded its overall enrolment target of 8 550 by 708 students. At the postgraduate level, 98% of the target was met. A record 185 Post-Doctoral Fellows were recruited, of which 161 have already reported for duty.

Mastering the Masters Programme

This has been firmly established as one of our flagship programmes for supporting student retention and success. Research capacity-building workshops were rolled out for staff and postgraduate students, empowering them to make the necessary progress needed towards timely and successful completion of their postgraduate studies.

Programme Review

The Property Development Programme in the School of Engineering will be reinstated from 2014 with the support of Construction Education and Training Authority (CETA), who has committed funding this Programme for five years, commencing with an initial contribution of R13.4 million for the year 2013/2014. This will result in the recruitment of 100 new students. The Accreditation of the Engineering programmes in 2013 by the Engineering Council of South Africa (ECSA) had a positive outcome based on the Interim Report (seven Engineering Programmes received full accreditation until

Above: The College of Agriculture, Engineering and Science are involved in a variety of rural community outreach projects.

2018; two were accredited until 2015, namely, Electrical, Electronic and Computer Engineering). The College Access Programmes (Science and Engineering) underwent a Quality Review and await the Final Report.

Community Outreach

Responsible community engagement that promotes Science, Engineering and Technology has always featured prominently in the College's activities and 2013 was no exception. The College ran a number of School outreach programmes aimed at learners. These included the School of Engineering's annual Winter School and "Be a Scientist for a Week". Some 300 students attended National Science Week at the Science and Technology Education Centre on the Westville campus. College Open Day saw over 1 000 learners in the Pietermaritzburg and Durban districts interact with College staff and students, and the College successfully hosted the Regional Finals of the Eskom Expo for Young Scientists.

In terms of rural community outreach, the Farmer Support Group, situated within the School of Agricultural, Earth and Environmental Sciences, is just one project that continued its community upliftment work in the Msinga and Bergville areas. Finally, the School of Mathematics, Statistics and Computer Science undertook a number of successful initiatives aimed at upskilling mathematics teachers and learners; as well as a very successful public lecture series on Astronomy.

College of Health Sciences

Professor Fikile Mtshali
Dean of Teaching and Learning



Quality teaching and learning is crucial in producing competent health sciences graduates who are able to serve competently in diverse health care settings in the country. The attributes of graduates produced impacts on health service delivery and effective patient care. The College is committed to enhancing innovations in teaching and learning, optimizing student success and throughputs and strengthening the culture of the scholarship of teaching and learning.

In 2013 the College has noted significant improvement in the number of peer-reviewed articles published, as a result of research in health sciences education by both academics and students, and participation in platforms where scholarship in this area is shared with the larger community.

South African Association for Health Educationalists Conference - SAAHE 2013

The College of Health Sciences (CHS) successfully hosted the South African Association for Health Educationalists (SAAHE) Conference 2013. The conference attracted a diversity of health educators, practitioners, leaders in health, health professionals, students and other interested stakeholders. Although it was a national conference, delegates included participants from India, Brazil, America, Europe, Pakistan and other countries in the African region. The theme for this conference was "Information to Transformation". According to

“ According to Dr Singaram, the chairperson, the conference stimulated the rethinking for reforms of professional education. ”

Dr Singaram (the chairperson) the conference stimulated the rethinking for reforms of professional education. Academics from UKZN played an active role in this conference. They presented 23 oral presentations, three posters and chaired sessions.

Living and Learning Community Pilot Programme

The College piloted the Living and Learning Programme, a student support programme available to students after hours. Since most students in the CHS are in clinical settings or workplaces during the day, they have limited access to available student support services on campus. This programme also aims to enhance living and learning spaces.

The Living and Learning programme has been piloted with the MBChB first-year students who live in Residence. Implementing the programme centres on collaboration with the MSRC, Peer Wellness Mentors, Academic Mentors and the Student Support Services team. Academic Mentors offered support to students two evenings per week for three hours at a time, whilst the Peer Wellness Mentors and the Student Counsellor facilitates academic skills development. The intention is to ultimately establish study groups at Residences. In 2013, Academic Mentors volunteered their services and this project in 2014 will be supported financially through the Teaching Development Grant.



Volunteer Academic Mentors – NRMSM Living and Learning Communities 2013 with Dr S Pillay, Professor F Botha and Professor F Mtshali.

CHS cohosts UKZN's first Academic Monitoring and Support Colloquium in collaboration UTLO

The CHS cohosted the first UKZN AMS Colloquium with the UTLO. The aim of the colloquium was to reflect on national and international trends in AMS practices, share exemplary

practices, identify opportunities for collaboration and generate consensus on AMS at UKZN to enhance coherence across the university. The AMS team from the college presented a number of papers generated from the research on the College AMS programme. The AMS team is aiming at generating evidence that will be used to improve AMS in the CHS.



AMS Team in the CHS during the Peer wellness mentors certification service.

Scholarship in Teaching and Learning

Scholarship in Teaching and Learning is a fast developing research area in the CHS with 22 research papers published in peer reviewed journals and 12 Postgraduate students graduating with research projects in Health Sciences Education. The leaders in this area of research include Professor Sabiha Essack, Professor Fikile Mtshali, Professor Petra Brysiewicz, Dr Laura Campbell and Dr Jacqueline van Wyk, working with their research teams. The aim of promoting research in teaching and learning is to improve the quality of teaching and learning through evidence informed decisions on teaching and learning.

Visual Learning Project

In 2013 the College of Health Sciences launched the “visual learning” pilot project with the support and guidance by ICS. This project uses Tablet PCs to provide students with instant access to teaching and learning resources even at dispersed clinical sites, and enabling real-time interactive engagement between student and staff. This project was initiated with the leadership of the CHS DVC, Director of Professional Services and ICS Director and is coordinated through the College Teaching and Learning Office.



Medical School students with the Tablets PCs for the Visual Learning project.

The Visual Learning Project is an online teaching and learning project offered through UKZNTube. It is the combination of lecture capture and retrieval, with virtual classroom interaction aimed at enhancing students' learning experiences and facilitates active participation in the learning process. The project comprises a number of components:

- a** upgrade of the wireless network infrastructure in designated lecture theatres and clinical areas to enable higher densities of simultaneous connections;
- b** training of academics on the use of visual learning platform;
- c** content capture on the online platform for delivery to the target student group /or linking those module on the Moodle system to the Visual Learning Platform;
- d** developing appropriate learning activities and loading them on the online learning platform;
- e** tablet distribution to students including those engaged in practical modules at remote hospitals; and
- f** an evaluation of the impact of video technologies on learning effectiveness.

The process included upgrading or installing wireless reception in designated lecture theatres and some clinical learning sites, distributing Tablet PCs to about 187 students in the School of Clinical Medicine (SCM) and about 445 students in the School of Health Sciences (SHS) with the help of ICS and School

managers. All academics from LMMS and 17 academics from other schools have underwent training by ICS. Other academics attended information sharing workshops on the Visual learning project. Training includes the use of the tablets and self- help guides in written and video format, uploading learning material or content and linking the content to groups of students. There is dedicated technical support to school to ensure that all modules are captured on the Moodle System and linked to the visual learning platform.

Team-Based Learning by School of Health Sciences

TBL is a form of group learning, where students learn the material, how to apply it and learn to work together to solve problems. The four components of TBL are permanent teams, readiness assurance, application activities, and peer evaluation. In preparation for adopting TBL the Discipline of Pharmaceutical Sciences and the Medical Education Partnership Initiative (MEPI) hosted a seminar on TBL Approach at the Nelson R Mandela School of Medicine campus, in 2013. Professor Larry Michaelsen from the University of Central Missouri facilitated this seminar. The seminar was attended by staff from the Discipline of Pharmaceutical Sciences as well as participants from the School of Nursing and Public Health.



Professor F Suleman.

Strengthening Teaching and Learning isiZulu

About 154 students participated in the needs analysis for strengthening teaching of isiZulu language in the CHS. The purpose of the needs analysis was to establish the specific needs of the students in terms of isiZulu. The themes that emerged from the data reflected that the students required isiZulu mainly for clinical practice when interacting with clients or patients and for interacting with members of the health team and peers. The themes included that the students required to learn isiZulu to be able to:

- a** initiate a conversation with the patient
- b** basic greeting of patients
- c** self-introduction
- d** history taking and obtaining personal information from the patient
- e** enquiring further about the patients complain (for better understanding)
- f** to establish the condition of the patient
- g** to ask about effectiveness of the treatment
- h** administer medication
- i** to give basic instructions regarding medications
- j** to make follow up arrangements

- k** to explain the procedure to the patient
- l** to understand other members of the team who are using isiZulu and peers.

This information has been useful in developing support material for students.

Staff Development in isiZulu

Some of the staff in the CHS have undertaken basic isiZulu classes which were coordinated by Roshni Gakool. These classes focus on basic communication skills and understanding of some aspects of isiZulu culture.



Staff in the CHS who have undertaken isiZulu classes.

IsiZulu Videos Pilot Project

A group of academics who have been involved in undergraduate teaching in the College of Health Sciences have developed a series of isiZulu communication videos. These videos have been developed with the objectives of teaching health care practitioner-patient communication skills, language and cultural competence. The developed videos were pilot tested in 2013.

College of Humanities

Professor Nobhuhle Hlongwa Dean of Teaching and Learning



Teaching and Learning constitutes one of the core businesses of the College of Humanities (CH) in terms of delivering academic programmes of high quality. The enthusiasm and collaboration between teaching and learning and student academic services has once again assisted the College in graduating the highest number of students in the University. 2013 has seen an increase in the number of academics who are researching the quality of teaching and learning. The College is committed to the promotion of bilingual teaching in line with the University language policy and the transformation charter. It is also committed to increasing student success and throughput.

Foundation Provisioning Programme Achievements

The Department of Higher Education and Training approved the Humanities Bachelor of Social Science Augmented Model 4 in 2013, including funding. This is a great achievement for the programme as it is assisting the University in its commitment to improving student success rates. There are many achievements for the Programme in 2013. Pietermaritzburg BSS4 first-year students Eunice Langa and Nonjabulo Ximba were both awarded Dean's commendations after scoring first class averages with all subjects in semester 1. BSS4 1 first-year Pietermaritzburg Access student Nkokhelo Dlamini scored the highest mark of all 228 students enrolled in the mainstream module Sociology 101. She scored an exam mark of 97% and was awarded a certificate of merit for her excellent performance.

Student Leaders have emerged strongly from Access programmes. BSS4 Access students have been elected as Deputy Presidents of the SRC on both Howard College and Pietermaritzburg campuses. Mr Nduduzo Zwane is the Deputy President of the SRC at Howard College and Mr Mduduzi Zuma the Deputy President on the Pietermaritzburg campus. Hollywood Beckons: Former Humanities Access student, Kwasi Molefi, has done UKZN and the Access programme proud by being accepted into an exchange programme in the USA. Molefi is completing his Bachelor of Science Degree, majoring in Media and Community Development at the Pitzer College in Southern California, USA. He is a resident of Chesterville and came into the programme in 2010. He has acknowledged the Access programme for giving him the opportunity to realize his potential as a university student and believes that his experience in the USA will play a pivotal role in shaping his academic career. The project that he is currently engaged in involves crucial social issues and will feature on the Rumsen Ohlone website. This media is used as a platform for social justice and the preservation of culture digitally.

Language Laboratory for Howard College Campus

A new language laboratory on the Howard College campus was completed in 2013. This project was part of the strategic initiatives for the College of Humanities Teaching and Learning Unit. The language laboratory will support learning of all languages offered by the College of Humanities to the University community. It will strengthen offerings of the African languages Cluster in line with the new Bachelor Degree rule which incorporate isiZulu.

Colloquium on African Languages

The Teaching and Learning Unit within the College of Humanities held their African Languages Colloquium over two days 7-8 November 2013 at the Unite Building at UKZN. The theme of the colloquium was 'African Languages in South Africa's Dispensation of Freedom and Democracy. Two well-known African Language activists Professor Sozinho Matsinhe, Executive Secretary of the African Academy of Languages (ACALAN) and Dr Aldrin Mutembei, Director of the Institute of Kiswahili Studies both delivered the keynote addresses at the colloquium. The Colloquium was part and parcel of the implementation of the Charter for Humanities and Social Sciences supported by the honourable Minister of Higher Education Dr Blade Nzimande.

Academic Monitoring and Support

Academic Monitoring and Support Programme has been a success in the College of Humanities once again. There were successes in number of interventions, including the orientation programme; 'at risk' student's performance as well as increased pass rates of undergraduate students especially 2013 first year cohort. There were Awards Ceremonies for the three campuses namely: Howard College, Edgewood and Pietermaritzburg that took place in 2013. These ceremonies rewarded excellence to mentees and mentors for their outstanding performances. Award Certificates and book vouchers were presented to all those who performed well

The Writing Place has been introduced in Edgewood and Pietermaritzburg campuses and it has given students immediate support as mentors were always available for general and specific assistance. This has been shown by the

daily inflow of students who seek help. This is an achievement because it was a recommendation from the first external review of the academic monitoring and support in 2011.

23 students who benefitted from the food drive campaign in the STAR programme had outstanding performances at the end of 2013 first semester. The food drive campaign has created a family culture of 'Helping each other'. Out of the 23 students who were benefitting during the first semester, four received funding and contributed towards the campaign of 'Helping each other'.

Promoting Teaching and Learning materials in isiZulu

The College handbook was translated in 2013. In responding to the implementation of the University language policy and also in line with goal four of the College's Strategic Plan for 2012-2016, which commits the College to the promotion of excellence in Teaching and Learning thereby implementing a dual medium of instruction in certain programmes allocated funding from the Teaching Development Grant to translate teaching materials from English into isiZulu. Materials of the following modules were translated:

- Academic Literacy ALE EDLE 100
- Political Science POLS 101
- Psychology in Education PSYC 318
- Exploring Literacies in the Humanities ACLT 100

Honours Reviews

The College of Humanities successfully reviewed ten postgraduate programmes and two centres, nine of the ten postgraduate programmes were honours programmes. This was done in order to deal with programme and module rationalization in the College thus bringing about quality in the Honours offerings. The reviews were coordinated by QPA.

College of Law and Management Studies

Professor Kriben Pillay
Dean of Teaching and Learning



As we move into the third year of the University and College reorganisation, it has become abundantly clear that Teaching and Learning – now a formal office within the College of Law and Management Studies (CLMS) – is slowly coming to the foreground rather than being a background ‘murmur’ that we all know is there and feel is very important, but yet have very little sense of in terms of its great breadth and depth, beyond perfunctory preparation, delivery and assessment. The College initiatives below in teaching and learning emphasise the ethos of the whole College.



Dr Annah Bengesai: Head of Teaching and Learning Unit in LMS.

College Teaching and Learning Unit

Academic Literacies

With the appointment of Dr Annah Bengesai as the Head of the Teaching and Learning Unit in August 2013, who has a background in academic literacies, the Writing Place has been infused with new ideas for better delivery and student participation. One of these initiatives is the Write Right Competition that was launched in the second semester of 2014. There were two categories: academic writing and creative writing. Two winners were selected from each category and received prizes from Adams Books, the Teaching and Learning Office and Independent Newspapers. This competition will run again in 2014.

Annual Current Affairs Quiz

Also launched for the first time was the Annual Current Affairs Quiz, an initiative of the Business Language Development module, which aims to develop the students' reading, writing, listening and comprehension skills in English at a micro-level. To prepare for the quiz, the students had to keep abreast of current affairs and contribute towards the questions. There was an outstanding response, and for the B Com 4 students taking the module it was an opportunity to experience a creative way to learning.

Academic Monitoring and Support

Academic Monitoring and Support is concerned with identifying underperforming students early and offering them timeous academic development support. Academic Development Officers (ADOs) and Academic Development Coordinators (ADCs) from the various disciplines provide academic assistance, mentoring support and guidance to students with regard to the learning approaches that they should adopt. ADOs are postgraduate students who combine expertise in the discipline with experience in tutoring. They are available in the various disciplines of the College to provide academic help through individual or group consultations and have an open door policy and a supportive teaching and learning approach. There were sixteen ADOs and two ADCs (the latter being senior academics who hold doctoral qualifications) who were appointed for the 2013 academic year within the various disciplines of Management, IT, Governance, Accounting, Economics, Finance and Law.

BCOM Extended Curriculum Programme

With the appointment of Mr Evan Jones as the access coordinator, plans for the rollout of the new Foundation year in 2014 took shape, with the primary objective being to improve the throughput rates in the B Com programmes through a foundation provisioning year.

E-Technology Initiative

The College of Law and Management Studies is exploring successful technology adoption as a cost effective and accessible tool for teaching and learning. Ms Upasana Singh, from the School of Management, IT and Governance, was identified as the ideal research partner for this initiative and

she will help mentor the Teaching and Learning Unit in ways to implement cost effective and doable e-learning strategies.

Ms Singh, who is currently completing her doctorate through UNISA in the area of e-technology, was sponsored by the College Teaching and Learning Office to attend a teaching and learning forum in Johannesburg that discussed global trends for mobile learning, and which created a platform for academics to present their research on how they have adopted electronic learning to enhance teaching and learning in their institutions.

Some of the tools discussed included Massive Open Online Course (MOOCs), Open Educational Resources (OER), Learning Management System (LMS), Social Networking Tools, Web 2.0, Podcasts, Google Drive and Cloud Computing. The presentations provided an insight into the pitfalls and constraints associated with the adoption of some of these technologies, which are unique to the South African environment.

Ms Singh reported that tools that have minimal financial implications, while at the same time are easily accessible to both academics and students will form the foundation of the e-Learning drive for the College.

She also highlighted the fact that the key to successful technology adoption was that the "technology must support the pedagogy" and not vice-versa.

Teaching and Learning Research

Ten papers were presented by the Teaching and Learning Unit staff and the ADOs at the 2013 Teaching and Learning Conference, with seven papers presented at the University AMS colloquium in November. The papers covered a range of theories and practices in teaching and learning, with all of them embedded in the context of the presenters' experiential, practitioner research. Many of these papers are now being prepared for publication.

Teaching and Learning Forum Series

There were four presentations 2013, and these showcased the work being done by our academics in the College of Law and Management Studies. In addition, the presentation in May 2013 saw the forum being streamed live on the web, with staff from across campuses being able to see and hear the presentation from their desktops.

Dissertation Examining: Reducing the Stress and Fighting Bureaucracy at the same time

Professor Geoff Harris, formerly of the School of Economics and Finance at UKZN and now lecturing part-time at the Durban University of Technology, presented a stimulating seminar on being a good examiner of dissertations and theses.

Based on his wide experience as an internal, external and international examiner, Professor Harris said being an examiner 'is part of an academic's collegial responsibility and collegiality is worth building'. He especially warned against an examiner thinking that the study should have been done differently without fully appreciating the context in which the research was done.

From Object to Subject: Towards a critical pedagogy of Human Resources Management

Dr Shaun Ruggunan, a senior lecturer in the Discipline of Human Resources Management, presented the second seminar for 2013, which was also streamed live across all the campuses for the first time.

The presentation explored the context of Critical Management Studies in articulating the pedagogical frameworks that can inform the design of curricula, especially the teaching, learning and assessment strategies that encourage critical thinking and social engagement. It was argued that there is a dire need to create critical workers and that the global economic



Dr Shaun Ruggunan.

crisis is an opportunity to reflect, as it forces us to look at the curriculum, values and historiography of the disciplines we teach. Dr Ruggunan stressed that we need cognitive dissonance in the class and that we need to use our research to point out the contradictions.

Dr Ruggunan also secured a major Teaching and Learning Competitive Research Grant in 2013.

Community Engagement in Teaching and Learning

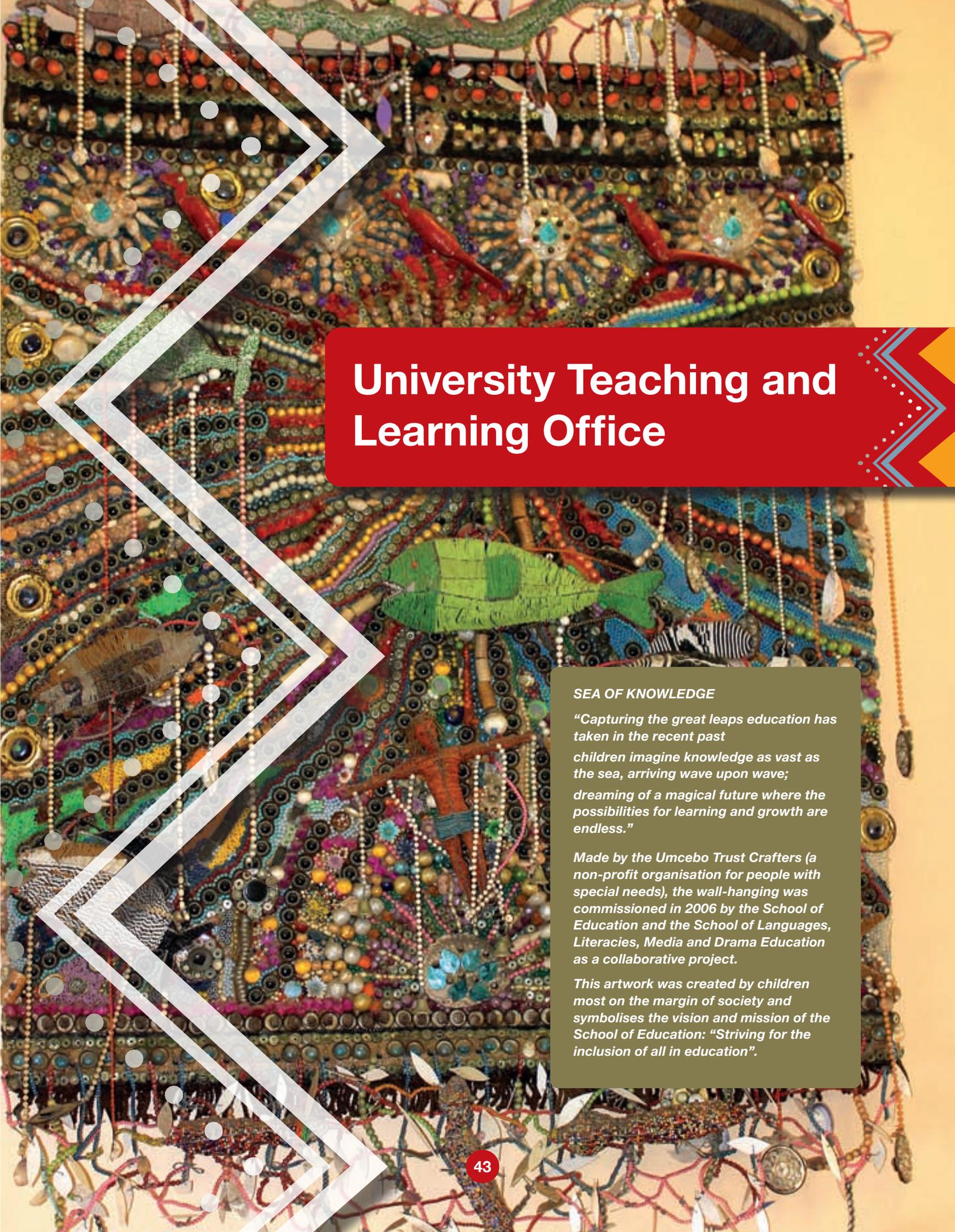


Learners attending The Winter School receive tuition in English, Mathematics, Accounting and Physical Science.

The Winter School

The Citi Foundation Winter School, now in its second year, provided supplementary tuition to two hundred and fifty-five Grade 11 and Grade 12 learner from twenty-four disadvantaged schools in KwaZulu-Natal, who aim to pursue careers in law and management studies. The learners were provided with tuition in English, Mathematics, Accounting and Physical Science. The programme adopts an all-inclusive teaching and learning approach by delivering a curriculum with substantial extra learning opportunities to pupils with outstanding potential.

The lectures were recorded on DVD and each school received two sets of material for Grades 11 and 12 – with each set containing three files for Accounting, English and Mathematics with their respective lecture notes and DVDs.



University Teaching and Learning Office

SEA OF KNOWLEDGE

“Capturing the great leaps education has taken in the recent past children imagine knowledge as vast as the sea, arriving wave upon wave; dreaming of a magical future where the possibilities for learning and growth are endless.”

Made by the Umcebo Trust Crafters (a non-profit organisation for people with special needs), the wall-hanging was commissioned in 2006 by the School of Education and the School of Languages, Literacies, Media and Drama Education as a collaborative project.

This artwork was created by children most on the margin of society and symbolises the vision and mission of the School of Education: “Striving for the inclusion of all in education”.

University Teaching and Learning Office



DIRECTOR: PROJECTS, UTLO

Dr Rubby Dhunpath

In 2013, the University Teaching and Learning Office (UTLO) accelerated its efforts to advance the Scholarship of Teaching and Learning (SOTL), by embracing Ernest Boyer's 'mission' to move higher education beyond the "teaching versus research" dichotomy, UTLO provided concrete support to academics willing to engage with the four dimensions of scholarship: the scholarship of discovery, the scholarship of integration, the scholarship of application, and the scholarship of teaching. Additionally Glassick advocated that scholars whose work is published or rewarded must have clear goals, be adequately prepared, use appropriate methods, achieve outstanding results, communicate effectively, and then reflectively critique their work.

UTLO contends that Higher education scholarship in South Africa is crafted within a deficit discourse which largely promotes access without success. Characterised by the myth that student failure is a function of student under-preparedness, it is assumed that the articulation gap between schooling and higher education can only be remedied by students themselves. In turning the gaze onto itself, the University of KwaZulu-Natal (UKZN) in South Africa, acknowledges the possibility that student failure is a consequence of institutional under-preparedness.

Under this gaze, UKZN's model of continuous loop of academic professional and institutional development (CLIP) places evidence based teaching and learning development at the centre of its efforts to remedy institutional under-preparedness by focussing more intently on staff development

for academic excellence. The outcome oriented process model is designed to embed an institutional consciousness of the intrinsic value of the Scholarship of Teaching and Learning as a legitimate and rewarding academic enterprise. In the process of cultivating and affirming relevant epistemologies, pedagogies and technologies to remedy systemic deficiencies, the UKZN model promotes student success while catalysing organisational learning.

To advance these lofty and sometimes elusive goals, UTLO provides support for capacity building through various funding opportunities including the teaching development grant, the competitive teaching and learning research grant and the teaching innovations and quality enhancement grant and institutional research grants elaborated hereunder.

Teaching Development Grant

In 2013, the DHET approved a revised Teaching Development Grant Policy which shifted the emphasis to building capacity for effective teaching. Colleges initiated several programmes including rewards for exceptional teacher performance.

College/Division	Undergraduate	Postgraduate	Support Sector	Total
College of Agriculture, Engineering and Science	1 414 173.00	566 670.00	-	1 980 843.00
College of Health Sciences	3 447 042.00	-	-	3 447 042.00
College of Humanities	4 999 075.00	566 670.00	-	5 565 745.00
College of Law and Management Studies	2 036 100.00	566 670.00	-	2 602 770.00
Human Resources Division (University Education Induction Programme)	-	-	2 600 600.00	2 600 600.00
Information and Communication Services (Moodle enhancement)	-	-	1 334 000.00	1 334 000.00
University Language Board (isiZulu language skills development)	-	-	500 000.00	500 000.00
University Teaching and Learning Office (Scholarship of Teaching and Learning)	-	-	2 933 000.00	2 933 000.00
Total	11 896 390.00	1 700 010.00	7 367 600.00	20 964 000.00

The focus of teaching development funds allocated in 2013 was to target the reduction in the numbers of unsuccessful students from undergraduate level up to the level of taught masters. The primary purpose of the funds was to improve the quality of teaching in order to enhance learning outcomes thereby increasing annual student success which would

ultimately lead to a higher graduation rate. These initiatives included the formal introduction of the university wide Continuous Professional Development Programme; a range of support activities to promote the scholarship of teaching and learning and targeted interventions to enhance UKZN's Academic Monitoring and Support Systems.

Foundation Provisioning Programmes

The key role of foundation provision is to support educationally disadvantaged students who are un/underprepared despite meeting minimum admission criteria, by enabling them to be placed on an extended curriculum that will give them the academic foundations for successfully completing their studies. Four such programmes are supported 803 students at UKZN through a Grant from DHET:

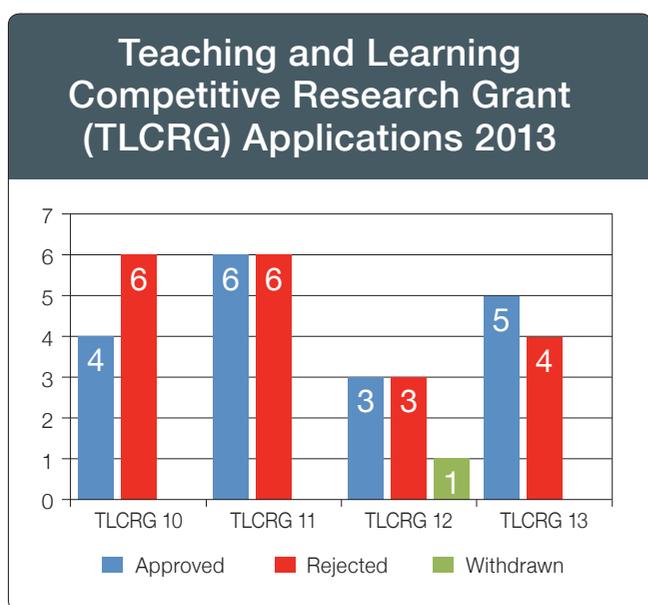
Allocation to Colleges					
Foundation Programme	Planned Intake	Actual Intake	Proportions	Allocated	%
BCom 4	268	262	26%	2 358 751.00	26%
BSc Augmented	110	134	27%	2 415 061.00	27%
BSc Foundation	250	211	32%	2 827 999.00	32%
BSoc Science 4	203	204	15%	1 357 689.00	15%
Grand Total	831	811		8 959 500.00	100%

In 2013 the success rate of full time equivalent (FTE) students in Foundation programmes was 71%

Scholarship of Teaching and Learning

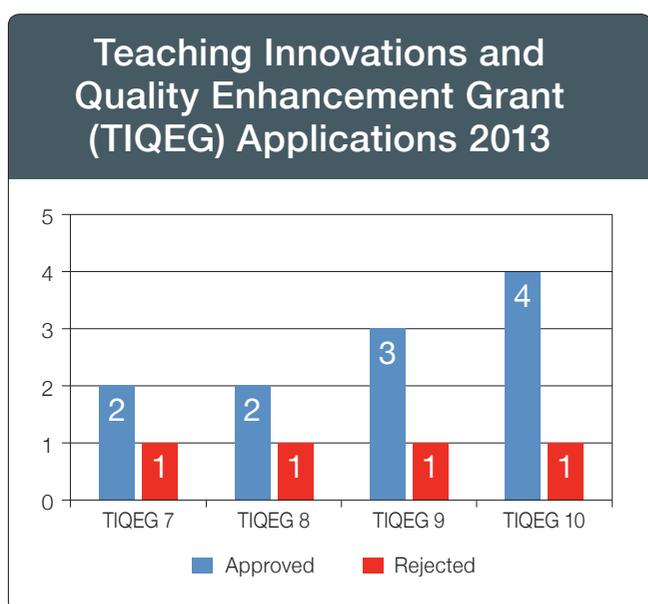
The University Teaching and Learning Office (UTLO) promotes four interdependent forms of scholarship: discovery, application, integration and teaching, all of which have the potential to transform traditional understandings of academic work and enhance student performance. An integral component in promoting an evidenced-led teaching and learning approach, is the availability of a continuous cycle of dedicated support and funding for capacity development. To this end, the following activities, among others, have become well-established:

- The Teaching and Learning Competitive Research Grant;
- The Teaching Innovations and Quality Enhancement Grant;
- The Annual Teaching and Learning Conference;
- The UTLO Seminar Series and workshops.



Teaching and Learning Competitive Research Grant

The Teaching and Learning Competitive Research Grant (TLCRG), supports and promotes scholarship in teaching and learning, institutional research and higher education research. In 2013, a total of 38 applications were subject to a rigorous peer-review process; of these 19 were rejected and 18 were approved. A total of R581 794.00 was disbursed.



Teaching Innovation and Quality Enhancement Grant

The Teaching Innovations and Quality Enhancement Grant (TIQEG) is intended to, support academics wishing to experiment with innovative teaching methodologies and develop an emerging band of specialists in teaching methodologies, curriculum design, assessment, and technology-driven teaching and learning. In 2013, a total of 15 applications were received, with 11 applications being approved and four applications rejected. A total of R364 666.00 was disbursed.



UTLO Publications

AlterNation Special Issue:

UKZN 6th Annual Teaching and Learning in Higher Education Conference (2012):

Higher Education in an Era of Reconstruction, Internationalisation, Competition and Cooperation

AlterNation Special Edition No 9, 2013

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ARTICLES

- *Rubby Dhunpath, Nyna Amin and Mary Goretti Nakabugo* Editorial: Higher Education in an Era of Reconstruction, Internationalisation, Competition and Cooperation | [PDF](#)
- *Kenneth King* South-South Cooperation in the Internationalisation of African Higher Education: The Case of China | [PDF](#)
- *Ahmed C. Bawa* Righting an Inverted Pyramid: Managing a Perfect Storm | [PDF](#)
- *Katie Bryant and Kathleen Diga* W/righting Research Capacity Building: A Preliminary Model to Inform Writing Support Activities for African Researchers | [PDF](#)
- *Karen Bargate and Suriamurthee Maistry* Students' Experiences of Learning in a Structured Writing Intensive Tutorial Programme | [PDF](#)
- *Seth Hakizimana and Andreas Jürgens* The Peer Teaching/ Learning Experience Programme: An Analysis of Students' Feedback | [PDF](#)
- *Anthony Collins* Teaching Sensitive Topics: Transformative Pedagogy in a Violent Society | [PDF](#)
- *Lokesh Maharajh, M. Noor Davids and Simon Bhekimuzi Khoza* Is Team Teaching Learner-friendly or Teacher-centred? Mode of Delivery in a Postgraduate Module | [PDF](#)
- *Linda van Laren and Busisiwe Goba* The Volatile Issue of Language(s) of Instruction in Foundation Phase Mathematics Teacher Education in a Multilingual Context | [PDF](#)
- *Myra Taylor and Prithashni Naidu* Challenges in Developing and Implementing Strategies to Facilitate Completion of their Research by Postgraduate Students in the Discipline of Public Health Medicine | [PDF](#)
- *Krish Govender and Rubby Dhunpath* Harmony and Conflict in a PhD Cohort Supervision Model | [PDF](#)
- *Suna Kassier and Frederick Veldman* Food Security Status and Academic Performance of Students on Financial Aid: The Case of University of KwaZulu-Natal | [PDF](#)
- *Julia Preece* Service Learning and Community Engagement in South African Universities: Towards an 'Adaptive Engagement' Approach | [PDF](#)
- *Salochana Lorraine Hassan* An Analysis of Perceptions of Academics Regarding the Reward for Excellence in Teaching versus the A Reward for Excellence in Research: Critical Theory Approach | [PDF](#)
- *Renuka Vithal, Reshma Subbaya and Delia North* Valuing Teaching in University academic Promotions | [PDF](#)

UKZN 7th Annual Teaching and Learning Conference

UKZN's 7th annual TLHEC was held at the Main Tutorial Building in Edgewood (Pinetown); from the 25-27 September 2013. The conference was attended by 346 delegates who had registered to participate, from across South Africa and abroad. Based on the conference evaluation results of 2012, presenters in 2013 were awarded certificates of attendance and were also given peer-feedback based on their presentations.

Keynote Speakers

Professor Phillip Altbach



Professor and Director of the Centre for International Higher Education at Boston College

Professor Phillip Altbach contextualised the academic profession in the face of the massification of higher education and the growth of the global knowledge economy. He reiterated that without a committed and highly qualified academic profession, no university can be successful. Universities must have a culture that supports productive academic work, and a structure that includes careful evaluation of academic work, a career structure for academics, appropriate academic freedom, and salaries that permit academics to live in a middle-class status in their society. In many universities, there is a clear deterioration in the terms and conditions of academic work, and a commensurate difficulty in attracting the “best and brightest” to the academic profession.

Professor Guy Standing



Professor of Development Studies, University of London

Professor Guy Standing deliberated on the impact that globalisation and the neo-liberal agenda have had in generating a global class structure, he called – the precariat, who are denizens, not citizens, with weak rights of any kind. The precariat consists of supplicants, struggling for security and facing chronic uncertainty. The commodification of the educational system all over the world, including Africa, has contributed to its growth, and to its alienation and anger, in that ‘human capital’ formation and job preparation have superseded other narratives for education, in the process generating a young generation holding lottery tickets that cost more and more to acquire and that are worth less and less. Furthermore the education system has shown signs of generating a form of social apartheid.

Emeritus Professor: Higher Education Development, University of Cape Town

Professor Ian Scott discussed the long-standing 'four-year degree' debate which led to the Council on Higher Education establishing, in 2011, a Task Team charged with investigating the effectiveness of South Africa's undergraduate curriculum structure as a framework for meeting the pressing challenge of improving graduate output and outcomes. The Task Team's recently-published final report, proposes the introduction of a flexible curriculum structure based on an additional year of formal time for current three- and four-year qualifications as the norm, with provision for students who can complete in less time to be able to do so. This presentation focussed on the key implications of the proposal, ranging from equity and academic standards to its affordability by the state and the students.

Professor Ian Scott



Professor of Mathematics, Universidade Pedagógica, Mozambique

Professor Paulus Gerdes explained that Mathematics curricula in higher education in African countries have generally not been very different from those of American and European countries. Mathematical topics, have been dominantly presented in an abstract way, often quite unrelated to the fields in which they may be used, and mostly in such a manner that these mathematical topics seem to students-learners 'culture-free' or 'above culture', 'gender-free', 'without history', and often even 'without sense', mostly originated in the 'West' or 'North'. He questioned whether students of mathematics become more motivated and more stimulated when they are in contact from the first moments in higher education onwards with building mathematical models that may contribute to the solution of scientific and societal problems? Or whether an understanding of the roots of mathematical ideas in culture and society increase among the students an awareness of the role and the responsibility of, future mathematicians and future mathematics teachers?

Professor Paulus Gerdes



The TLHEC 2013 was profiled in the University World News, which had five reports dedicated to the conference.

Workshops, Seminars, School Visits and Symposia

Workshops

Workshop 1

TOPIC: Writing Workshop

PRESENTER: Chris Kapp

“ As part of its mission to promote the scholarship of Teaching and Learning, UTLO hosted a five-day Writing for Publication Workshop for novice researchers. ”

Writing for academic publications is perhaps one of the more daunting and frustrating experiences of many a novice academic, particularly in publish-or-perish environments we inhabit. As part of its mission to promote the scholarship of Teaching and Learning, and support academic publications in teaching and learning and institutional research, UTLO hosted a five-day Writing for Publication Workshop for novice researchers conducted by the consultancy, Chris Kapp and Associates. The workshop was aimed at academic staff who were novice authors, had a limited publications record and were trying to improve their publication rate.

During the week-long workshop, from 25 February – 1 March 2013, authors received step-by-step guidance and coaching directly related to an article that they had already written based on the outcomes of empirical research. Authors received expert peer review as well as feedback on their work in progress from experienced critical readers and accredited language editors. The critical readers and editors also provided support to enable authors to develop their articles ready to be submitted to accredited journals.

Workshop 2

TOPIC: Academic Leaders Workshop

This workshop was attended by Deans of Teaching and Learning, academic leaders of Teaching and Learning, members of School Teaching and Learning Committees, Deans and Heads of School and Deans of Research. The aim of the workshop was to:

- Give feedback on new ways to analyse and report on students evaluations (Dr Lalendle and Professor North)
- Report on student progression trends (Professor Labby Ramrathan and Professor Mike Murray)
- Discuss the Plagiarism Policy Review
- Discuss the Implementation of Teaching Workload policy



Staff at the Academic Leaders' workshop.



Workshop 3

TOPIC: Effective implementation of foundational provisioning for extended programmes

PRESENTER: Whitty Green, Department of Higher Education and Training

“ This Workshop focussed on the need for and role of foundational provision and the DHET Foundation Grant in Teaching and Learning support. ”

This Workshop focussed on the need for and role of foundational provision and the DHET Foundation Grant in Teaching and Learning support. It also explored its functions at different stages of a curriculum, the constraints on its effectiveness, and key obstacles to optimal implementation, including the availability of adequate funding. The seminar facilitated in-depth understanding of different models of foundational provision, their suitability for different contexts, and key principles underlying the Foundation Grant. The DHET policy on foundational provision and the Foundation Grant was interrogated to clarify the key elements of current DHET policy on foundational provision and funding focusing on how the revised Foundation Grant framework works and the underlying reasons for its design.

Workshop 4

TOPIC: Innovative and Exemplary Research Teaching Practices in Undergraduate Curricula

PARTICIPANTS: Professor Michael Savage; Dr Sadhna Manik, Dr Rubby Dhunpath, Dr Ansurie Pillay

CHAIR: Professor Renuka Vithal

As part of the University of KwaZulu-Natal's mission to support and encourage higher education curriculum transformation, the University Teaching and Learning Office invited academics to submit descriptions of innovative and exemplary curricula practices that integrate research into their undergraduate modules or programmes. A wide variety of submissions were received which will be discussed at a workshop.

The main outcome of the Workshop was to develop and disseminate practices and pedagogies that induct undergraduate students into a research orientation or develop “research literacy”. The envisaged publication which is being developed will attempt to capture the range of approaches from a diversity of disciplines or professional degrees.

Workshop 5

TOPIC: Writers and Writing Workshop

PRESENTER: Chris Kapp

The workshop brought together academics from a variety of disciplines and provided writing and editorial support to further develop their research publications.

Seminars

Seminar 1

TOPIC: Plato, Freud, Nietzsche and the question of the human soul or psyche: What can we learn from these thinkers about presuppositions of praxis in today's technocratic culture?

PRESENTER: Professor Bert Olivier, Nelson Mandela Metropolitan University



Professor Bert Olivier

Professor Olivier explored Plato's conception of the human soul as comprising an uneasy union of reason (the charioteer), spirit (the white horse) and appetite or passion (the black horse), where reason has to enlist the support of spirit to be able to restrain and control passion, seems, at first blush, to correspond with Freud's psychoanalytical conception of the psyche. Freud's structural model, comprises the ego, the id and the superego,

but while Plato seems to have trusted the ability of reason to control passion, Freud appears less sanguine about the ego's (reason's) ability to master the id (instinct, passion).

“ The presentation addressed the differences between the ancient (Platonic) and the modern (Freudian) conceptions of the soul or psyche/subject ”

The presentation addressed the differences between the ancient (Platonic) and the modern (Freudian) conceptions of the soul or psyche/subject; and concluded with a consideration of contemporary culture in light of Nietzsche's early diagnosis of the malady of 'Socratism' as that which fatally infects a culture's ability to deal with human finitude. Brief consideration was also given to Heidegger's death analysis, which corroborated Nietzsche's insights concerning tragic ancient Dionysian-Apollonian culture.

Seminar 2

TOPIC: “What are the tacit influences on our ways of doing research and teaching in higher education? Perspectives on knowledge of the self”

PRESENTER: Professor Bert Olivier, Nelson Mandela Metropolitan University

In this seminar, Professor Olivier explored the question: “What are the tacit influences on our ways of doing research and teaching in higher education?” He addressed this question by considering several issues pertaining to what usually remains tacit in most researchers' and academics' work, namely what may broadly be described as psychic or subject-inclinations on their part, either because of their specific personalities, or because of the fundamental philosophical or scientific education they enjoyed, or both. In addition to these he drew on Lacan's theories of the three imagoes (of the family complexes, namely the maternal, the fraternal and the paternal imago), as well as of the three subject-registers (the real, the imaginary and the symbolic), and especially of the four discourses (that of the master, the university, the hysteric and the analyst). These, he argued, afford one subtle means of ascertaining where an academic stands regarding the disciplines that interest them, as well as their approach to these disciplines in teaching and research.

Seminar 3

TOPIC: Teaching Sensitive Topics in Dangerous Social Worlds

PANELLISTS: Dr Anthony Collins, College of Humanities, and Dr Corrie Schoeman, College of Agriculture, Engineering and Science. (UKZN's 2012 Distinguished Teachers)

“ Dr Collins explored the complicated interplay between social experiences and the impact of academic ideas. ”

Dr Collins explored the complicated interplay between social experiences and the impact of academic ideas. This question is particularly significant where students are deeply affected

by their own experiences of victimisation. It highlighted the problem of how to work towards a learning environment that is not just intellectually and emotionally safe in terms of the ideas being explored, but is also physically safe as a social context for learning and living. This presentation also discussed the substantial challenges to the traditional role of lecturer, and what it means to be an academic in contemporary South Africa.

Dr Schoeman gave a brief overview of the philosophical, religious, and cultural roots of anti-evolutionism in South Africa, and proposed that these be treated as matters of science education, embedded in three core principles. First was the contemporary view of learning, embodied in the educational philosophy of constructivism; Second was, organising information into a conceptual framework to enable students to access related information more quickly; and the third principle was, the importance of students taking control of their own learning, focusing on understanding, self-assessment, and reflection. Dr Schoeman argued that *“Our tasks as biology educators are not complicated by the controversies associated with the teaching of evolution, but are actually made simpler”*.

Seminar 4

TOPIC: Graduate Unemployment in South Africa: A much exaggerated problem

PRESENTER: Professor Servaas van der Berg, Stellenbosch University



Professor Servaas van der Berg

Increasing reference in the media and public discussions to high graduate unemployment in the South African labour market has raised concern about the functionality of the higher education system and the employability of its graduates. While this finds some support from previous research, the results of those studies are subject to a number of caveats. My presentation will review existing evidence on graduate unemployment levels and trends since 1995 using all available data. “Graduates” are explicitly defined as individuals with bachelor’s degrees or equivalents and higher educational qualifications.

“ The analysis shows no evidence of a high level or a markedly upward trend in graduate (i.e. degreed) unemployment. ”

The analysis shows no evidence of a high level or a markedly upward trend in graduate (i.e. degreed) unemployment. Instead, rates of graduate unemployment are found to be quite low in an international context, revealing little cause for concern about broad trends. The presentation will also draw on other joint research with two Stellenbosch colleagues (Pierre de Villiers and Chris van Wyk) on the progression of students supported by the National Student Financial Aid Scheme through universities. The findings are surprisingly positive, showing that students supported by NSFAS are more likely to graduate than others, probably because they have stronger incentives to persevere. The implications of this will also be discussed.

Seminar 5

TOPIC: An Avalanche Is Coming – The Future of University Education

PRESENTER: Craig Blewett, School of Management, IT and Governance, UKZN



Craig Blewett

“Historical change is like an avalanche. The starting point is a snow-covered mountainside that looks solid. All changes take place under the surface and are rather invisible. But something is coming. What is impossible is to say when.”
(N. Davies- Historian)

In this seminar, Craig explored how e-learning has evolved and what the apparently new concept of MOOCs is all about. He prompted delegates to consider whether these online courses are simply a repackaging of old ideas or do they offer new opportunities for learning. He considered what impact MOOCs are likely to have on universities and on UKZN in particular and what UKZN should be doing in order to respond to this rising approach to learning – if anything at all.

He argued that it is more than just a new technology that needs to be unpacked, but far more serious entrenched paradigmatic perspectives and their potential impact on the coming changes. MOOCs represent only one instantiation of a new technologically mediated approach to learning. In, and of themselves, they speak to issues that may well lie below the surface when exploring institutional and personal perspectives on embracing or resisting these technologies. Drawing from research in anti-oppressive education, Craig will explore the concept of “spaceism” and how universities apparent disregard for the rising “threat” of e-learning may reflect an unacknowledged oppression.

Seminar 6

TOPIC: The Council for Higher Education (CHE) Proposal for Undergraduate Curriculum Reform in South Africa: The case for a flexible curriculum structure

PRESENTERS: College Deans of Teaching and Learning: Professors Nobuhle Hlongwa, Fikile Mtshali, Kriben Pillay, Bala Pillay

This seminar profiled the voices of the UKZN academic, support and student community on the CHE undergraduate reform proposal with a view to developing a unified UKZN response.

A key concern with the Draft Proposal as articulated by staff, is that it is crafted within a deficit paradigm. Further, there was an implicit assumption that the core of the existing university curriculum is to be preserved because it’s unproblematic in



Participants in Seminar 6 discuss the CHE Proposal for Undergraduate Curriculum Reform in South Africa.

structure and content. Delegates argued that the curriculum reform process should result in radical curriculum enrichment with changes in structure, content and pedagogy that move beyond the remedial, to the creation of conditions necessary for enhanced student learning. This ultimate outcome must require higher education to transcend structural reform and embrace the intellectual project of an emancipatory higher education that resists commodification.

Seminar 7

TOPIC: Modern scholarship: A 21st Century approach to teaching, learning and research

PRESENTER: Professor Randhir Rawatlal, University of Cape Town/ University KwaZulu-Natal



Historically, the chronic under-performance of Higher Education in South Africa has been attributed to the under-preparedness of students. In recent times, there is acknowledgement that systemic and institutional preparedness promote student success or exacerbate student failure.

The Seminar focussed on the Modern Scholarship Project, which is designed to enhance institutional responsiveness

to the conditions that promote or retard student success. It comprises three primary components: the student analysis system (Advisor Autopilot), a “visualisation-through-animated-simulations” development engine (Giant’s Shoulders) and a publishing system for the dissemination and evaluation of learning and research content (Publon Press).

The completed e-solution will include automation of registration, accreditation event preparation, generating and disbursing early warning advice to at-risk students, statistical analysis of academic programmes and preparation for reporting events including marks meetings. The project also involve application of Artificial Intelligence to ‘data-mine’ student results so as to deduce academic programme structures, student progression routes, and predict the outcomes of programme interventions with respect to graduation.

School Visits

Schools are not homogeneous spaces and the students who seek admission to UKZN are similarly, a heterogeneous, diverse group of individuals. These students enter higher education with unequal schooling experiences and different expectations in relation to teaching and learning. However, university teaching is often approached on the assumption that those we teach are similar. To destabilise the taken-for-granted assumption, university teachers were taken for a visit to three state schools in 2013. The purpose of the visits was to get acquainted with the school contexts UKZN draws its students from and to factor in the diversity of school contexts with the aim that the visits would influence our approaches to teaching and student expectations.

The first school visited was situated very close to the university and from its playgrounds, the Memorial Tower was visible. Some students with whom we engaged in conversations, were not even aware that a university was close by. There was much walking about by teachers and students during teaching time and the challenges they faced were associated with lack of teaching resources, insufficient numbers of teachers and managing the shortage of funds to manage the school effectively. Teachers at the school spent a considerable part of each day preparing meals for the children. For many children, the school lunch was the only meal of the day. This was the only primary school visited.

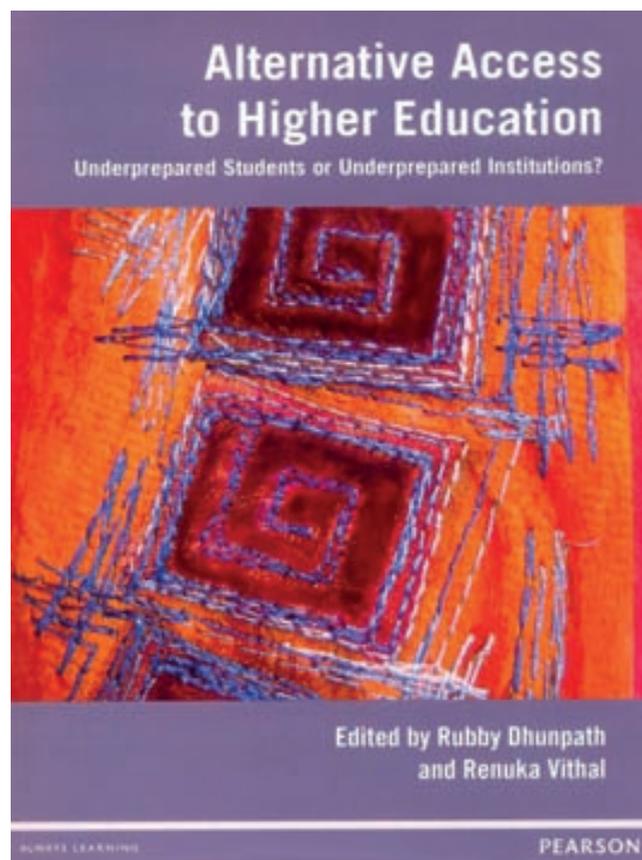
The second school visited was situated in the township of Umlazi. It is a high-performing school with a record of 100% pass rate in the matric exam for more than two decades. It was immediately apparent that the school was well organised, that the infrastructure was maintained and used efficiently and that the most important factor for academic success was the dynamic and inspirational role of the principal to both staff and students. He took care to oversee every aspect of the school.

The third school visited was situated in Chatsworth. In terms of performance in the matric examination the school did not fare well. It became clear that the focus of this school was on the psychosocial and emotional well-being of students and on providing support for poor families. Once again, led by a dynamic leader, the school admitted high school students who were rejected, expelled or suspended by high-performing schools in the area. Fund-raising was undertaken by staff to pay utility bills and to provide food hampers for needy families. The support for families improved student performance but not to the level that enabled the school to acquire high performance status.

It became apparent to UKZN staff that schools were servicing different agendas and that these agendas were of an academic nature in one instance and in the other two were

inclined towards social welfare and nutritional needs. There was consensus during discussions on the return bus journey that some of the psychosocial, nutritional and social welfare factors may continue to persist in the lives of UKZN students and that the visits did sensitise academics to the hidden complexities of students' lives.





Symposium

Panel Discussion and Book Launch

TOPIC: Access and Success in Higher Education: Underprepared Students or Underprepared Institutions?

PANELLISTS: Professor Ian Scott, UCT; Professor Deo Jaganyi, UKZN; Professor Renuka Vithal, UKZN

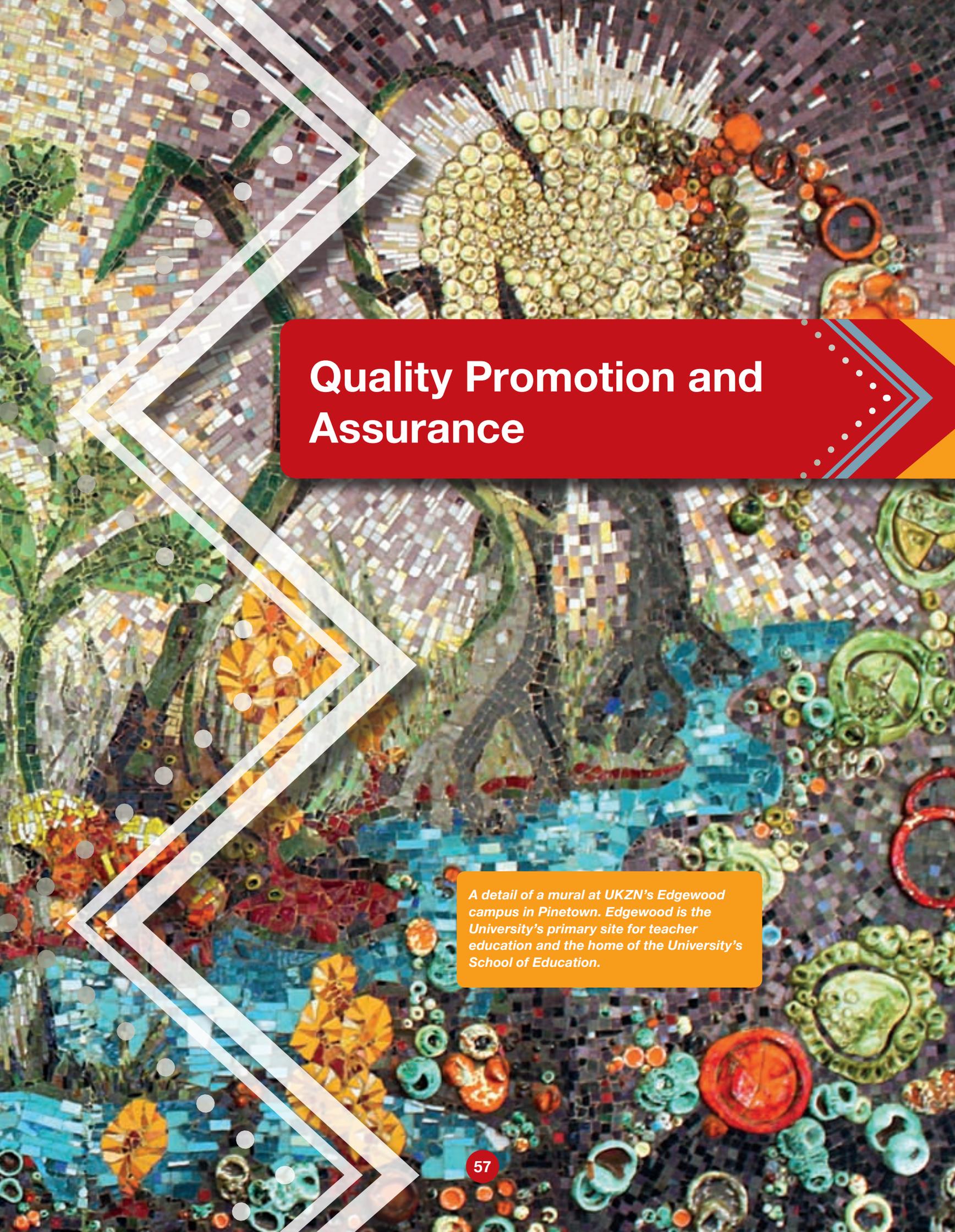
RESPONDENT: Professor Michael Samuel, UKZN

Based on the empirical work of acknowledged experts in alternative access and Foundation provisioning in South Africa and using the University of KwaZulu-Natal as a case study, this book shifts the gaze, placing under scrutiny the question of institutional (under) preparedness.

The book asks whether the policy framework underpinning the post-secondary sector is sufficiently coherent to offer viable alternative access; whether universities have transformed their curricula and institutional cultures to meet the demands of rapidly changing student body; whether the increase in enrolments at universities has resulted in a corresponding increase in graduations and whether the investment in Foundation support might be better served by rethinking the funding model, the programmes themselves and the students

they are meant to serve in relation to the mainstream since the “mainstream” itself is changing.

The authors contend that Higher Education in South Africa no longer has the luxury of ascribing its underperformance entirely to the underperformance of the schooling sector and socio-historical-economic conditions and while accelerated participation in higher education is an imperative, increasing access in the absence of systemic change and transformation of the sector, will not in itself achieve that end successfully. Instead, it will continue to squander limited resources and continue to disadvantage the very people it is primarily intended to benefit.



Quality Promotion and Assurance

A detail of a mural at UKZN's Edgewood campus in Pinetown. Edgewood is the University's primary site for teacher education and the home of the University's School of Education.

Quality Promotion and Assurance



DIRECTOR

Dr Lumkile Lalendle

The mandate of the Quality Promotion and Assurance (QPA) department at UKZN, among other activities, is to provide leadership and support in respect to quality promotion and assurance. It also monitors and conducts periodic reviews and evaluations of systems, processes, policies, and strategies to ensure that the University strategic objectives are met. Additionally, QPA supports academics and administrators in the course of examining and evaluating their practices. Lastly, QPA provides support in the development of teaching portfolios, facilitates continuous improvements within departments and generates research geared towards the improvement of quality in all the three core areas of university business.

The ensuing sections provide highlights on the 2013 activities emanating from various engagements of QPA's staff located in the Howard College campus and the Pietermaritzburg campus.

Higher Education Qualifications Sub-Framework Alignment

One of QPA's 2013 successes was the Higher Education Qualifications Sub-Framework (HEQSF) alignment process. This process provided Colleges with the opportunity to critically reflect on their programmes. In total, 910 programmes

have been aligned to the HEQSF. Category A programmes, which are those that required minor technical changes, were submitted and peer evaluated as part of the Council on Higher Education (CHE) methodologies or process. In 2013 the Higher Education Quality Committee (HEQC) approved 209 out of 347 Category A programmes from UKZN. These programmes exclude the 56 doctorates, submitted as Category A, which are still being evaluated by the CHE.

In 2013 Category B programmes, which are those that require some curriculum development and are not entirely new programmes, were submitted to the HEQC as per table that follows.

College	Number of Programmes (Category B)
Humanities	180
Agriculture, Engineering and Science	22
Health Sciences	64
Law and Management Studies	5

In total 271 Category B programmes were submitted to the CHE. This marks a major mile stone in the quality enhancement of programmes offered at UKZN.

Reviews

“ Facilitating 17 reviews instead of the typical 10 proved to be a massive task, however, it gave QPA an opportunity to critically reflect on, assess and evaluate the efficacy of its review processes. ”

In the year 2013 QPA successfully facilitated 17 reviews as opposed to the usual 10 allocated reviews. Three out of the four Colleges and one support sector department participated in the reviews of 2013. These were the College of Humanities, the College of Law and Management Studies and the College of Agriculture, Engineering and Science. Of the three colleges, the College of Humanities was the main beneficiary of the review process as 12 of the 17 reviews conducted by QPA were in the College of Humanities. These included nine honours programmes, one masters programme, the Centre of Creative Arts, Hexagon Theatre, Elizabeth Sneddon Theatre and the Centre for African Literary Studies. The College of Law and Management Studies, on the other hand, underwent two reviews; these were in the Graduate School of Business and Leadership as well as in the School of Law. In the College of Agriculture, Engineering and Science, the Science Access

programmes were reviewed. Lastly, in the support sector, the Student Academic Affairs Department underwent a review.

The reviews provided valuable information on the quality of the programmes that were reviewed. Facilitating 17 reviews instead of the typical 10 proved to be a massive task, however, it gave QPA an opportunity to critically reflect on, assess and evaluate the efficacy of its review processes.

Academic Monitoring and Support Evaluation

During this reporting period, the Academic Monitoring and Support (AMS) Evaluation was one of the major projects delivered by QPA. This project was undertaken in collaboration with the University Teaching and Learning Unit. The outcomes of the evaluation were shared with Colleges through the College Academic Affairs Boards. QPA staff also presented findings at the UTLO annual Teaching and Learning Conference as well as at the AMS Colloquium. The Evaluation report was presented and discussed in Senate. The evaluation provided rich data related to areas of good practice as well as areas in need of improvement in the University's AMS system.

Teaching Portfolios

“ The automisation of the assessment of Teaching Portfolios was an outstanding 2013 QPA innovation and accomplishment which enabled Teaching Portfolios to be uploaded and evaluated online. ”

The automisation of the assessment of Teaching Portfolios was an outstanding 2013 QPA innovation and accomplishment which enabled Teaching Portfolios to be uploaded and evaluated online. The new online system mitigates risks and improves efficiencies in the evaluation of Teaching Portfolios. QPA is responsible for the moderation of the Teaching Portfolios; Colleges select three portfolios for moderation each year and these are sent to the University

Teaching Portfolio Moderating Committee to ensure that there is compliance with the guidelines and criteria for evaluation. In 2013, the moderation committee also considered two Teaching Portfolios referred by the Senior Promotions Committee. Minutes of the Moderation Committee are submitted to the Colleges and Senior Promotions Committee to facilitate decisions in respect to promotions and to verify if the assessments made at a college level are justified and fair.

Institutional Research

One of the critical responsibilities of the QPA department is to conduct institutional research in order to provide evidence on a number of areas. This practice enables the University to devise strategies for improvements in areas that are identified as in need of focused attention based on research. In 2013, three surveys were conducted.

Graduate Opinion Survey

In 2013, the annual Graduate Opinion Survey that QPA conducts entered its ninth year. The principal aim of this survey is to gather opinions of UKZN graduates on the quality of education received. Data collected is used to effect improvements. The 2013 survey introduced a unique feature that enabled aggregation of data at University, College, and School levels as well as at different levels of study. Postgraduate Diplomas and Certificates were also considered where applicable.

The following are highlights of the results of the 2013 Graduate Opinion Survey:

- 86% of UKZN graduates had obtained full-time employment, which marked a 2% improvement from the 2012 cohort.
- 73.5% of graduates reported that the environment at UKZN helped them study effectively; this was an improvement of 1.1% from the 2012 survey.
- 87.1% of graduates were satisfied with the overall quality of their degrees, postgraduate diplomas or certificates which produced a negligible increase of 0.1% from 2012.
- 40.5% of graduates were engaged in further study, which marked a notable increase of 4.1% from the 2012 cohort that had only 36.4% studying further.
- 76.1% of graduates felt that the teaching staff motivated them to succeed and 73.4% were satisfied with the quality of feedback provided on their work.

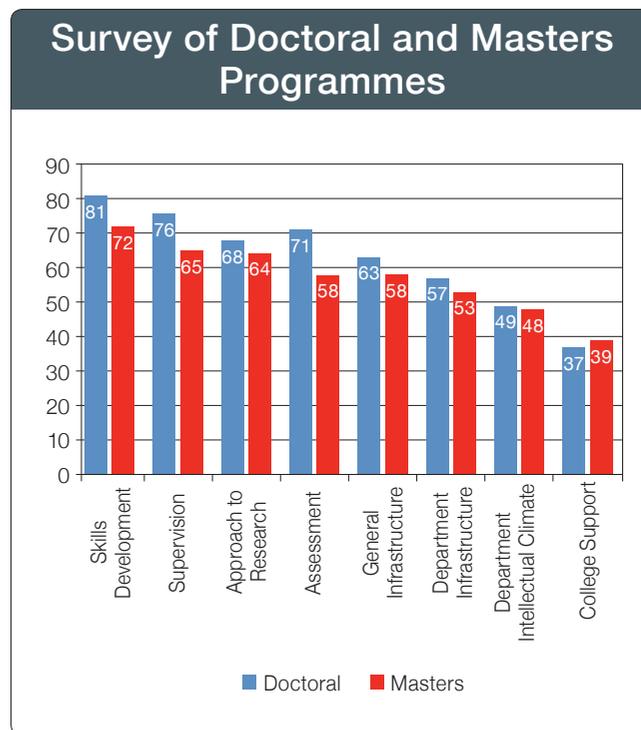
- It is interesting that 89% of graduates felt they had developed the following skills, problem solving, analytical, and written and oral communication skills. This was an improvement from 88% in the 2012 survey.

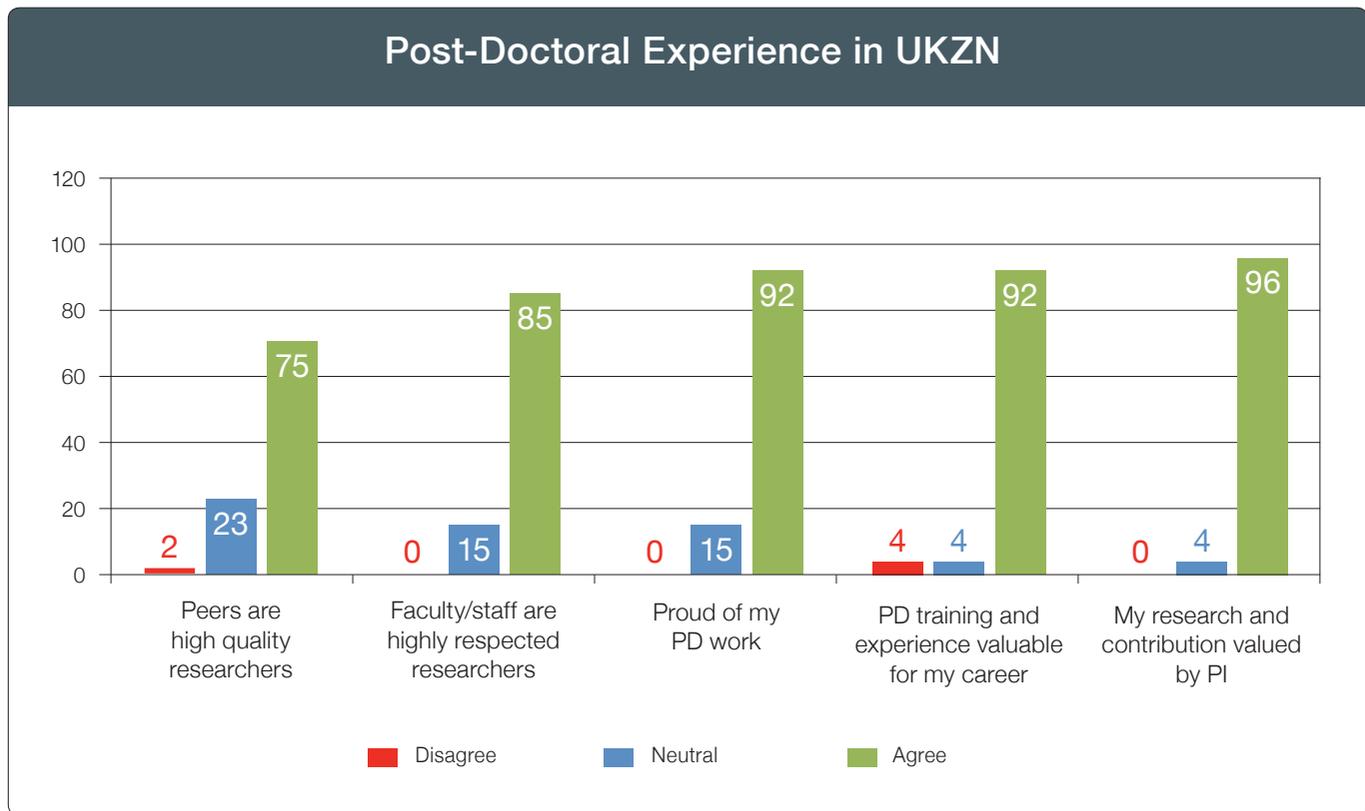
Survey on Experiences of Masters Doctoral and Post Doctoral Fellows

The report of the research project commissioned by the Teaching and Learning Unit as requested by the Executive and Deans Forum provided UKZN with a wealth of information on students' perspectives of Master's and Doctoral programmes as well as on the Post-Doctoral Fellows. The study reported on 1 162 Masters and Doctoral students' opinions. The results indicated that a general feeling amongst postgraduate students is that research supervision, skills development and general infrastructure are strengths of the postgraduate education at UKZN while administration and institutional culture were identified as areas in need of improvement.

The research also shares perspectives on the experiences of 165 Post-Doctoral Fellows.

Post-Doctoral Fellows reported high levels of satisfaction with academic activities pertaining to their research and expressed challenges with finding accommodation and benefits provided as part of the academic core within the university.





Student Evaluation of Teaching Quality

“ The QPA student module evaluation is the only form of student feedback that can be included in a teaching portfolio and thus constitutes an important source of assessment. ”

Student feedback is an important component of assessing quality in teaching and learning at UKZN. The QPA student module evaluation is the only form of student feedback that can be included in a teaching portfolio and thus constitutes an important source of assessment. As such, it is an essential part of any application for promotion. Student feedback also serves as an indicator for making decisions pertaining to the placement of academics in continuous professional development. In 2013, QPA received 1 475 module evaluations; this marks a marginal increase from 2012

statistics. It is evident from the numbers that more academics are subjecting their modules to evaluation by the students they teach. While yearly increases have been registered, it is important to note that by the end of 2013, we have registered a two-fold increase in student evaluations since 2006. These results can be ascribed to the inclusion of student evaluations in promotion requirements. It can also be attributed to the fact that student evaluations are one of the quality indicators in programme reviews – more so in programmes that are being reviewed in preparation for external accreditation. Reports that QPA generate are an invaluable resource for academics and the Heads of Schools. They can be used in effecting improvements in respect to teaching and recommendations for staff development opportunities that are appropriate based on discussions between the incumbents and line managers.

In 2013, QPA also facilitated the rating and weighting of modules as part of an early warning system. This system will provide academics and their immediate supervisors with an opportunity to monitor and provide on time remedial interventions in modules that are identified as at-risk or under-performing in the warning system. In the first half of 2014, QPA will roll out a project which will enable online availability of automated reports on student evaluations of modules. This will provide lecturers, line managers and the Dean of Teaching and Learning easy access to the reports, as per the QPA Principles and Guidelines passed in 2011.

University Rankings and Quality Assurance

In an increasingly globalised system of higher education, University rankings have become critical in determining the quality and competitiveness of universities as well as in benchmarking, rewarding and promoting excellence. As part of its efforts to being a premier university of scholarship and towards achieving a world-class status, UKZN has continued its commitment to participate in world University rankings. To further the university's goals of internationalising itself, the Director of QPA continues to track developments in all major ranking agencies such as Quarrelli Synods (QS), Times Higher, World University Rankings, QS BRICS rankings and U-Multirank. In addition, the Director of QPA serves in the International Academic Advisory Committee of the QS-MAPLE Conference and this affords the university the potential of expanding its reach globally through networking and through strategic cooperation with participating universities.

“ In an increasingly globalised system of higher education, University rankings have become critical in determining the quality and competitiveness of universities as well as in benchmarking, rewarding and promoting excellence. ”

In 2013, the Director also participated in various conferences and symposiums locally and abroad. These included the international QS-MAPLE Conference held in Johannesburg, the conference on U-Multirank system in Brussels and the Conference of BRICS Countries in Russia. These conferences are incubators for innovation and provided an opportunity for UKZN to engage with scholars from numerous higher education institutions worldwide and to gather information that will be instrumental in advancing its commitment to global competitiveness.

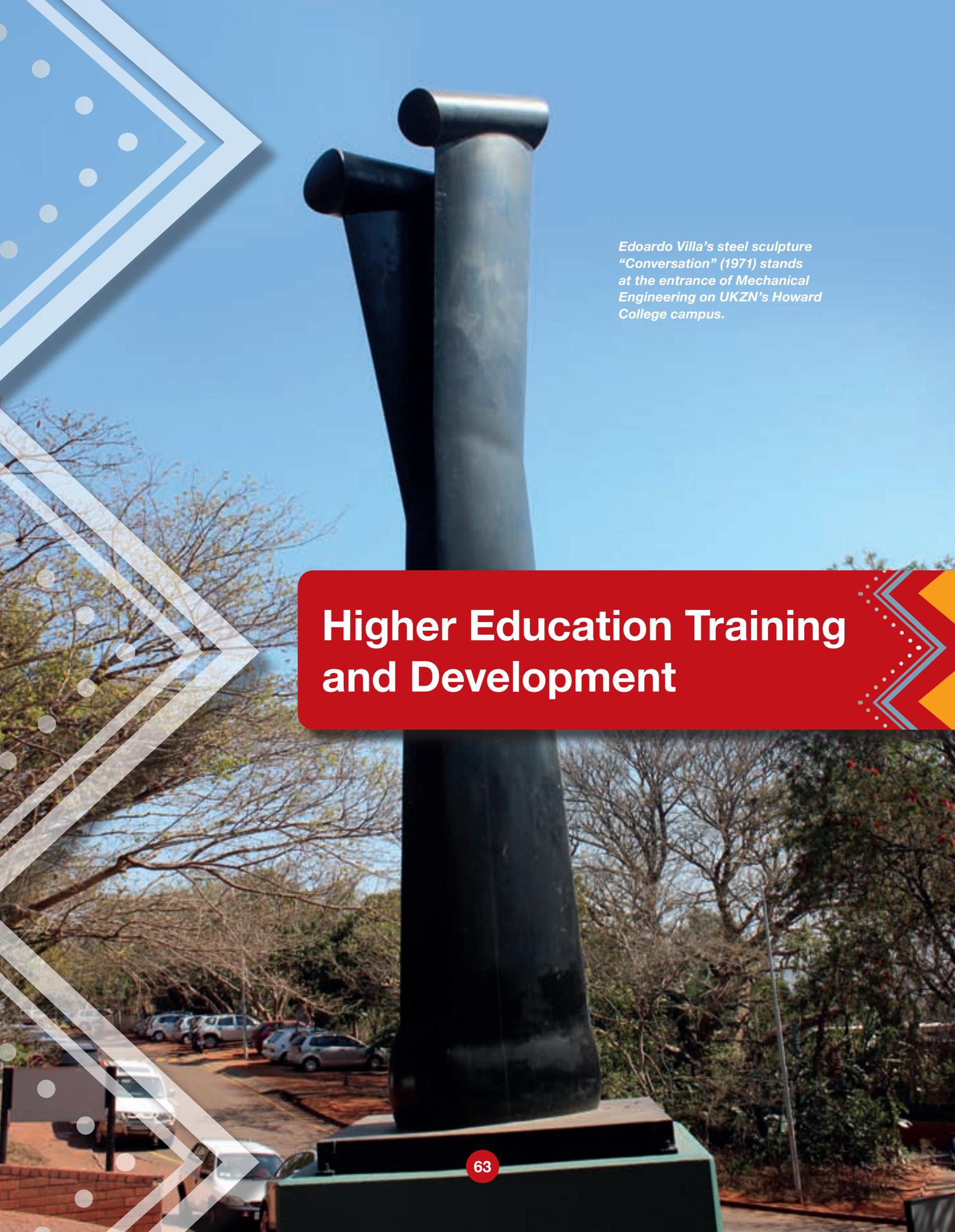
External Evaluation of QPA – Report to Senate 2013

This report represented the findings of a panel appointed to review the Quality Promotion and Assurance unit in September 2012. The Panel was chaired by Professor Nqabomzi Gawe, Deputy Vice Chancellor at Durban University of Technology, and consisted of five other members, three of whom were external to UKZN.

The Panel identified a number of opportunities to commend the Unit. These included the; willingness of the Unit to open itself up to external scrutiny so soon after the appointment of a new Director; the high work ethic demonstrated by the Unit's staff, the ability of the staff to work without hands-on management in the absence of a Director and the general resilience of the Unit's given changes in lines of institutional reporting and leadership. The Panel also identified the work done on reviews of support units as particularly commendable.

Some recommendations made, included:

- 1 Gaining clarity on the identity and function of QPA as it relates to other institutional structures.
- 2 Developing a standard procedure for reporting reviews and quality audits.
- 3 Engaging with the University's Strategic Plan in order to identify areas of 'strategic thrust' and to focus on ways a centralised unit can develop systems and processes to further and monitor the achievement of the goals identified by UKZN.



Edoardo Villa's steel sculpture "Conversation" (1971) stands at the entrance of Mechanical Engineering on UKZN's Howard College campus.

Higher Education Training and Development

Higher Education Training and Development



DIRECTOR

Professor Damtew Teferra

The Department of Higher Education Training and Development (HETD), a unit situated at the University Teaching and Learning Office and at the School of Education, promotes the field of Higher Education in all its facets and forms, as an area of scholarship and praxis. It strives to provide a conducive and stimulating environment for developing and supporting research-based professional practice in areas such as curriculum design and development, professional development, teaching and learning, policy development, assessment, quality and excellence, leadership and management, organisation and institutional development and systems in Higher Education.

The unit offers a Postgraduate Diploma in Higher Education, a Masters in Higher Education (Teaching and Learning) and a Masters in Higher Education (Student and Professional Services); a Masters in Higher Education (Research only) and a PhD in Higher Education. Staff development and capacity building through both formal and informal processes are major activities, fostering research-based practice while consolidating technical input and assistance. The Unit also offers four modules of the University's Education Induction Programme.

The Unit has undertaken a number of research, communication and advocacy initiatives and international partnerships for

which it has received several awards from different international agencies in Europe and the United States. The two international research activities now underway are "A Study on Early Career Academics" and "African Flagship Universities Project". In areas of communication and advocacy, the Unit, within the framework of the International Network for Higher Education in Africa, has launched the *International Journal of African Higher Education* and the *Chronicle of African Higher Education*. In 2013, four Chronicle issues were published.

HETD is committed to excellence in all aspects, and across all levels and forms, of higher education through national, regional, institutional and individual collaboration and networking. As

part of that effort, the Unit has embarked in a new international partnership with universities in Europe and Africa in developing a PhD Programme in Leadership and Management in Higher Education, to be launched in 2014.

**International Network for Higher Education in Africa
Past Chronicles**

As one of the initiatives to promote the scope of higher education research, policy dialogue and communication in Africa, we have just launched an e-bulletin called the Chronicle of African Higher Education. The Chronicle of African Higher Education, an initiative of the International Network for Higher Education in Africa (INHEA), is being hosted at the Higher Education Training and Development (HETD), at the University of KwaZulu-Natal, South Africa.

The Chronicle articles, solicited on invitation, are commissioned to key higher education players on the continent and beyond. The articles will feature topical issues and are expected to appear every month. The articles, c. 1,200 words long, will be concise, analytical and critical.

- **Juma Shabani** **Quality Regimes in Africa: The Reality and the Aspirations** April 2013
- **N.V. Varghese** **Governance Reforms in African Higher Education: The Missing Link** March 2013
- **Ad Boeren** **Partnership and collaboration with African Institutions: a perspective from the North** February 2013
- **Olusola Oyewole** **Harmonization – Academic Process for Political End?** January 2013

Four Chronicle issues of the International Journal of African Higher Education were published in 2013.

University Education Induction Programme (UEIP)

The University’s Education Induction programme aims to promote the professional development of UKZN academic staff. In 2013, the programme was conducted by HETD staff and administered by UKZN Extended Learning (UEL). The four modules which correspond with those in the PGDip(HE) programme are mandatory for all new UKZN academic employees and those currently on lecturer level and below.

Post Graduate Diploma in Higher Education - PGDip(HE)		
Modules offered in 2013	No. of Students Completed	Facilitator/s
Assessing Learning in Higher Education	4	Dr Mary Goretti Nakabugo
Designing and Evaluating Curricula in Higher Education	2	Dr Frances O’Brien
Diversity and the Student (Semester 1)	5	Mr Nicholas Munro
Diversity and the Student (Semester 2)	27	Mr Nicholas Munro
Higher Education Context and Policy	5	Mrs Ruth Searle
Practice, Reflection and Portfolio Development	3	Dr Frances O’ Brien
Researching in Higher Education	3	Professor Damtew Teferra
Supervising Research in Higher Education	5	Mrs Ruth Searle
Teaching and Learning	3	Mr Nicholas Munro

Masters of Education in Higher Education		
Modules taught in 2013	No. of Students Completed	Facilitator/s
African Higher Education in a Global Context	5	Professor Damtew Teferra
Curriculum Development and Evaluation in Higher Education	3	Dr Frances O’Brien
Discourses in Higher Education	4	Mrs Ruth Searle

Master's in Higher Education = MEd (HE) – Research Topics	
Master of Higher Education Students 2013	Topics
Chinoda, Tatenda	Stakeholders' Perceptions on the Role of Student Affairs in University Education at Midlands State University
Dludla, Zombuso Cynthia	Exploring Signature Pedagogies in Radiography Education at the Durban University of Technology
Fynn, Leigh Ann	"Ma'am, I don't think I can read." – A case study of a South African student's encounters experiences and attitude towards reading for pleasure.
Gangaram, Ishana	An Exploration of the Aspirations and Motivations of Midlevel Administration Staff at a Higher Education Institution
Kemm, Lyndall	An Exploration of a Community Engagement Project and How It has Fostered Personal and Social Development Skills in the Participants.
Mahomed, Fathima	"Please Sir Can I have Some More"?: Exploring the Methods Utilized By lecturers in providing Feedback to Students at Regent Business School
Mbili, Cabangile	Assessment in Medical Education: The influence of question types on student performances
Mochaba, Limpho	Acquiring Academic Literacy through Writing: A Case Study of First Year Fashion Students' Writing Experiences in a University of Technology
Ngcobo, Musawakhe W.	Students' Perceptions of Assessment Feedback – Lessons from a Higher Education Institution
Schofield, Ingrid	Job Satisfaction, Commitment and Alienation Amongst Teaching Staff at a KwaZulu-Natal Higher Educational Institution
Sedumedi, David	Institutional responsiveness to Community Engagement: A case study of a Higher Education Institution in KwaZulu-Natal
Sunderlall, Navin	Socio- Demographics and Post – Apartheid Medical Training at the Nelson R Mandela School of Medicine
Tyler, Nicola	Factors associated with throughput of MSc Agric students in the former School of Agricultural Sciences and Agribusiness
Yearwood, Verna	An Investigation into the Students' Perceptions of Using Case Studies to Enhance Learning at DUT
Zikhali, Jabulani	Students' Learning Experiences in Second Year Augmented Economics

Master of Education in Higher Education Graduates in 2013	
Surname	Title of Study
Kercival, Claudette	Experiences of End-Users of the Research Commons as a Learning Space : A Case Study of the Howard College Library
Kortjass, Dimakatso	A Post Graduate Certificate in Education Programme as Preparation for Foundation Phase Teachers: The Experiences of Novice Teachers in KwaZulu-Natal Primary Schools
Mazoue, Patricia	The Academic Challenges Facing Deaf Students at Durban Institute of Technology
Roopram, Jotsana	Exploring my Role as Head of Department: An Autoethnography
Thurbon, Graham	The impact of an Alternative Approach to Teaching in Thermodynamics II using Spreadsheets: A Case Study.

Post Graduate Qualifications in Higher Education offered

PhD in Higher Education

HETD offers a PhD in Higher Education using the Cohort model of supervision. Twelve students were enrolled in the programme in 2013 and attended six PhD cohort seminars over weekends. The majority of students in this Cohort are at the data analysis and writing stage.

PhD (Higher Education) – Research Topics	
Candidate	Topics
Blewett, Craig	Student Design and Use of a Facebook Learning Space
Dongwe, Cynthia K.	Quality Practices in Teaching Amongst Academics in Higher Education.
Douglas, Julie	Examining the Oral English Teaching Praxis of Foundation Phase Teachers
Gangadeen, A	Teacher's biographical influences on English language pedagogies
Govender, Subbalakshmi	Student's Construction of Academic Success in Higher Education
Kerchhoff, Jenny	The Construction of Academic Literacies in Postgraduate Public Health
McArthur, Brian	Information Systems Research Methodology Curricula
Mtshali, Muntu	Students' Experiences of Online-Supported Learning in Business Management Education
Mtyende, Vincent	Power and Disempowerment in African Youth Literature: A Case Study of Reader –Response to the Pacesetters Series Youth Novels (1977-2000)
Munro, Nicholas	Exceptional Academic Achievement in South African Undergraduate higher education
Ndlazi, Nokwe	First-year Engineering Students' Concept Development of Integral Calculus at a University of Technology
Nkanyuza, Sylvia N.	Leadership, Managerial Practices and Politics in a Historically Black University: A Case Study of the Vice Chancellors at the Former University of Transkei (UNITRA) from 1976-2004

On-going Research Projects Undertaken by HETD	
Staff Involved	Project
All HETD Staff	Opportunities and Challenges of Assessment and Feedback in South African Universities: A Study of Staff and Students' Perspectives in Two Colleges of UKZN
Mr Munro, Nicholas	Food Insecurity amongst University Students
Dr Nakabugo, Goretti	Unlocking University Teachers' Perceptions of Student Evaluations at UKZN: Quality Ritual or Teaching and Learning Opportunity?
Dr O' Brien, Frances	i) Curriculum Renewal: Choosing a Qualification Level. Research Project Leaders: Mrs Caroline du Toit (DUT) and Dr Frances O'Brien (UKZN); ii) Assessment Feedback: Staff and Students' Perspectives (Higher Education Training and Development Project)
Mrs Searle, Ruth	The Assessment Project – Looking at Assessment and Feedback Practices: Mrs Ruth Searle and Dr Goretti Nakabugo
Professor Teferra, Damtew	African Flagship Universities Early Career Academics

Seminars, Workshops and Conferences

Seminars

Seminar 1

TOPIC: The Finnish Higher Education Policy Trends: A Nordic response to globalisation

PRESENTER: Professor Seppo Hölttä, University of Tampere, Finland



Professor Seppo Hölttä

The seminar examined the Finnish higher education system, which has roots in the Humboldtian Nordic model of a university with particularly strong links between research and education. The roots of the Nordic values of welfare society can be seen in the free delivery of all education. Within the previous two decades the higher education system has undergone extensive changes.

The expansion of the system has been mainly implemented by establishing a dual system where the professional oriented polytechnic institutions (Universities of Applied Sciences) have been established to make the system more responsive to the labour market needs. Another profound change has been the relationship between Government and universities. The lecture portrayed the Finnish higher education system within the European and Nordic comparative perspectives.

Seminar 2

TOPIC: Reading for a PhD in Higher Education

PRESENTERS: Professors Renuka Vithal, Michael Samuel and Dامتew Teferra

This Seminar focussed on the PhD in Higher Education programme, hosted by Higher Education Training and Development. The programme covers extensive areas in higher education including aspects of teaching and learning; management and leadership; policy studies; institutional research; professional and support services; and issues related to education in disciplines, among others.

Workshops

Workshop 1

This workshop was jointly hosted by The School of Education, Higher Education Training and Development and the UTLO and served as an information session for all academic and professional services staff at UKZN who are interested in:

- Pursuing a PhD in Higher Education;
- Supervising PhD students and participating in the PhD Cohort Model of Supervision.

The purpose of this meeting was firstly, to create a community of scholars researching in the broad field of higher education studies; and secondly, to launch the second PhD Cohort in Higher Education using the successful well-established seminar-based cohort model of PhD support and supervision in the School of Education.

Workshops Hosted

Teaching and Learning Pre-conference Workshops		
1	Developing an Abstract	Professor Dامتew Teferra
2	Making a Good Presentation	Professor Dامتew Teferra
3	Writing the Paper	Dr Nyna Amin



UKZN Representation International Conferences and Meetings

Conference/Meeting	Country	Staff
Disaster Management Institute of South Africa	Bloemfontein	Paper presentation: Dr Ngcamu
Donor Harmonization	Germany	Keynote speaker: Professor Damtew Teferra
European Commission and African Union Commission Tuning African Higher Education initiative	Belgium Ethiopia	Professor Damtew Teferra
African Union Commission's Pan-African University Strategic meeting	Ethiopia	Professor Damtew Teferra
NORAD Grant Review	Norway	Professor Damtew Teferra
International Journal of African Higher Education at the Association of African Universities – the launch	Gabon	Professor Damtew Teferra
NRF-Carnegie Corporation of New York Workshop on PhD	Pretoria	Professor Damtew Teferra
African Network for Internationalization of Education Conference	Ethiopia	Speaker: Professor Damtew Teferra
Association for the Development of Education in Africa, Diaspora Task Group	Tunisia	Committee member: Professor Damtew Teferra
Beijing Forum	China	Speaker: Professor Damtew Teferra
OECD: Innovation, Higher Education, and Research for Development	Spain	Professor Damtew Teferra
Leadership and Management in Sub-Saharan Africa	Durban Uganda	Professor Damtew Teferra

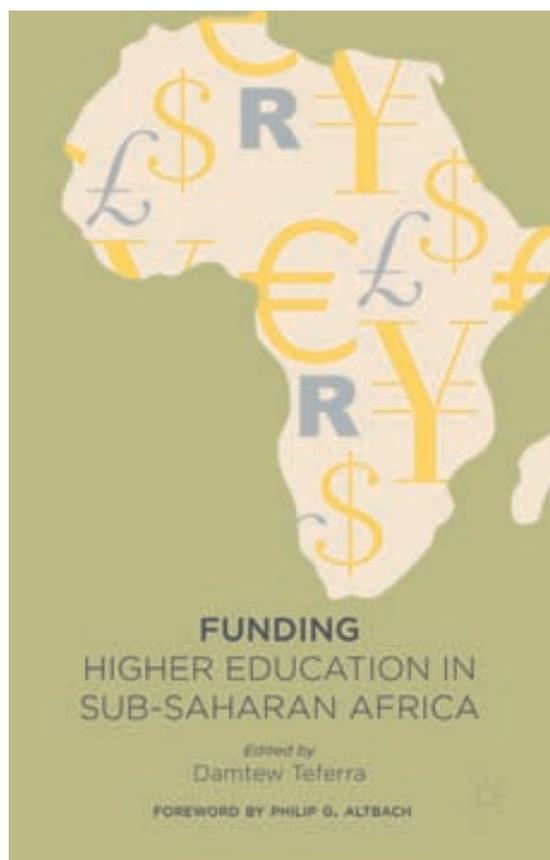
Postdoctoral Fellow in Higher Education



Dr Jude Ssempebwa

Dr Jude Ssempebwa joined HETD in 2013 as a postdoctoral fellow. He hails from, the East African School of Higher education Studies and Development, Makerere University and is actively involved in the African Higher Education Initiative, at HETD, which launched a number of national, continental and international research, advocacy and communication endeavours as part of the University's commitment to academic excellence.

Dr Ssempebwa is in a tenured academic position at Makerere University. He has been involved in teaching, examining and supervising postgraduate (including doctoral) students. He has a strong research background in Higher education and policy development. He is also the editor of Makerere Journal of Higher Education.



Book

TITLE: Funding Higher Education in Sub-Saharan Africa *Editors: Damtew Teferra. Publishers: Palgrave Macmillan.*

The region perhaps least served by relevant research literature and analysis of higher education is Sub-Saharan Africa. This book on Funding Higher Education in Sub-Saharan Africa addresses this gap. Drawing on in-depth, evidence-based research from nine countries including Botswana, Ethiopia, Kenya, Madagascar, Malawi, Tanzania, Uganda, Zambia and Zimbabwe, this volume sets out a comprehensive analysis of financing patterns currently being adopted by institutions

across Eastern and Southern Africa to help accommodate the rapidly growing number of enrolments and massification of education. This book makes an impression on two areas of Africa's higher education development: a better understanding of patterns of funding and the need to improve deeper research on African higher education.



UKZN Language Planning and Development

Cover design of the book "Amagalelo" edited by Nakanjani G. Sibiya. The book, launched in 2013, was a milestone in the promotion of bilingualism. It contains a selection of the best short stories and poems from the isZulu-English writing competition sponsored by UKZN in partnership with Independent Newspapers and is published by UKZN Press.

UKZN Language Planning and Development



DIRECTOR

Dr Langa Khumalo

Dr Langa Khumalo has just joined the Teaching and Learning Portfolio as the Director in the University Language Planning and Development Office (ULPDO). He was seconded from the School of Arts in the linguistics programme where he was a Senior Lecturer. He joined the University of KwaZulu-Natal (UKZN) in 2009 as a Mellon Post-Doctoral Fellow. He has vast teaching and research experience in the area of linguistics and lexicography having taught at the University of Zimbabwe and served in the same institution as a Senior Research Fellow and Research Leader of the Ndebele Lexicography Unit at the African Languages Research Institute. He has been a guest researcher at the University of Oslo and a visiting Senior Mellon Fellow at Rhodes University. He is a Fellow of the Cambridge Commonwealth Society and a recipient of the Commonwealth Scholarship.

Language Module for Entrant Undergraduates

One of the UKZN's priority programmes as stated in the UKZN Teaching Development Plan 2014-2016 and linked to goal 4b, which seeks to ensure that curricula are rooted in African scholarship and meet the needs of society, is the development of isiZulu as a medium of instruction. To this end the University Language Board (ULB), which is chaired by the DVC Teaching and Learning continued to spearhead the implementation of the University's bilingual Language Policy. The ULB was successful in leading the process of introducing an isiZulu

module for all new entrant undergraduates from 2014, itself a crucial curriculum transformation achievement. This milestone generated a lot of commentary and academic debate within and outside the country.

Colloquium and Corpus Workshop

The ULB also hosted two significant meetings this year. On the 19th of March 2013 UKZN held a successful one-day colloquium on Multilingualism in Higher Education. The keynote speaker and eminent scholar, Professor Kwesi Kwaa

Prah, underscored the need to raise the profile of the Zulu language from a vernacular language to a language of scientific discourse. One of the crucial outcomes of the colloquium was the stakeholder commitment to corpus development of isiZulu. Following from the agreed outcomes of the colloquium the University then hosted an overwhelmingly successful two-day workshop on corpus linguistics and corpus development software on the 26th and 27th of September 2013.

UKZN was proud and privileged to host one of the eminent corpus linguists as the workshop facilitator, Ramesh Krishnamurthy from Aston University in Birmingham. The corpus workshop brought together stakeholders from UKZN, DUT, Mangosuthu, UNIZULU, eThekweni Municipality, DAC, Pan South African Languages Board (PanSALB), National Language Board (NLB) and Language activists, who collectively endorsed UKZN as the site for isiZulu corpus building and terminology development and that the corpus activities be coordinated through the ULPDO. Most importantly the workshop identified processes, protocols and procedures needed to be put in place in the successful development of the isiZulu National Corpus. In an effort to concretise the corpus development commitment and further codifying UKZN's collaboration with crucial stakeholders, a Memorandum of Agreement (MoA) between UKZN and PanSALB was drafted and is in the process of finalisation between the two parties.

ULPDO's mandate is to embrace and foster functional bilingualism at the University of KwaZulu-Natal through the promotion of equitable use of the English language and isiZulu as provided for in the University Language Policy (2006). As from the 1st of May 2013 the ULPDO became operational with the initial appointment of the Language Planning Coordinator. The ULPDO under the guidance of the DVC Teaching and Learning successfully initiated and established working relationships with both internal and external stakeholders. Internally the stakeholders include colleges/schools and support services, and externally PanSALB, National and Provincial Department of Arts and Culture, KwaZulu-Natal universities and other pertinent language specialists. The office also efficiently offered translation/editing and interpreting services to the entire university community on request. The translations that were completed are listed as:

- The University Charter
- Admission Form
- Employee Engagement Survey
- Transformation Leaflet
- Cashless Electronic Advert

- College of Engineering Health and Safety Brochure
- Indaba-Online articles
- School of Nursing's teaching video scripts
- Switchboard scripts
- Vice Chancellor's Communique
- University Marketing leaflet
- Interpreting services were rendered for the following functions:
 - The Dr J L Dube Memorial Lecture
 - The African Languages Colloquium

Ministerial Committee Visit

On 14th May 2013 the University hosted a Higher Education Ministerial Committee charged with evaluating language policies for Higher Education Institutions. The Ministerial Panel comprised of Professor P Ntuli (Chair), Professor N Hlongwa, Professor L Mathenjwa and Professor Moleketsi.

The Ministerial Committee held three separate meetings. The meetings were arranged as follows: a meeting with UKZN Executive, a meeting with UKZN academic staff and a meeting with UKZN students. The discussions centred around the following main thrusts: UKZN Language Policy, departmental Language Policy, the existing Language Policy review, monitoring of the implementation of the language policy, challenges faced by UKZN with regards to the implementation of the language policy, the rationale that informs the syllabus, the attitude of the people towards indigenous languages, and how the students view the role of multilingualism in higher education. The meetings were both successful and informative. At the core of all engagements was the permeating commitment to the development of African Languages.

Language Policy Review

Consequent to one of the recommendations from the Ministerial Committee that the UKZN Language Policy be reviewed the ULB established a task team chaired by Professor G. Kamwendo charged with a mandate to review the language policy. The task team was specifically tasked to strengthen the provisions of the Language Policy and to align them so that the Language Policy is responsive to both the needs of the entire University community and most importantly with the country's constitutional imperatives. The review process is now at an advanced stage and should be concluded in 2014.

Terminology Development Workshops

The ULPDO successfully hosted four terminology development workshops, in the process establishing a healthy relationship with both internal and external professional collaborators namely, linguists, subject specialists and language practitioners who are crucial in the development of technical vocabularies for both academic and non-academic purposes within the institution. On the 5th of December 2013 the ULPDO oversaw the finalisation and approval of the isiZulu signage terms by the National Language Board.

Terminology Workshop 1

TOPIC: Signage and General Corporate relations terms

PANELLISTS: Professor Maphumulo, Dr B Zungu, Dr Khuzwayo, Dr G Mazibuko, Dr J Mbuli, Mr M Hlengwa, Mr Xala, Ms G Mkhize, Mr B Nxumalo and Mr M Mbatha and Mr B Mdluli

The aim of this workshop was to discuss the Signage terminology and Corporate Relations general terms before they can be formally utilized by the institution. This process is a statutory requirement that has to be observed. The workshop was indeed a success because 350 terms were coined and prepared for the next stage of terminology verification processes. The attendance of the NLB members who sit in the technical committee strengthened the discussions and made a significant contribution to the overall progress.

Terminology Workshop 2

TOPIC: (a) Law Terms
(b) Verifying terminology for Signage and Corporate Relations

PANELLISTS: (a) Consultation on Law Terms: Professor Maphumulo, Dr B Zungu, Dr Khuzwayo, Dr G Mazibuko, Mr M Hlengwa, Mr Xala, B Mdluli, Ms G Mkhize, Mr Simelane, Ms Mzoneli and Mr B Nxumalo
(b) Signage and corporate relations general terms: Professor Maphumulo, Rev Mazibuko, Dr Khuzwayo, Mr Hlengwa, Mr Simelane and Mr Mbatha

The second workshop was a consultative terminology workshop for Law Terms. The workshop also verified terminology for signage and corporate relations, which were discussed at the first workshop. This workshop took place from the 22nd – 25th of October 2013.

As stated above this workshop comprised of two categories, the first one (22-23 October) was on the terminology workshop

of law terms, and the second one (24-25 October) was on the verification of signage, nursing and corporate relations terms. For the latter, it meant that it was the second stage of terminology verification processes, whereas the former still needed to go through the second stage. The panellists on both occasions played a pivotal role and their contributions were significant. The Signage terms were certified to be ready for the last stage, which is authentication and standardisation.

Terminology Workshop 3

TOPIC: Verification of Nursing Terminology

PANELLISTS: Professor Maphumulo, Dr Khuzwayo, Dr G Mazibuko, Reverend J Mazibuko, Mr M A Hlengwa, Mr Xala, Ms Nosipho Mthembu, Ms S J Ngcobo, Ms B M Dube, Professor G Mnchunu and J Simelane

The third workshop was held on the 03 – 04 December. This workshop's aim was to verify nursing terminology and was organised in partnership with KZN PanSALB office. It was the second stage of terminology development processes.

“ On both days, the panellists played a pivotal role in fine-tuning and editing the nursing terms. ”

On both days, the panellists played a pivotal role in fine-tuning and editing the nursing terms. The nursing specialists also played a role in explaining and clarifying terms that could not be easily understood by the panellists. This terminology is now ready for the last stage of terminology development, which is envisaged to take place early next year.

Terminology Workshop 4

TOPIC: Standardisation of Signage Terms

PANELLISTS: The full NLB panel: Professor L Mathenjwa (Chairperson), Professor Maphumulo, Dr Khuzwayo, Reverend J Mazibuko, Mr M A Hlengwa, Mr Xala, J Simelane, Dr JT Mbuli, NG Biyela, ELZ Sikhosana, Dr NG Sibiya, Mr S Ngobese, Ms F Mokoena and J Ngcobo.

The fourth and final workshop was the standardisation workshop held on 5 December. This was the final stage of signage terms. All members of the NLB were present to standardise and authenticate the terms. The meeting was held at Blue waters hotel. All the terms were approved and handed over to UKZN for official usage.

Funded Projects

The ULPDO disbursed funding to the projects listed below to the tune of R1 021 880.00 to implement the terminology development initiative. The office has received progress reports from the project leaders indicating that there is progress in the implementation of these initiatives.

The ULPDO was also tasked with the responsibility to conduct desktop research and establish the going rates for internal and external translation, editing and proof reading services. The proposed rates were sent to RAMCO for evaluation and approval. It is pleasing to report that these rates have been finalised and will be implemented as from 2014.

Funded Projects 2013			
Surname	Faculty	Title of the project	Amount approved
Buthelezi	Humanities	Development of discipline specific terminology for professional psychologists	R90 000.00
Christiansen	Humanities	Games for isiZulu Teaching	R70 000.00
Frescura	Humanities	Illustrated dictionary of Southern African Architectural Terms	R50 000.00
Keet	AES	COMMUTERM	R56 880.00
Mathews	Health Sciences	Mini video productions	R25 000.00
Modi	AES	Various projects involving isiZulu tutorials. Introducing supplemental instruction in isiZulu AES. Translation of College of AES handbook into isiZulu	R730 000.00
Total			R1 021 880.00

Terminology Development Platform

This project entailed the development of online solution to house an ever growing database of IsiZulu and English resources in the form of terminology, images, sound and video clips. In addition to providing bidirectional English and isiZulu phrase translation for general communications, it also boasts discipline specific terminology and phrases created by academics in their specific disciplines in conjunction with language experts. The resulting media files reside in the institutional repository and are accessed via various applications connecting to the database. These include the web and mobile interfaces.

Specific applications which have been developed or are in development, as part of this project, include:



1 IsiZulu – English Terminology Application (IETA)

This web-based interface allows users to search for phrases via browsing, category or keywords and provides bidirectional text, audio and video translation.



2 Mobi Site – for smart phone access

Computer literacy and the lack of computer ownership pose a serious problem to the access of online resources. However, with the growing popularity of smart phones, it makes delivering online resources to the masses more attainable. UKZN identified this as a priority and has developed a mobile version of the website which can be accessed from most smartphones.

Ayanda Mthethwa, an Honours student at UKZN's Centre for the Creative Arts, builds a ceramic artwork using the coil-technique traditionally used in African pottery. Mthethwa combines her Zulu beadwork into her ceramic pieces.

UKZN Extended Learning

UKZN Extended Learning

CHIEF EXECUTIVE OFFICER

Mr Simon Tankard

“In 2013 our phenomenal growth across all areas of activity confirmed our status as a significant competitor and a leading provider of short courses and career development initiatives in the region. Continued strong growth is planned in 2014, with a focus on the design of new, relevant courses that have a direct, immediate, positive impact for delegates’ sponsoring organisations. Contributing to the national agenda by supporting upskilling, personal development and job creation, through increased productivity and competitiveness of organisations, will remain a priority”.

Simon worked for South African Breweries and the Anglovaal group, completing his BCom (UNISA) and his MBA (Warwick Business School, UK), and gained international experience with the University of Oxford’s Said Business School as director of its MBA careers service. Before joining UKZN Extended Learning, he was director of executive education at the University of Pretoria (GIBS). He has travelled widely in Europe, North America and Asia, and is currently completing a doctorate with his alma mater, UKZN.



Overview

As the wholly owned subsidiary of UKZN, Extended Learning (UEL) designs and offers a wide range of continuing education short courses and career development initiatives, with Africa as its core market. In 2013, UEL expanded its activities significantly and entered a number of new markets for its courses, thereby helping to build connections between entities in the business and public sectors and the significant capability of UKZN’s research, teaching and thought leadership resources across its Colleges and Schools. UEL confirmed a 60% growth year on year in the number of courses offered (57), with a total

of 3 200 delegates attending. Forecast headline revenue from operations in 2013 increased by 50% to R26 million. Highlights included delegate representation on courses from 14 African countries, successful excursions to Mozambique, Zimbabwe and Zambia, and the design of a number of new course offerings, including: conflict management and dispute resolution, distribution voltage control programme (Eskom), forensic investigation, isiZulu language (basic), leadership and good governance (advanced) and pharmacy dispensing. Average delegate evaluations of the value of courses attended, exceeded 80%.

Corporate Governance

UKZN Extended Learning (Pty) Limited is governed by a Board of Directors who report to the Chairman, Professor Renuka Vithal. The Board is responsible for overseeing the strategy, direction and policy formulation of UEL, ensuring that its operations are aligned to its vision and that of UKZN. The effective control of UEL takes place at two levels: the Board of Directors and the Management Committee (MANCO), with respective heads of department represented on the latter.

UEL adheres to all statutory requirements, and is in good standing with the Companies and Intellectual Property Commission (CIPC), the South African Revenue Service (SARS) and other statutory bodies. It received an unqualified external audit report from Deloitte for the 2012 financial year, and the audit for its 2013 financial year commenced in February 2014.

UEL is in the process of applying for Broad-based Black Economic Empowerment (B-BBEE) recognition and status, and an award at the appropriate level is expected to be made in 2014. Due to the growth of its activities, UEL is rapidly expanding its operations and plans to have a presence in Pietermaritzburg and Pretoria, in addition to its Durban head office.

Quality, Accreditation and Certification

The courses offered by UEL are endorsed by the Quality Promotion and Assurance (QPA) division at UKZN to ensure that all courses are of the highest standard. Quality assurance encompasses course design, accreditation, assessment and logistics. Delegate feedback about the value and learning experience is received after each course. Qualitative and quantitative evaluations are analysed and the findings used to improve the quality of teaching, course content and material, as well as the support provided to delegates to optimise their overall experience. Average delegate evaluations for all course attended in 2013 exceeded 80%.

Courses offered through UEL are fully recognised by UKZN and relevant authorities, including the Council on Higher Education (CHE), which is responsible for the accreditation of higher education institutions and their offerings. Where appropriate, UEL will request recognition of specific courses offered from the applicable sector education and training authority (SETA).

UEL is entitled to issue an official certificate to delegates attending continuing education courses, on behalf of UKZN. Certificates are issued where delegates have successfully completed courses.

Many of the courses offered by UEL are not unit standard based or credit-bearing, due to the nature of continuing education and learning and the diverse range of interests, knowledge and skills catered for.

UEL, through some of its courses, provides direct access for successful delegates to formal academic degree qualification studies at UKZN. The requirements are clearly specified in these instances. UEL is one of only two entities representing UKZN that is entitled to provide official certificates to delegates graduating from courses offered. Graduation ceremonies were held and attended by deans and heads of school, as well as academic and support staff and stakeholders in business and the community involved with the course.



Simon Tankard congratulates an APSTAR graduate.

Marketing and Business Development

In 2013, UEL approached a wide range of markets, both local and international, to learn about their individual and organisational learning and development needs. This outreach confirmed that there is a substantial commercial opportunity to offer short courses to key markets across all stakeholder groupings, across public and private sectors and in various communities in society, in Southern Africa and Africa. The marketplace for learning and development initiatives is intensely competitive, with providers and suppliers of opportunities conducting progressive strategies to grow their markets, and seekers of opportunities looking to 'buy' products and services which are rapidly becoming commoditized globally, due to the transformation taking place in the e-learning and blended learning space, where content from leading institutions can be accessed online for very little or no cost. This is a challenge to the traditional business model used in continuing education.

Products and Services

Course content, design and application need to be relevant to specific market needs. Subject categories for groups of courses are also critical. Bridging courses for further study at university, business and management courses, law courses and specialist courses are examples of this. The ongoing design and offering of a portfolio of relevant and attractive courses is a key area of focus, with time to market being a major consideration for open short courses. The core portfolio of course offerings for 2014 was advertised from July 2013.

Customised programmes currently generate the largest revenue (60%) and profit, whilst open courses have less delegates attending. It is important to build on the other categories, in line with UEL's vision to support the wider population in addressing their learning and development needs, and to contribute to the national agenda of reducing unemployment and creating jobs through skills acquisition.

Specific marketing communication channels and messages will be used to target the above categories.

“ UEL plans to expand its presence into other regions of South Africa, and countries further afield, including SADC. ”

To realise the vision to be a leading provider of quality short courses in Africa within five years, exponential growth from a low base is a prerequisite. UEL is gaining an in-depth understanding of the needs of various markets, and will ensure the growth of its brand and reputation through effective advertising, carefully-selected events, the judicious use of social media, and effective customer relationship management (CRM) that closes the gap between the expectation and promises made to the market, and the actual experience of delegates attending courses. Simultaneously, UEL plans to expand its presence into other regions of South Africa, and countries further afield, including SADC. To this end, successful excursions were made to Mozambique, Zimbabwe and Zambia in 2013, and UEL is engaging with a number of organisations in these countries about short course learning interventions. During 2014, UEL will build on its marketing communication strategy, closely aligned to building brand awareness, targeting and segmenting key market sectors and client categories, which has been done successfully and with positive impact to date.

UKZN Alumni

Partnering with alumni remains important to the outreach aspirations of UEL, to better understand the development needs in the marketplace, particularly in Africa, and to provide support to organisations where alumni are based. The CEO has continued to meet with a large number of alumni as part of this outreach strategy, including senior executives of local and international companies and organisations across a wide range of sectors.

International Outreach

In 2013 UEL undertook successful excursions to Zambia, Zimbabwe and Mozambique, where interest in our courses and expertise was confirmed. Meetings were also held with local and international academic institutions, including Continuing Education at the University of Oxford and Oxford Innovation, the commercial arm of that institution. A food security course, sponsored by SADC, was co-hosted with the School of Agricultural, Earth and Environmental Sciences and attended by delegates from ten countries in Africa.

Community Engagement

The UEL team visited Umlulama High School near Pietermaritzburg on Nelson Mandela Day 2013, to learn more about the challenges facing learners on a daily basis. The UEL team distributed education and school equipment, as well as hot dogs and refreshments to the learners, and an enjoyable day was experienced by everyone.



Colleagues from UKZN Extended Learning visiting Umlulama high school near Pietermaritzburg, to meet with children attending classes on Mandela Day, 2013.

UEL also sponsored the KZN Institute of People Management (IPM) Annual Women's Day Conference held at the Moses Mabida Stadium in July 2013. The event was attended by more

than 250 women across business and the community, and inspirational speakers and performers provided a stimulating and enjoyable experience for everyone.



Colleagues from UKZN Extended Learning attending the IPM Women's Conference at Moses Mabida Stadium in Durban.

Operations

The operations team is responsible for delegate registrations and the coordination of courses, from initial advertising to course completion and evaluations by delegates. In 2013, 57 courses were offered and attended by a total of 3,200 delegates, representing a 60% increase year on year. More than 10 new courses were offered, and the operations team ensured that delegates received a positive learning experience through their commitment to the various efficient and effective course administration.

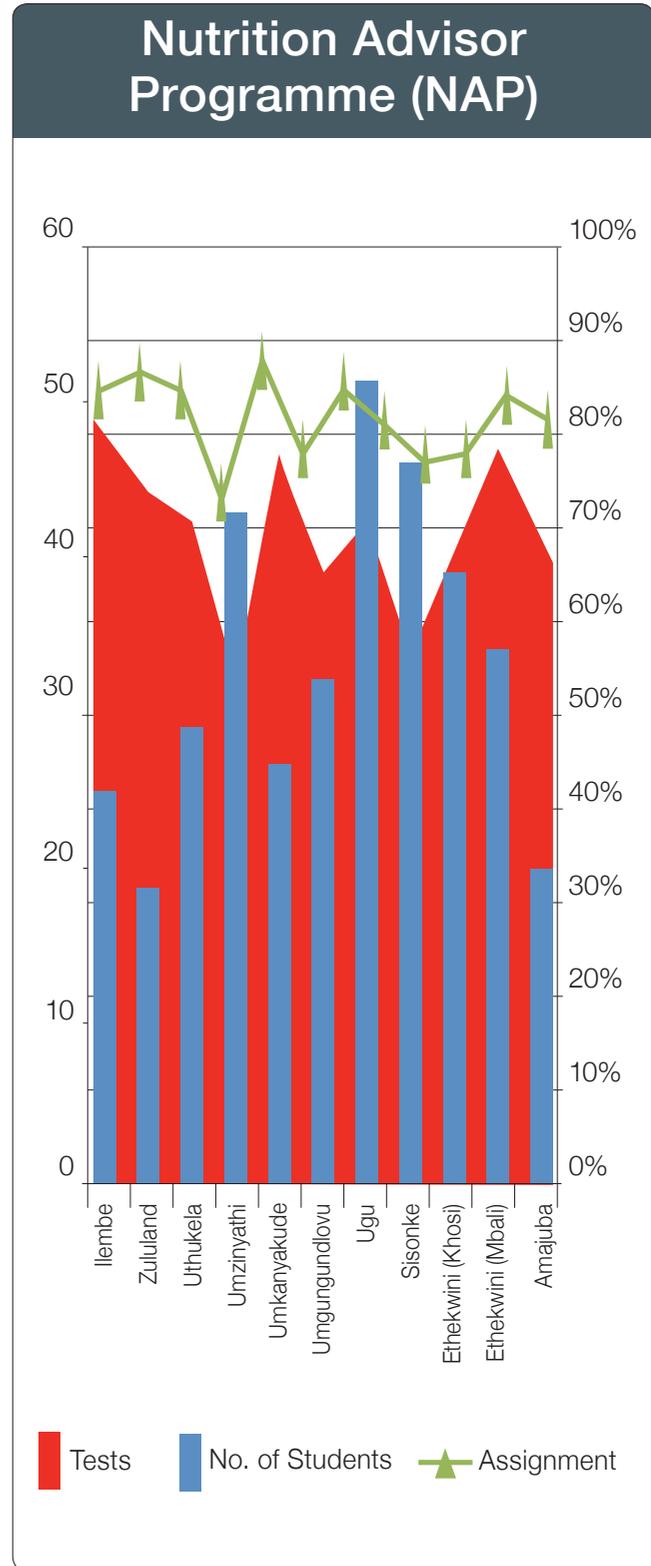
Registrations

Increased course activity and registrations were experienced across all four quarters in 2013, compared with the previous year. This correlates with the extensive marketing and advertising activities and events conducted during the year, and in particular to targeted advertising of key courses, for which a need in the market had been identified.

Course Profiles

UEL partnered with the School of Agriculture, Environment and Earth Sciences (SAEES), to design and offer a **Nutrition Advisor Programme (NAP)**, customised for and sponsored by the KZN Department of Health and the School of Agriculture, Environment and Earth Sciences (SAEES), involving 178 delegates across 10 locations in KZN, over a period of 12 months, and complemented with practical work based experience at Schools and Clinics. To date, 570 delegates

have attended the programme. UEL is currently exploring possibilities for the course to extend to other provinces within South Africa, and indeed, Africa.



Distribution Voltage Control Programme

UEL partnered with the School of Engineering to offer a **Distribution Voltage Control Programme**, introducing Eskom engineers to the latest technology, processes and systems used to convert solar and wind power to the national grid. This programme is planned to continue in 2014 as part of a strategic investment and collaboration between UKZN and Eskom.

Certificate in Business Administration (CBA)

An open course **Certificate in Business Administration (CBA)**, co-hosted with the School of Management, IT and Governance, repeated over two semesters was attended by more than 80 delegates from diverse organisations. The course provides potential access to further formal undergraduate degree studies (BAdmin, BCom, BBusSci) at UKZN.

Applied Population Studies and Applied Research (APSTAR)

An open **Applied Population Studies and Applied Research (APSTAR)** course, run in conjunction with the Department of Social Development and the School of Built Environment and Development Studies (BEDS), and attended by more than 30 delegates from a number of independent organisations, culminated in a graduation ceremony held at the Durban Yacht Club.



Curriculum Design and Change Management

2013 saw the completion of a **Curriculum Design and Change Management** programme designed for 90 principals, senior management team leaders and heads of department at 45 schools in the Vryheid and Ixopo districts. The six month programme was sponsored by the ETDP SETA.

University Education Induction Programme (UEIP)

The launch of a series of development courses for academic staff at UKZN, the **University Education Induction Programme (UEIP)**, run in conjunction with UKZN Higher Education Training and Development, focusing on key areas of importance, including postgraduate supervision, assessment in learning, and research.



UKZN academic staff attended a series of development courses through the University Education Induction Programme.

Leadership and Good Governance (LGG)

A course on **Leadership and Good Governance (LGG)**, run in conjunction with the School of Social Sciences (Maurice Webb Centre), under the auspices of Professor Paulus Zulu, and sponsored by the KZN Department of Economic Development and Tourism, has been widely recognised for its value, particularly for traditional leaders across many districts who attended the programme.

Management Development Programme (MDP)

In 2013 UEL reintroduced the flagship **Management Development Programme (MDP)**, in partnership with the graduate School of Business and Leadership. The programme is designed to run over nine months, on a monthly modular basis, and includes a personal coaching element to assist delegates in improve identified competencies for use in their organisations.

A highlight of the programme was a donation made by the delegates to Umzimvelo Save the Rhino Fund, from revenue earned from a real time business venture developed during the programme. Delegates from a wide range of sectors and organisations attended the two programmes run in 2013, and plans are being developed to build a series of management and leadership course offerings.

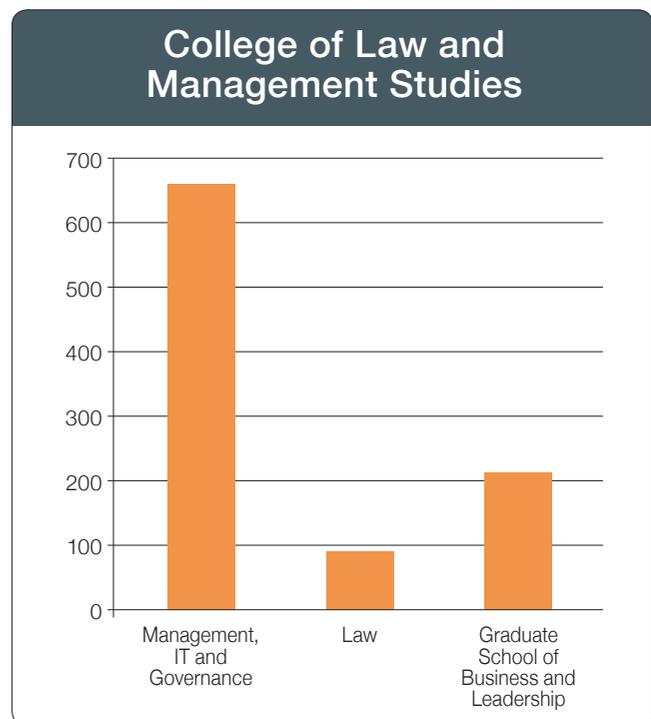
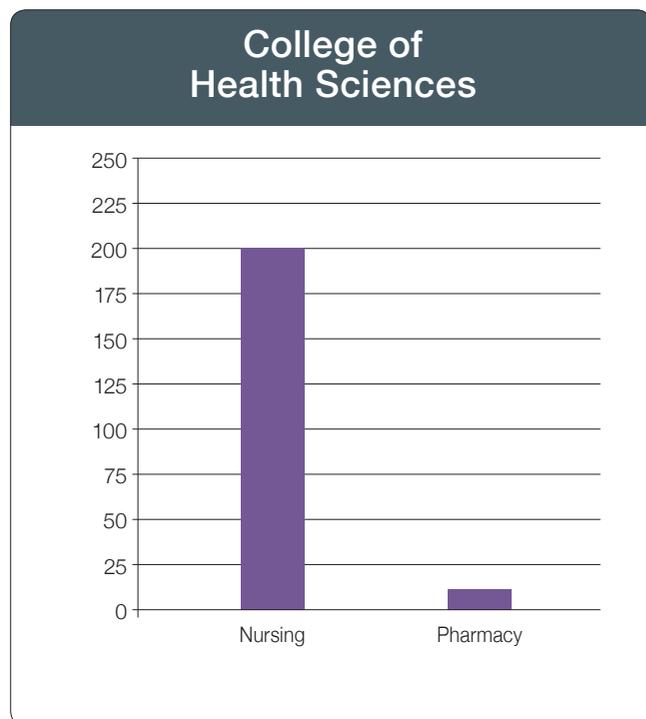
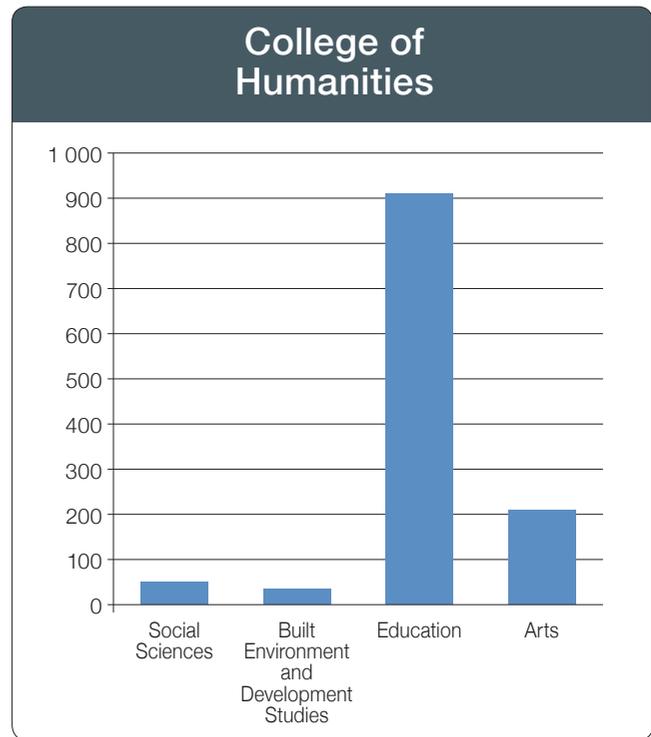
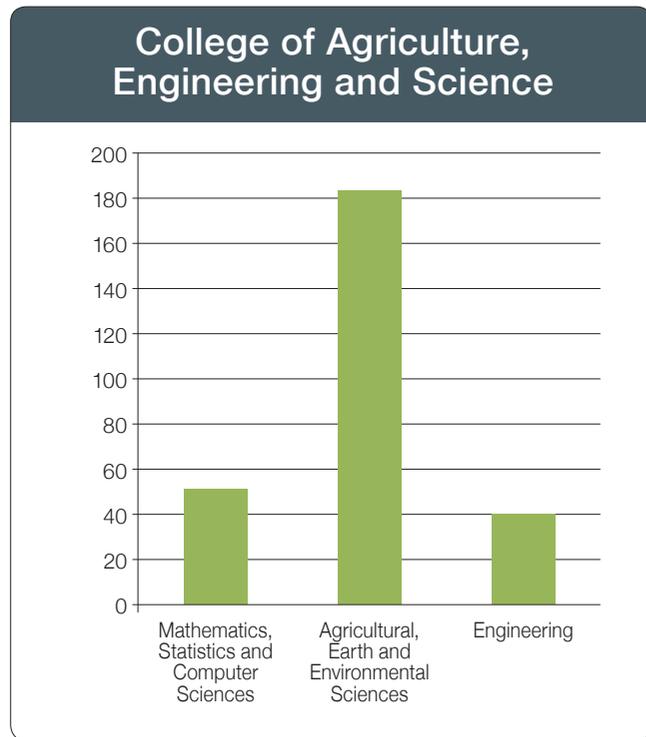
Foundation Maths Courses

Popular access **Foundation Maths courses** were held at Durban and Westville in January 2013 and attended by Grade 12 school leavers who wanted to improve their Mathematics grades in order to qualify for access to university first-year studies. The success of the courses was confirmed by the experience of the first-year students who have done well with their studies.

Partnerships with Colleges and Schools

In 2013, UEL partnered with all four of the Colleges and 12 of the 19 Schools of UKZN in providing both open and customised short courses to over 3 200 delegates. Schools have a positive interest in collaborating with UEL to develop short courses of relevance to their chosen subject and research areas of interest, and to building mutually beneficial relationships with key stakeholders in chosen markets.

College	School	Delegates No.	Courses No.
Agriculture, Engineering and Science	Mathematics, Statistics and Computer Sciences	51	3
	Agricultural, Earth and Environmental Sciences	183	2
	Engineering	40	4
		274	9
Health Sciences	Nursing	200	1
	Pharmacy	11	1
		211	2
Humanities	Social Sciences	50	2
	Built Environment and Development Studies	47	2
	Education	913	3
	Arts	215	8
		1 231	15
Law and Management Studies	Management, IT and Governance	656	8
	Law	96	2
	Graduate School of Business and Leadership	211	8
		963	18
UKZN Central	Higher Education, Training and Development	519	13
		519	13
Total		3 198	57



Human Resource Capability

The UEL staff complement increased from 17 to 23 employees in 2013, a significant growth in line with strategic plans for the development of UEL. Further plans for expansion and a commensurate increase in the number of staff have been endorsed by the UEL Board, in line with its business plan for 2014-16.

Finance, Administration and Systems

In 2013, UEL operated as a going concern, using the revenue generated through sales of courses to fund its operation.

In terms of the UEL business model, a significant portion of the profits generated through the commercial activities of UEL are invested in UKZN, to support strategic initiatives aligned to the development of the university's research and teaching capability.

Financial Report

An unqualified external audit status was awarded to UEL in April 2013 for the 2012 financial year.

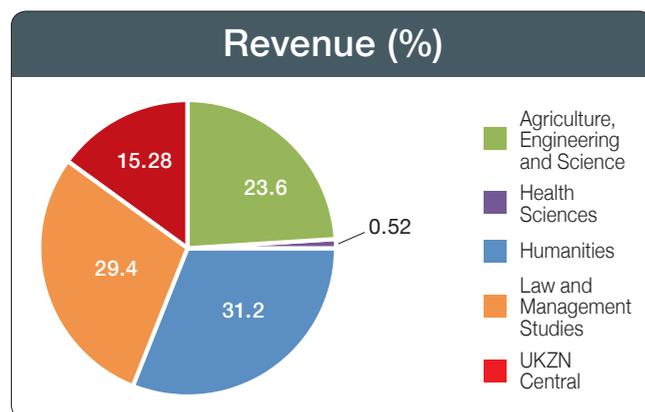
In 2013, headline and realised revenue has increased significantly, as UEL has made inroads into a competitive market for continuing education. This has been achieved within a global recessionary climate. Initial bridging finance of R2.3 million was repaid in full to the holding entity, UKZN, in October 2013.

UEL ended the year with a Net Profit (EBIT) of R2.9 million, with R10.7 million in cash and equivalent resources available.

Key Financial Performance Indicators:

- Headline revenue (forecast): R26 million: this represents a 50% increase year on year.
- Debtors' days: 45. This is attributable to high volume trade with Public Sector entities and UKZN as a client, with slow payment turn-around time. This has reduced by 25% year on year, with a sum of R1 million outstanding at financial year end.
- Gross profit percentage: 50%.
- Net Profit percentage: 12.7%.
- Average headline earnings per employee: R 1.23 million. This increased during 2013, despite the increase in staff complement from 17 to 23 employees, because of improved efficiencies in the scale and scope of operations.

Revenue (%)	
College	%
Agricultural, Engineering and Science	23.6
Health Sciences	0.52
Humanities	31.2
Law and Management Studies	29.4
UKZN Central	15.28
Total	100



Staff Publications

Higher Education Training and Development

Hahn, K. and Teferra, D. (2013). Tuning as Instrument of Systematic Higher Education Reform and Quality Enhancement: The African Experience. *Tuning Journal for Higher Education* Vol. 1 (1). 127-161.

Mubangizi, B. C. and O'Brien, F. (2013). The experience of using the 'newsflash approach' to democratise teaching, learning and assessment at a South African university. *South African Journal for Higher Education*, 27 (1), 184–195.

Teferra, D. (Ed.) (2013). Funding Higher Education in Sub-Saharan Africa. *Palgrave Macmillan*.

Teferra, D. (2013). Introduction. In Teferra, D. (2013). Funding Higher Education in Sub-Saharan Africa. *Palgrave Macmillan*. 1-12.

Teferra, D. (2013). Conclusion. In Teferra, D. (2013). Funding Higher Education in Sub-Saharan Africa. *Palgrave Macmillan*. 351-362.

Teaching and Learning Office

Conference papers/Plenary presentation

Dhunpath, R. (2013). Keynote Address: Promoting and Sustaining The Scholarship of Teaching and Learning in Higher Education, Postgraduate Conference, Mauritius Institute of Education, Mauritius, July 2013.

Dhunpath, R. (2013). Transformative Language Practices at A South African University: Myth or Reality, XV, Education World Congress, Buenos Aires, Argentina, June 2013.

Dhunpath, R. (2013). – Invited Address – Embedding an Outcome Oriented Process Model in Promoting Teaching and Learning. Mangosuthu University of Technology, Executive Retreat, Durban, South Africa.

Vithal, R. (2013). Transforming society and mathematics education in South Africa. Plenary Panel, Mathematics Education and Society 7th International Conference (MES7), Cape Town, 2-7 April.

Vithal, R. (2013). Gendering of University Academic Promotions. The HERS-SA Academy Programme, Cape Town, 8-13 Sept 2013.

Publications

Dhunpath, R.; Amin, N. and Nakabugo, M. (2013). (Editorial) Higher Education in an Era of Reconstruction, Internationalisation, Competition and Cooperation, *Alternation*, Edition 9 (2013).

Dhunpath, R. (2013). The Illuminative Potential of Organisational Ethnographies, *South African Journal of Education*, Vol. 27 (5) pp1197-1211.

Dhunpath, R. and Dhunpath, S. (2013). The Centrality Of Learner Support For Enhanced Student Progression In Open and Distance Learning, *International Journal of Research In Social Sciences*, Vol. 3, No.3.

Dhunpath, R. and Joseph, M. (2013). Multilingualism: Can Policy Learn From Practice? *Nordic Journal of African Studies* (in press).

Govender, K. and Dhunpath, R. (2013). Harmony and Conflict in a PhD Cohort Supervision Model, *Alternation*, Edition 9 (2013) 219-247.

Vithal, R.; Subbaya R. and North D. (2013). Valuing teaching in university academic promotions, *Alternation*, Special Issue 9, 318-342.

UKZN Language Planning and Development

Papers Presented in 2013

Khumalo, L. (2013). On the valency of the Reciprocal and Associative in Ndebele. SAALT/SAALA/LSSA Conference. Stellenbosch University. Cape Town. 1 – 4 July 2013.

Khumalo, L. (2013). Mandatory Zulu Module at UKZN: Reactions to Policy: A Corpus Based Analysis. The 7th Annual Teaching and Learning Conference, Durban. 25 – 27 September 2013.

Khumalo, L. (2013). Corpora in African Languages: The State-of-the-art and Future Imperatives. PanSALB Colloquium, UNISA, Pretoria. 16 October 2013.

Khumalo, L. (2013). Developing Corpora for the Teaching of African Languages. The Humanities Colloquium on African Languages in South Africa. Durban. 7 and 8 November 2013.

Khumalo, L. (2013). Corpora in African Languages of the SADC Region. An ACALAN Workshop on African Languages in the Cyberspace, Nairobi, Kenya. 9 – 11 December 2013.

Publication

Khumalo, L. et.al. (2013). A unified Standard Orthography for Nguni Languages. *Monograph* No. 255. Cape Town: CASAS.

Staff Profiles

TEACHING AND LEARNING		
NAME	DESIGNATION	QUALIFICATIONS
Office of the DVC: Teaching and Learning		
Professor Renuka Vithal	DVC: Teaching and Learning	BA (Hons); UDHE (UDW); BEd (Hons) (Natal); MPhil (Cantab); dr.scient (AaU)
Ms Corlia Ogle	Personal Assistant to the DVC: Teaching and Learning	BA (UDW)
Ms Nondumiso Cele	Administrative Officer	BTech Commercial Administration (MLST); PGDip HRM (UKZN)
University Teaching and Learning Office (UTLO)		
Dr Rubby Dhunpath	Director	BA (UNISA); BEd, MEd–Cum Laude, UDE (UDW); CEMT – Cum Laude (Cambridge); PhD (UDW)
Ms Reshma Subbaya	Researcher	BSc (UNISA); MBA (UKZN)
Mrs Silindile Mchunu	Administrator (Since August 2013)	BA (UNISA)
Mr Siyabonga Nkontwana	Student intern (until December 2013)	BSS Hons (UKZN),
Ms Monwabisi Mhlophe	Student Intern (until December 2013)	BA Hons (UKZN)
Ms Shahieda Kraft	Administrator (until March 2013)	NDip Office Admin (Wits Tech); Cert in PR (Damelin)
Quality Promotion and Assurance (QPA)		
Dr Luvuyo Lumkile Lalendle	Director	PhD (Michigan State University)
Ms Leanne Browning	Quality Consultant (Health Sciences)	BA Hons; HDE; BEd; MEd (Natal)
Mrs Tilly Moodley	Quality Consultant (Humanities)	DipEd, DipHE, BA (UNISA); BEd, MEd (UDW)
Ms Thandeka Mkhize	Quality Consultant (Law and Management Studies)	BCom; MCom
Mrs Suri Moodley	Quality Consultant (Agriculture, Engineering and Science)	MEd (UKZN)
Mr Rajen Padayachee	Quality Consultant (Law and Management Studies)	BSc (UKZN); NHD (DUT); PDip (UNISA); BSc Hons (UP); MSc (UP)
Ms Alison Walker	Quality Consultant (Support Sector)	BSocSc Hons, MSocSc (Natal)

Staff Profiles

Quality Promotion and Assurance (QPA) (continued)		
Ms Tarryn Zank	Research Assistant	BA Hons (Natal); PGDip (UKZN)
Mrs Meena Paramanund	Administrative Officer	Cert in Comp App (Tata InfoTech)
Mrs Nonhlanhla Manana	Assistant Administrative Officer	NDip – PR Management (Technikon SA); BTech – PRManagement (UNISA)
Ms Angela Luthuli	Personal Assistant to the Director	Diploma – Computer Literacy (UKZN-Unischool), Cert in Reception and Secretarial Techniques (Durban Commercial College)
Mrs Rani Chunder	Student Evaluation Co-ordinator	BA Hons (UDW), Cert in Basics of TQM (UNISA)
Ms Ritta Dlamini	Student Evaluation Assistant	Certificate in Computer and Office Administration (UniSchool)
Ms Winile Mthembu	Student Evaluation Assistant	Bachelor of Public Administration (UKZN)
Ms Nompilo Mbatha	Student Evaluation Assistant	IT Diploma (Icesa)
Higher Education Training and Development (HETD)		
Professor Damtew Teferra	Director and Professor	BSc (Addis Ababa), MPhil (Stirling), PhD (Boston)
Mr Nicholas Munro	Lecturer	MSocSc (UKZN); HPCSA Counselling Psychologist
Dr Mary Goretti Nakabugo	Senior Lecturer	BA Ed (Makerere), MPhil; PhD (UCT)
Dr Frances O'Brien	Lecturer	BSocSc Hons, MSocSc (Natal), PhD (UKZN)
Mrs Ruth Searle	Senior Lecturer	BA Hons, PGCE, MA (Zimbabwe), MSc (Surrey)
Ms Sheryl Jeenarian	Senior Assistant Administrator	BSocSc (UKZN)
University Language Planning and Development Office (ULPDO)		
Dr Langa Khumalo	Director	BA Hons, M.A. (UZ); MPhil. (Cambridge); PhD (Oslo)
Mr Khumubulani Mngadi	Terminologist	B.A., B.A. Hons, M.A. (UKZN), Certificate in TV and Radio Commissioning (UP), Project Management (DUT)
Mr Mr. Njabulo Manyoni	Translation Practitioner	B-Tech Degree, ND Language Practice (DUT)
UKZN Extended Learning (UEL)		
Mr Simon Tankard	CEO	BCom (UNISA), BA Hons (UKZN), MBA (Warwick Business School, UK)



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Professor Renuka Vithal, Dr Rubby Dhunpath, Ms Reshma Subbaye and Ms Corlia Ogle

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