



TEACHING & LEARNING

2010/2011



UNIVERSITY OF
KWAZULU-NATAL™
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COLLEGE



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THE TEACHING AND LEARNING PORTFOLIO



PROF RENUKA VITHAL
DVC: Teaching and Learning

UKZN TEACHING & LEARNING 2010-2011

“Studies have shown that while the South African higher education system functions relatively well, higher education faces major challenges: low participation rates, high attrition rates, a curriculum that does not speak to society and its needs, the absence of an enabling environment that allows every individual to express and reach full potential, and poor knowledge production that often does not translate into innovation. While knowledge production is the rationale of higher education, high quality knowledge production cannot be fully realized with low a low student participation rate, a curriculum or environment that is alienating and does not articulate the vision of the nation, and an academic staff that is insufficiently qualified[.] Only 34% of academic staff hold PhDs)” (National Planning Commission, 2011, National Development Plan: Vision 2030; p271).

Teaching and learning, in its broadest definition, is a core higher education function, has a critical role to play if any of targets of the National Development Plan such as increasing participation rates by 70% to 1,62 million students or an increase in graduation rates to more than

25% by 2030 have any chance of being achieved. The Deputy Vice-Chancellor portfolio for Teaching and Learning, which was founded in 2008, has grown and evolved within this national context and amidst the many challenges facing universities to improve both the quality and quantity of their research and higher education outputs. As one of the first universities in the country to create a dedicated senior executive cross-cutting portfolio for teaching and learning, parallel to the research portfolio, the University of KwaZulu-Natal is well placed to contribute to these national goals and targets.

“The end of 2011 saw Senate and Council approve mandatory participation in a University Education Induction Programme for all new and existing academics at lecturer level and below.”



This second bi-annual report (following on from the 2008-2009 report), attests to the expanding work undertaken through this portfolio related to teaching and learning and gradual growth of the portfolio. The University Teaching and Learning Office (UTLO) has become well established and well known for the range of activities it supports and funds across the University in support of teaching and learning. A major boost to the DVC: Teaching and Learning portfolio in 2011 was the allocation of a University strategic fund of R10.9m. Since its first report on 2008/2009 the teaching and learning portfolio has expanded into a number of new areas, which this funding, has in part, made possible.

The promotion of African languages is a key imperative of universities and this has been an important area in which the teaching and learning portfolio has expanded. The University Language Board (ULB), which is responsible for implementation of the University Language Policy and Plan and last met in 2008, was resuscitated. Amendments to the composition and terms of reference of the ULB were approved by Senate and a meeting of the revised ULB was held in November 2010, chaired by myself. This has led to the establishment of a new Language Planning and Development unit with posts for a Director and Language Planning Co-ordinator approved and advertised in 2011. The work of the ULB benefitted from approximately R3.1 million strategic funding which was disbursed to academic and support sectors to advance the implementation of isiZulu alongside English.



Following a long consultation process with the Faculty of Education and the College of Humanities, an agreement was finally reached and four academic posts and an administrative post were transferred to the DVC: Teaching and Learning portfolio in 2011 to enable the formation of a Higher Education Training and Development unit linked to the UTLO to support University-wide continuous higher education professional development. The end of 2011 saw Senate and Council approve mandatory participation in a University Education Induction Programme for all new and existing academics at lecturer level and below, which will be co-ordinated and delivered by the Higher Education Training and Development staff. Another successful new initiative realised in partnership with the Faculty of Education was a PhD programme in Higher Education Studies. Following meetings convened in both the Durban and Pietermaritzburg centres with academics interested in researching Higher Education aspects of their disciplines, over a dozen applied for admission into the programme at the end of 2010. At least twelve academics from various Schools successfully completed and defended their proposals by the end of 2011.

Lead by the DVC: Teaching and Learning, UKZN Extended Learning (Pty) Ltd, a new wholly-owned subsidiary company of the University for the management, administration and delivery of short courses was approved by Council in 2011. Bridging funds of R2.3 million was provided by the University to establish Extended Learning; and related policies and procedures were reviewed, amended and approved, to facilitate the

operationalising of this company, which is expected to enhance third stream income for the University.

The Teaching and Learning portfolio has been responsive to a number of teaching and learning related policy development or review needs which are documented in this report. However two are worth highlighting. Senate tasked UTLO to lead the process of formulating a Teaching Workload Framework for equitable and fair sharing of teaching arising from an analysis of research productivity in 2010. After a year of consultation a framework was approved in 2011 by Senate. Complementing the Distinguished Teachers' Award, a Distinguished Students' Award policy and procedures was also approved and implemented in 2011, yielding 44 nominations for award in 2011.

The 2010-2011 year period also saw a number of leadership challenges and gains for the Teaching and Learning portfolio. A new Director of Quality Promotions and Assurance, Dr Makhapa Makhafola was appointed in July 2010. Soon after joining the University, he led the process of organising and co-ordinating the External Review of the College Model. The recommendations of the review were adopted and lead to the implementation of a major College reorganisation process in 2011. Dr Makhafola brought a fresh energy to the unit by leading the University's involvement in activities related to the QS Maple Ranking and Conferences. Unfortunately, he resigned in 2011. However, Quality Promotions and Assurance (QPA) also gained two new Quality College Consultants in this period, which provide a full complement of four College Consultants. Regrettably,

also in 2010 the Head of Open Learning, Dr Kogie Naidoo was placed on disability leave. The Education Faculty Manager, Ms Lindiwe Mzizi, was seconded to the position of Acting Head to ensure that the programmes offered through the many centres, which mainly includes Nursing and Education in-service programmes, across the province were continued.

The College reorganisation process was a major undertaking for the University as a whole in 2011. With the Faculty level structure removed as part of improving efficiencies and streamlining, this has marked the end of an era for one of the main structures that has guided and facilitated the work of teaching and learning across the University, that is, the University Teaching and Learning Committee of Senate. UTLO contributed to developing the job descriptions for new leadership positions for "Deans: Teaching and Learning" at College level and to new roles created at School level for "Academic Leaders: Teaching and Learning". A University Strategy Group for Teaching and Learning comprising mainly the College Deans of Teaching and Learning replaced the University Teaching and Learning Committee.

"A University Strategy Group for Teaching and Learning comprising mainly the College Deans of Teaching and Learning replaced the University Teaching and Learning Committee."

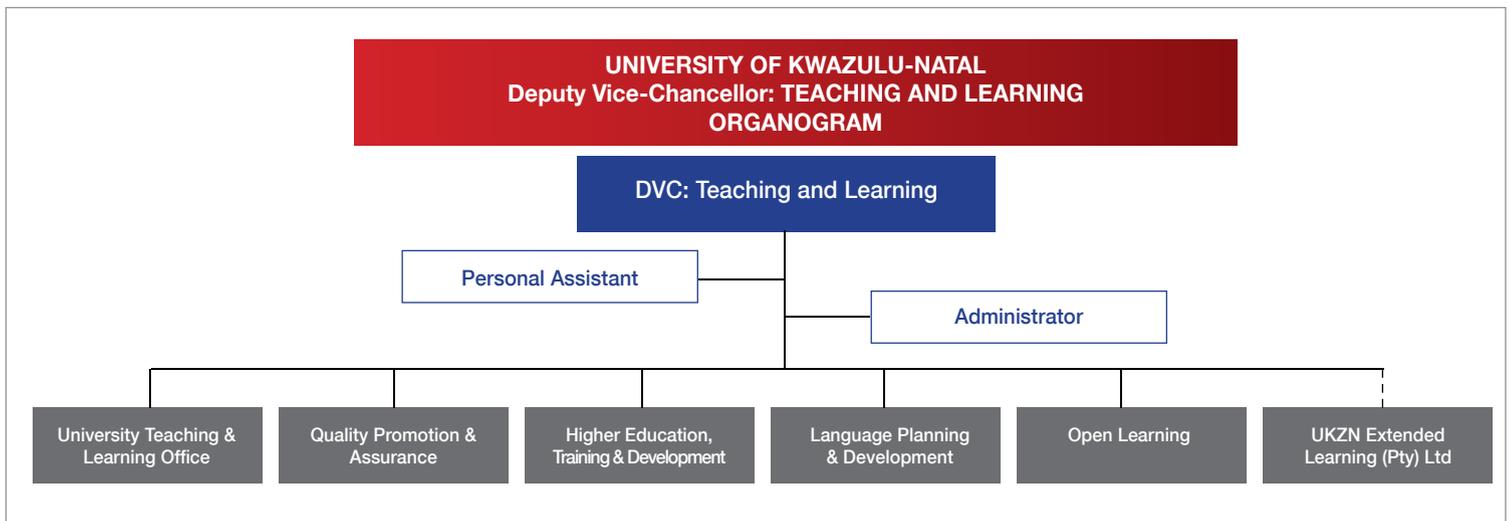
The new teaching and learning positions and roles extends the dedicated teaching and learning role and function of the DVC: Teaching and Learning into the Colleges and Schools to the very chalk-face at which teaching and learning takes place. This arguably should enable the University to address the many challenges effectively and efficiently that the National Development Plan and other higher education policy and planning related documents have raised.



Since the launch of the Teaching and Learning Portfolio, UKZN is now gaining recognition as a leading University within the emerging domain of teaching and learning and institutional research, notably because of its focus on an evidence-led approach to the scholarship of teaching and learning. Currently, the Portfolio comprises six allied pillars:

- UKZN Teaching and Learning Office (UTLO)
- Quality Promotions and Assurance (QPA)
- Higher Education Training and Development (HETD)
- Open Learning (OL)
- Language Planning and Development (LPD)
- UKZN Extended Learning (Pty) Ltd (UEL)

Figure 1: Organisational structure of the Teaching and Learning Portfolio

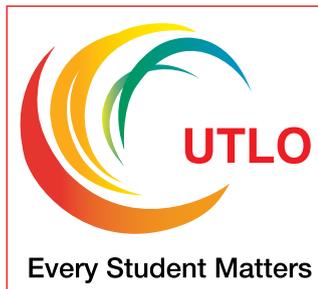


Each of the above units is autonomous, but functions collectively to provide comprehensive support to Colleges, Faculties and Schools, enabling disciplinary and inter-disciplinary research in teaching and learning and institutional research. One of the most

beneficial outcomes has been that various multi-disciplinary networks that have emerged as a result of projects initiated by the Teaching and Learning Portfolio.



UNIVERSITY TEACHING AND LEARNING OFFICE



In the recent past, there has been a flurry of books, news releases and other publications highlighting the dismal state of African universities in relation to their developed world counterparts and their developing world peers. An enduring critique is the disproportionate return on investment in higher education in relation to, among others, low participation rates and consistently poor student graduation rates. A further concern has been Africa's paltry contribution to research and innovation.

Recognising the crucial imperative of higher education transformation to make the post-apartheid university relevant and responsive, UKZN has aggressively pursued its goals to improve the quality of teaching and learning and accelerate its research productivity, both in terms of quantity and quality. Mindful of the importance not to dichotomise

research and teaching and learning, the University has advanced an evidence-led scholarship of teaching and learning. The outcome of this campaign is that UKZN is now rated among the top research universities in the country and one of only a few African universities in the top 500 international rankings. However, the University community has acknowledged that research excellence is in itself an insufficient indicator of overall academic excellence. Hence, over the past few years, the University has given equal attention to prioritising teaching and learning and higher education research alongside disciplinary research.

POLICY DEVELOPMENT, REVIEW AND REPORTS

One of the core functions of the University Teaching and Learning Office (UTLO) is policy development and review, aimed at advancing the scholarship of teaching and learning and institutional research. Since 2008, the UTLO has embarked on several policy development initiatives to create a supportive and enabling academic

environment. A range of new policies and procedures, frameworks, guidelines, systems and support programmes developed in pursuit of its mission and strategy to advance research-led teaching and learning. In tandem, UTLO has embarked on a review of existing policies.

"UKZN has aggressively pursued its goals to improve the quality of teaching & learning and accelerate its research productivity, both in terms of quantity and quality."

POLICY DEVELOPMENT

In arriving at its policy development strategy, UTLO has, over the past two years, engaged the University community in various forums, on policies and reports, including the Senate and Council approved recommendations from the University's



“Modules on teaching methods, assessment, curriculum development and review, and research supervision, will be mandatory for all new academics and those currently at lecturer level and below.”

response to the Report of The Ministerial Committee on Transformation and Social Cohesion and the Elimination of Discrimination in Public Higher Education Institutions (MCHET); Department of Higher Education and Training as well as the Council for Higher Education commissioned reports on student access, throughput, dropout and graduation rates and the UKZN Report of the Governance and Academic Freedom Committee of Council (GAFC). More recently, the Report of the National Planning Commission, 2011; National Development Plan: Vision 2030, has influenced the work of UTLO.

Each of the above had major implications providing opportunities for advancing the core academic activities of research and teaching and learning in transforming the University. This provided impetus for policy development forum in the form of a Heads of School Workshop in 2010 jointly hosted by the Vice-Chancellor, DVC: Research and DVC: Teaching and Learning.

A range of new policies, procedures, guidelines and frameworks were developed while the refinement of existing policies was undertaken in 2010 and 2011. The core principles underpinning the portfolio's policy development initiatives are to open opportunities for advancing the core academic activities of research and teaching and learning in transforming the University to realise its mission of being the “Premier University of African Scholarship”.



FRAMEWORK FOR TEACHING WORKLOADS

The Teaching Workload Framework was developed to provide objective quantifiable measures of individual academics' teaching related activities that have application across the University. These are based on clearly stated principles to create a transparent teaching workload accounting system and foster greater equity in academic work. The Framework also serves as a teaching workload planning tool in which the unit of analysis is the individual academic rather than the modules.

“The Teaching Workload Framework was developed with stated principles to create a transparent teaching workload accounting system and foster greater equity in academic work.”

For the purposes of the Framework, teaching workload refers to time spent in four categories of academic activity which is identified as the main drivers of instructional time for academics across the University and which incorporate both factors of modules and student numbers. These are: Contact teaching time per module and refers to all the time spent by an individual academic in actual interaction with students providing direct instruction of whatever

kind; Preparation time per module which is proportional to contact teaching time and calculated per hour of contact teaching time, this includes value for the time spent by an academic for assessment (marking tests, examinations, assignments, etc); Consultation and administration time per student is determined by the number of students taking a module and; Postgraduate research supervision is regarded as research teaching and refers to supervision of projects, thesis and dissertations.

TALENT MANAGEMENT & CONTINUING PROFESSIONAL DEVELOPMENT

The UKZN Integrated Talent Management Procedure and Guidelines sets out a comprehensive outline and defines criteria for Identification of Talent i.e. performance, potential and levels of work; Talent Mapping; Talent Review Process and Talent Development Process with respect to induction and continued professional development, training governance and development strategies aimed at nurturing talent.

The procedure and guidelines are intended to identify talent i.e. employees who meet or exceed performance expectations as well as demonstrate the potential to perform at the next level of work. This potential is indicated by the willingness and ability to develop new skills and take on challenges that come with bigger roles, whilst in current role.

An important component of Talent Management for the Teaching and Learning portfolio is the University Education Induction Programme which will

be offered by Higher Education Training and Development in conjunction with UKZN Extended Learning (Pty) Ltd. The programme includes modules on teaching methods and approaches, assessments; curriculum development and review, and research supervision, will be mandatory for all new academics and those currently at lecturer level and below. Academic staff at senior lecturer level and above may be exempted on the basis of an assessment of their teaching portfolio, as will staff demonstrating equivalent formal training and development.

QUALITY MANAGEMENT OF SHORT COURSES

UKZN Extended Learning (Pty) Ltd (UEL) which is responsible for the management, administration and coordination of short courses across the University was established in 2011. That same year, the principles and procedures for Quality Management of Short Courses was developed and approved by Senate to ensure that all forms of short courses offered in the name of the University meet the requirements of the internal and external quality assurance processes.

The UEL partnership ensures that the University's reputation is protected and enhanced by offering its knowledge and skills resource in the form of short courses that are consistently of high quality, reliable, valid, and viable and provides access to university learning opportunities. Quality Promotions and Assurance (QPA) is responsible for the quality management of all short courses.

The provision of short courses by the University contributes towards life-

“Short courses provided by UKZN contribute towards life-long learning, continuing professional development and practical learning opportunities, increasing employability, self-employment and mobility within the workplace.”

long learning, continuing professional development, practical learning opportunities and also increases employability, self-employment possibilities and mobility within the workplace. Short courses provisioning is particularly associated with “just in time” and “just enough” learning to meet specific needs in workplace environment.

This policy is applicable to ALL forms of short courses and programmes that are offered under the name of UKZN, irrespective of where a short course or staff member is located in the University.

TEACHING AND LEARNING INNOVATIONS AND QUALITY ENHANCEMENT GRANT

Launched in 2010, the purpose of the Teaching and Learning Innovations and Quality Enhancement Grant (TIQEG) is to support innovation and quality enhancement initiatives in teaching and learning in the University. The Grant, which is rapidly increasing in popularity, enables

academics to experiment with innovative teaching methodologies and approaches that have the capacity to enhance the quality of teaching and learning in higher education. The Grant provides academics/teams with financial support and thereby the means to pilot or develop some or other aspect of teaching and learning that may not otherwise be possible. It is meant primarily to be seed funding providing small grants to explore ideas, resources or approaches to teaching and learning that open possibilities for accessing other funding sources. Having innovated or enhanced quality on a smaller scale, new or further opportunities for researching innovations or quality enhancement may then become available. The Grant is intended to support an emerging band of specialists in teaching methodologies, curriculum design, assessment, and technology-driven teaching and learning.

THE UKZN DISTINGUISHED STUDENTS’ AWARD

This University policy and procedures recognises and rewards both outstanding student academic achievement and excellence in community engagement or University service as reflected in the vision, mission and goals of the University. This award gives concrete expression to the values implicit in African Scholarship that underpin the University. It does so by creating a special cadre of its most talented, caring and exceptional graduates and young leaders who are specifically selected as exemplary in embodying the ideals and attributes that the University seeks to create in every graduate.





REVIEWS AND REPORTS

COLLEGE REORGANISATION

The College Model, which was developed in the context of the merger between the former Universities of Durban-Westville and Natal, was reviewed externally by a panel of experts following the 2010 release of the Ministerial Report on Transformation and Social Cohesion and the Governance and Academic Freedom Committee (GAFC) Reports.

The External Review recommended the disestablishment of the Faculties in order to create a College structure consisting of consolidated single university-wide Schools and four Colleges resulting in a leaner and more efficient structure to ensure effective devolution across the University within the academic and support sectors.

The College Reorganisation Task Team (CRTT) was appointed to oversee the reorganisation process and by mid-2011, Council approved the structure and names of the Schools in each of the four Colleges and 19 Schools as well as the establishment of the required leadership positions in each College, namely Deans and Heads of School, the Director of College Professional Services and the College Deans of Teaching and Learning and Research. The implementation date for the new structure is January 2012.

REVIEW OF INDIGENOUS KNOWLEDGE SYSTEMS AND AFRICAN SCHOLARSHIP CAPACITY AT UKZN

A Consultative Report commissioned for the Offices of the DVC: Research and DVC: Teaching and Learning was produced by Professors H.O. Kaya and S.A. Materechera of the Indigenous Knowledge Systems (IKS) Centre of Excellence, North-West University. A review of the existing IKS and African Scholarship capacity at UKZN was conducted within the context of the historical background of the new institution and its vision “to be the Premier University of African Scholarship”, and its mission is to be “a truly South African University that is academically excellent, innovative in research and critically engaged with society”.

The Review found that UKZN has the capacity to be a leader in promoting IKS and African Scholarship (evidenced in high level of integration of teaching and learning, and the substantial output in IKS), but the absence of a shared understanding of IKS and African Scholarship and a conceptual framework for the promotion of IKS and community engagement at UKZN, made it difficult to implement and monitor IKS.

It therefore recommended a thorough audit of existing course modules with a view to developing specific and structured IKS programmes modules as well as an institutional wide awareness campaign in the form of a workshop/ conference to arrive at a common understanding of IKS to a consolidated programme of action for

“UKZN has the capacity to be a leader in promoting Indigenous Knowledge Systems and African Scholarship.”

the institutionalisation of IKS and African Scholarship at UKZN.

The Review found that in the period 2005 to 2009 a total number of 49 journal articles in themes and titles related to IKS were published by the various units of UKZN. The contribution of the various Faculties to these journal publications were as follows: Human, Development and Social Sciences (51%); Science and Agriculture (34%); Health Sciences (11%); Management Studies (2%) and Law (2%). It was also found that about 25% of these journal articles were published in UKZN internally-based journals.

(RE) ESTABLISHMENT OF UNIVERSITY LANGUAGE BOARD

The University Language Policy which was approved by Council on 1 September 2006 together with the Language Plan and Budget for the Language Policy originally approved in Senate on 2 August 2006 was revised in 2010. The University Language Board has revitalised the University's bilingual policy. A new Language Planning and Development unit has been established and set up within the Teaching

“The University Language Board has revitalised the University’s bilingual policy.”

and Learning Portfolio, with the Director and Language Planning Co-ordinator posts expected to be filled in 2012. A University strategic grant has enabled the University Language Board to support a range of projects to promote multilingual teaching and learning, curriculum development, materials development and the provision of translation services.

REVIEW OF ACADEMIC PROMOTIONS POLICY AND GUIDELINES

The development and approval of the University-wide research criteria for academic promotions was undertaken by a task team from the Colleges and convened by the DVC: Teaching and Learning. Priority was given to harmonising research criteria in order to:

- facilitate a less subjective, more transparent and fair evaluation of promotion applications;
- enable clear and consistent criteria to be applied across the University while allowing for College and discipline specific variations;
- set a broad University-wide standard for each rank level;
- make the expectancies to be achieved at each level visible and explicit, which enables staff to plan an academic career path (to professorship); and
- allow the University to implement

Senate agreed research norms (and the Department of Higher Education and Training (DHET) accredited publications expectations) and thereby achieve its research goals and targets in the strategic plan.

In developing these criteria, the existing Faculty specific research criteria for different levels and the revised College criteria were used, which show the extent of differences and convergences. The principle used in this regard is that for promotions purposes, norms would need to be exceeded since the performance management system evaluates adherence to norms. A review of research criteria in a selection of national and international universities was also undertaken.

SENATE REPORT ON ANALYSIS OF RESEARCH PRODUCTIVITY AT UKZN FOR THE PERIOD 2004–2008

Following the Vice-Chancellor’s presentation to Senate in 2009 on the status of research productivity, a task team comprising Professors Kesh Govinder (Convenor), Nelson Ijumba, Delia North and Renuka Vithal was constituted to produce a report for consideration by Senate. An analysis of national research context revealed that the highest number of productivity units in 2008 was attained by the University of Pretoria (UP); followed by the University of Cape Town (UCT); the University of KwaZulu-Natal (UKZN); University of Stellenbosch (SUN); and the University of Witwatersrand (WITS). These five universities produced 60% of all research outputs of the higher education

system; a ratio that the report observes has remained constant over a number of years.

In summary, the report notes that UP, UCT, UKZN, SUN and WITS had relatively higher publication outputs and positive, but low growth rates between 2005 to 2008 - in relation to their norms. However, during this period, UKZN produced at 95% of its norm in 2008. The report revealed that UKZN has the most transformed research staff, in terms of race and the second highest in terms of gender. On the other hand the throughput rates of masters and doctoral postgraduates were found to be the lowest in the group, below the national averages and the benchmark of 25% for doctoral degrees. This underscored the need for the implementation of appropriate strategies in Faculties to increase the throughput rates of postgraduate students.

“There is an unambiguous link between staff who have their doctorates and those who generate higher productivity units.”

The report found an unambiguous link between staff who have their doctorates and those who generate higher productivity units (PUs) and made several recommendations, including an increase in the number of PUs per staff member, an increase in the number of postgraduate students and the development of a measurable core Teaching Workload Framework by the University Teaching and Learning Office.



AUDIT OF RESEARCH, TEACHING AND LEARNING AND COMMUNITY ENGAGEMENT UNITS, CENTRES AND INSTITUTES

An audit of all entities in the University arose from the deliberations of University Research Committee and the Executive Management Committee due to a range of challenges related to them, including issues of governance, funding, reporting lines and the lack of a comprehensive database on units and centres since the merger. A similar lack of information about teaching entities led to this as a co-operative initiative jointly commissioned, funded and overseen by the DVC: Research and DVC: Teaching and Learning, conducted by QPA.

The objective of the Audit was to obtain comprehensive data on activities, structures and outputs of all Research, Teaching and Service entities. The outcome of the Audit is a University-wide data base informing the effective and efficient deployment of resources. The exercise was overseen by QPA.

One of the findings of the Audit was that many entities describing themselves as Centres or Units do not meet the policy criteria. Since then, a clear process for determining whether the terms “Centre”, “Unit” or “Institute” have been designated and are being used appropriately and according to the respective policies. This research also informed the establishment of the UKZN Extended Learning (Pty) Ltd.

POLICY ON SELF-FUNDED TEACHING PROGRAMMES (AMENDED)

The purpose of the Policy on Self-Funded Teaching Programmes (SFTPs) is to regularise, and to regulate, all non-core teaching activities conducted by the University. This Policy is designed to define and prescribe principles and procedures under which those activities variously described as “Short Courses”, “Additional Course Offerings”, “Income Generation Courses” and “Self-Funded Teaching Programmes”, will be implemented and managed. As a general principle, the concept of “Income Generation” should recognise the objective of benefiting, in equitable ratios, the individual (staff member), the Faculty/College and the University.

This Policy also describes how academic staff will participate in the process of developing and delivering on SFTPs. In addition, the Policy defines how staff, units, centres, departments, Schools, Faculties and Colleges will benefit through this participation. The Policy accommodates the establishment of UKZN Extended Learning as a wholly-owned subsidiary of the University for the delivery, administration and management of Short Courses.

THE UKZN ENROLMENT PLAN

In 2010, the DVC: Teaching and Learning led the finalisation of the UKZN 2011-2013 Enrolment Plan. The Plan aimed to consolidate the base line (2010) with significant reductions in enrolments in specific programmes. The revised base

“A crucial component of the Enrolment Plan is that its outcomes need to be reflected in improved success rates, graduate output and postgraduate enrolments.”

targets aspects of quality of students and programmes, and places more emphasis on student retention and throughput. The Plan, which is output-driven, projects improvements in graduate outputs of between 3-4% per year for Undergraduates, and 3-10% per year for Postgraduates. Similarly, the Plan projects growth in research graduate outputs of 6-10% per year, and in research publications of 4-6% per year.

In acknowledging the rigour of the processes informing the UKZN Plan, the DHET referred to national priorities, highlighting issues which need further attention, including, the need for UKZN to look at its projected growth in relation to the national growth and teaching input unit share; and assess growth possibilities for each campus after the relocation and completion of infrastructure projects. It also recommended growth within specific programmes on relevant campuses for Life and Physical Sciences, Teacher Education and Health Sciences.

THE NATIONAL SENIOR CERTIFICATE AND FIRST YEAR PERFORMANCE

The National Senior Certificate (NSC)

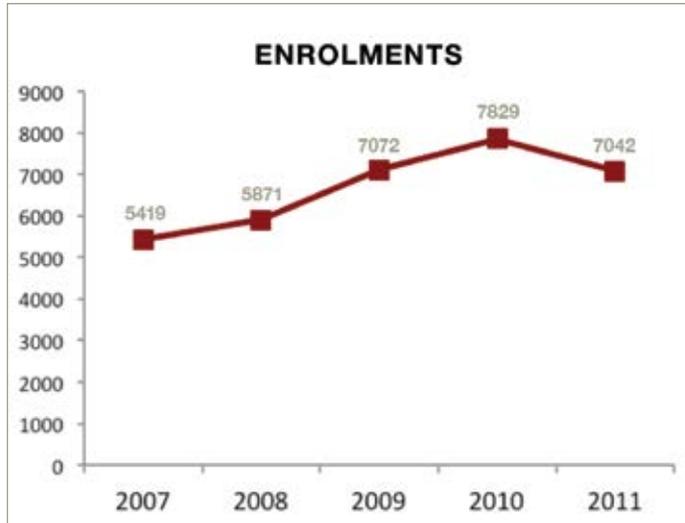
has consequences for the University's admission criteria and enrolment practices. To revisit UKZN's admission criteria, the Department of Management Information (DMI), UTLO and Colleges periodically analyse data on the NSC admission criteria, student enrolments and first year student profiles and performance.

A symposium was held in 2010, which emerged from deliberations in the University

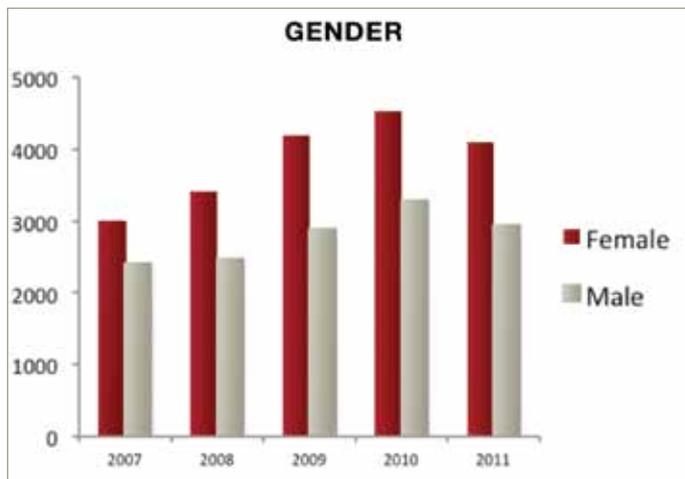
Teaching and Learning Committee. It brought together perspectives from NSC examiners, Colleges, DMI, the National Benchmark Testing Initiative (NBT) and Umalusi. The purpose of the exercise was to consider whether the current University admission criteria and selection procedures in both mainstream and access programmes needed to be revised.



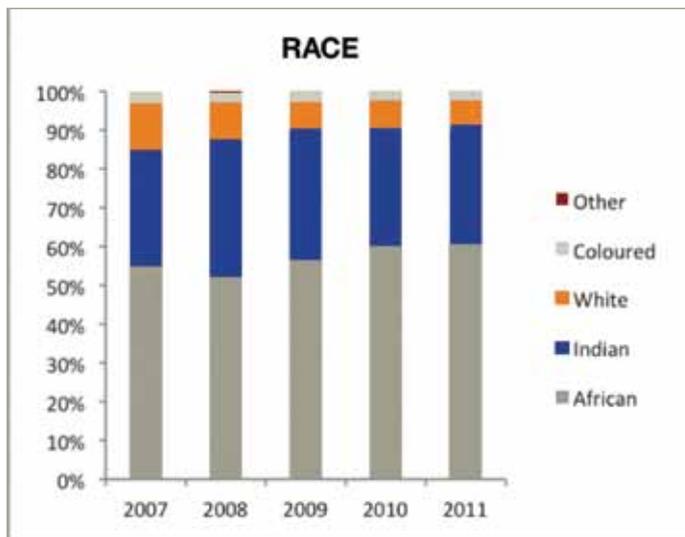
UKZN NEW ENTRANT UNDERGRADUATE STUDENTS AT A GLANCE: 2007 TO 2011



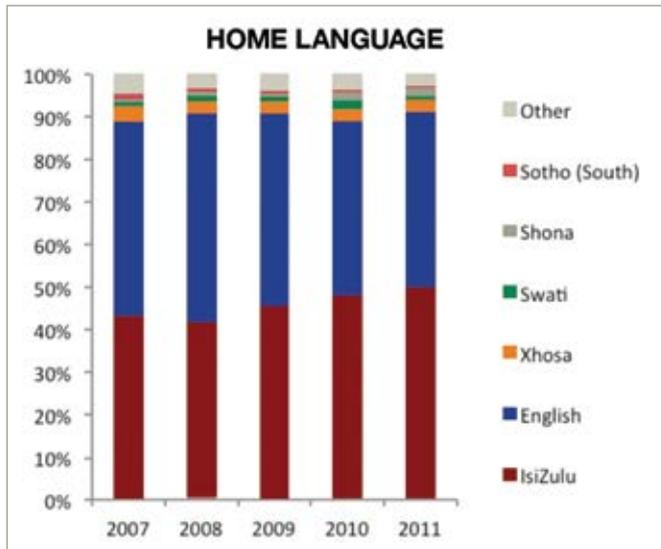
Overall, there has been a 30% increase in first-entry enrolments.



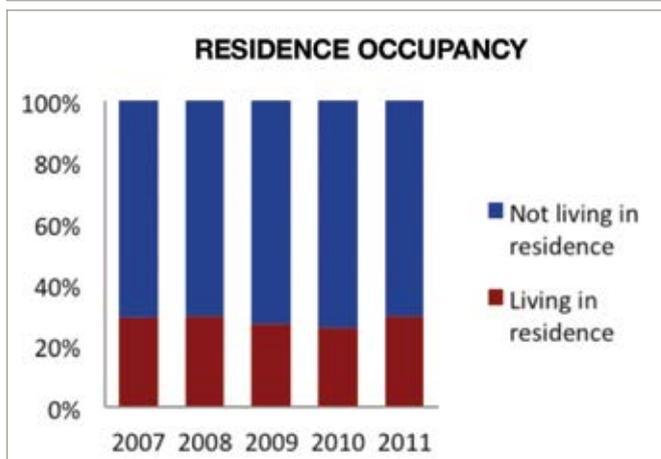
The average intake of first-year students is 58% female and 42% male. Female enrolments increased 37% while male enrolments increased 21%.



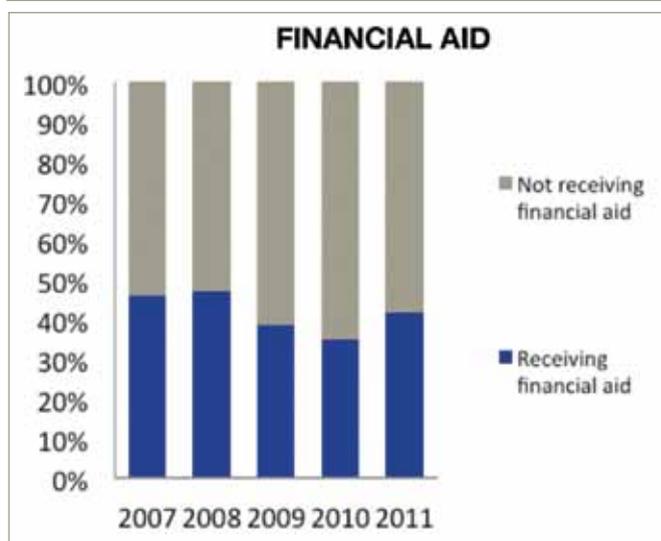
On average first-year students comprised 57% African, 32% Indian and 8% White.



On average, 46% of the first-year students indicated that isiZulu was their home language and 44% indicated that English was their home language.



On average, 28% of new students live in residence. The number of first-year students living in residence increased by 31%.



On average, 42% of new students received financial aid.

Source: UTLO Report on First Year Student Profile & Performance at UKZN: 2007 to 2011



ACADEMIC MONITORING & SUPPORT INITIATIVES

Undergraduate academic monitoring and support has been an ongoing priority for UTLO and the University Teaching and Learning Committee (UTLC). The approved University Academic Monitoring and Exclusions Policy and Procedures requires Faculties to develop and have effective monitoring and support systems in place according to agreed minimum criteria.

At the November Senate of 2010, a comprehensive report was tabled on undergraduate Faculty systems of support, enrolments, dropouts, graduation and throughput. The Report revealed that Faculties have designed and implemented a range of intervention and support programmes which include the “monitoring chart system”, which tracks students’ progress in a transparent way; embedding academic support within core modules; offering support for ‘at risk’ students through student counselling, mentorship and the Writing Place; Supplemental Instruction; targeting potential ‘at risk’ students from registration to exam completion. In general, most Faculties make extensive use of Academic Development Officers (ADOs) in their monitoring and support activities.

Faculty reports indicate that most have complied with the Senate approved minimum criteria, namely, the availability of personnel; intervention strategies at Faculty and School level; the availability of academic, personal and career counselling; tracking of student performance; records and record keeping; evaluation; resources; sustainability; research carried out and statistical reporting. In most Faculties, a Senior Academic has been appointed to coordinate Academic Monitoring and Support activities and most Faculties have measures in place to identify and support ‘at risk’ students. In some Faculties, the process actually begins at registration and in others the process has been institutionalised within the Faculty structures.

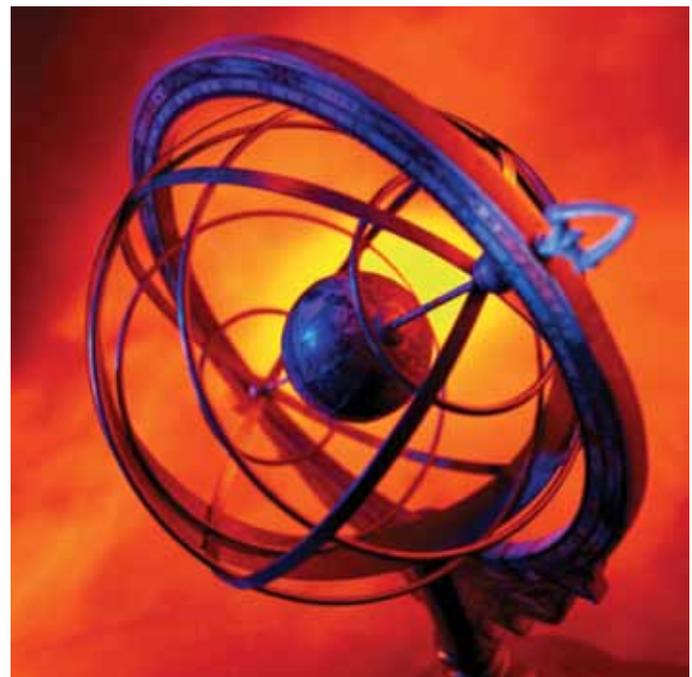
A noteworthy trend identified in the Report is that some Faculties have begun to initiate evaluations, reviews and research on support and interventions at Faculty/School levels including research seminars and symposia. In addition, Faculties are accessing research and innovation grants to provide an empirical evaluation of their monitoring and support initiatives.

Despite the successes noted above, Faculties identified several challenges, particularly the relative “instability” of their support system because it is typically staffed by Academic Development Officers who are on short term contracts. This also impacted on

the Faculties’ capacity to enforce mandatory consultations as required of the Policy. The “instability” was compounded by the reduction of the Department of Higher Education and Training Teaching Development Grant for 2010 to R215 000.

To maintain the momentum, the Academic Monitoring and Support Grant was supplemented by R2 247 875 through a strategic allocation from the University’s Main Fund, which was disbursed to Faculties on the basis of proposals submitted to strengthen implementation of their academic monitoring and support programmes.

“By 2010, most Faculties had complied with the Senate approved minimum criteria, including the availability of personnel; intervention strategies; academic, personal and career counselling; tracking of student performance and statistical reporting.”



**Table 1: Funding disbursed for College Academic Monitoring and Support Initiatives in 2010**

	Faculty/ Unit	Purpose and Categories of Use	Amount Approved (R)
1	Education	Appointment of 1 full time contract staff	150,000
2	Engineering	1 full time Senior staff at Faculty level appointed as Dean's Assistant/ Full time Faculty Co-ordinator for: academic monitoring, counselling, support, research, reporting and the extension of peer-mentoring programme to 2nd, 3rd and 4th years	400,000
3	Health Sciences	Allowance for: Dean's assistant/ full time Faculty Coordinator; teaching relief; research assistance; reporting; admin assistance	100,000
4	Humanities Development and Social Studies	2 full time Senior staff at Faculty level appointed as Dean's Assistant/ full time Faculty Co-ordinator for: academic monitoring, counselling, support, research, reporting	400,000
5	Law	1.5 full time Senior staff at Faculty level appointed as Dean's Assistant/ full time Faculty Co-ordinator for: academic monitoring; counselling; support; research; reporting	300,000
6	Management Studies	Appointment of 1 Dean's Assistant/ full time Faculty Co-ordinator + Assistance for: teaching relief; peer-mentoring, admin assistance; research support; reporting	400,000
7	Nelson R Mandela Medical School	Allowance for: research assistance; admin assistance; review, monitoring, evaluation; reporting	50,000
8	Science & Agriculture	Allowance for: Dean's assistant/ full time Faculty Coordinator; teaching relief; research assistance; reporting; admin assistance	300,000
9	DVC: Teaching and Learning	Appointment of 1 full time contract staff for institutional monitoring, research and reporting	200,000
10	Executive Dean of Students	Student mentoring programme for: <ul style="list-style-type: none"> • Science and Agriculture • Management Studies 	500,000
11	Quality Promotions and Assurance	On-line Student Evaluation System	200,000
	Total		3,000,000



IMPROVING MONITORING AND SUPPORT SYSTEMS

Little is known about the impact of financial factors on dropouts and exclusions, and whether the same factors that affect dropout also affect graduation. In this regard, a more nuanced understanding of the dropout phenomenon was necessary. To address this gap in institutional data, DMI was funded to develop a more streamlined and accessible data management system.

The new program developed by DMI is now able to extract data for all students registered for an undergraduate 3 or 4 year degree for specified year(s) and generates reports on the following, amongst others:

- Graduations for same Approved Qualification
- Exclusions for same Approved Qualification
- Registrations for same Approved Qualification in subsequent year
- Registrations for different Approved Qualification in subsequent year
- Discontinued (Dropouts)
- Other indicators
 - financial aid
 - residence
 - fees outstanding
 - biographical data
 - school quintile ranking

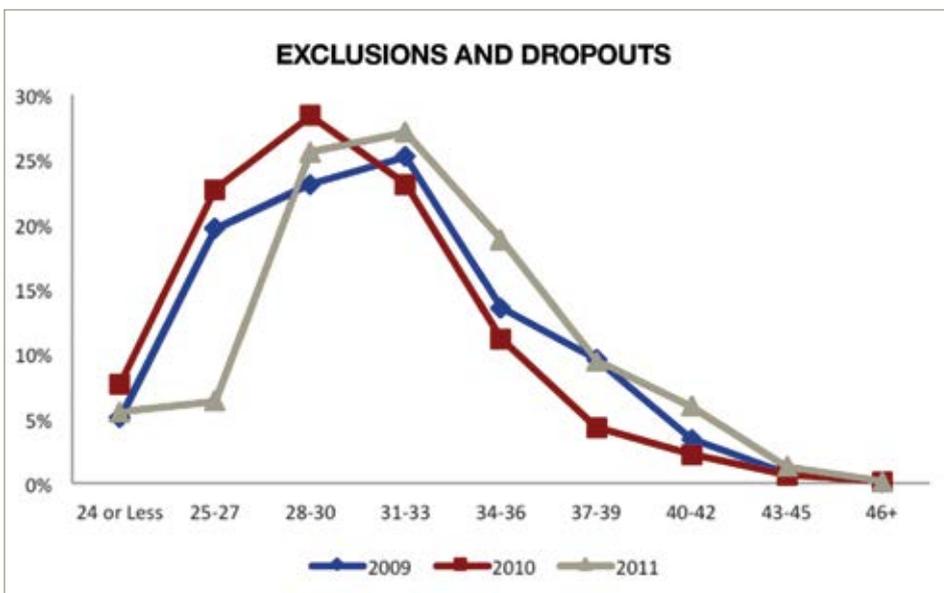
This new program has improved the turn-around time in reporting this information. In addition, it has also enabled DMI to provide relatively comprehensive data to support both UTLO and Faculties in their analysis of student progression at UKZN. The system will also provide the indicators for policy development.

Performance Trends of New Entrant Undergraduate Students

The reasons for (academic) exclusion are fairly well known, but the causes of dropout are multi-faceted and more difficult to establish. Emerging data from the Academic Monitoring and Support programmes signaled the need to interrogate where exactly the focus is or should be placed in academic monitoring and support. Serious questions were raised about whether the investment in Access and first year support is generating the expected outcomes, and whether greater effort and investment should be extended to supporting students in their 2nd and subsequent years.

Figure 2, below, shows that the exclusion and dropout rates; were highest for students with matric scores in the 25 to 33 band, which account for more than half of the student loss in each year; and declines for students with 34 and more points.

Figure 2: Exclusion and dropout trends

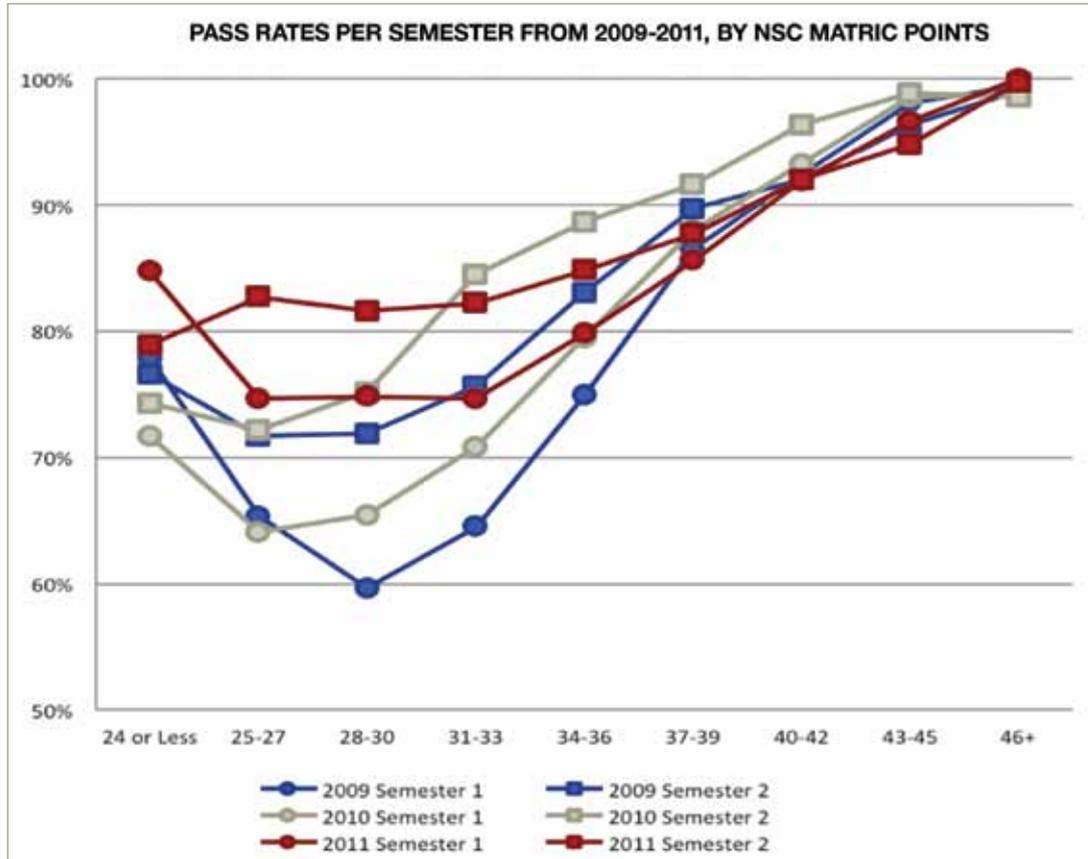


The exclusion and dropout rates show a decline for students with matric points greater than 34 points.

Academic monitoring and support initiatives in Colleges typically target at-risk students. The graph below shows better performance is generally observed in semester 2 compared to semester 1.

Furthermore, when comparing semester 1 results in the band (28-30), the pass rate increases by 10% from 2010 to 2011.

Figure 3: Pass Rates per Semester from 2009-2011



There has been year on year improvements in the pass rates in the 25-33 NSC matric points range, for each semester.



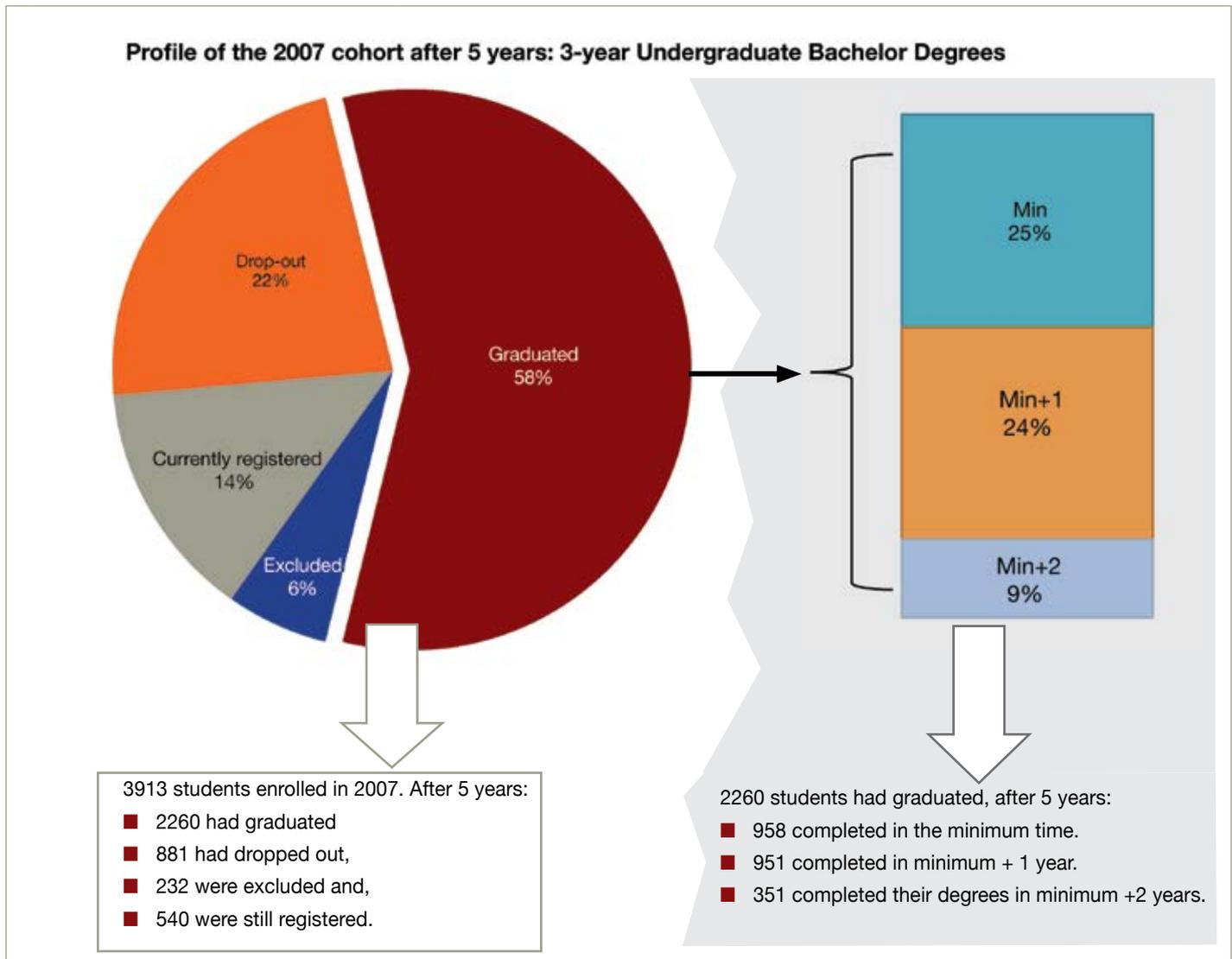


2007 Cohort Progress for the Three-Year Undergraduate Degrees

The 2007 undergraduate-student cohort shows the University's challenge in assisting students to complete degree programmes in minimum time. In three-year degree programmes the 25% who graduated in minimum time is below student attrition (dropout and

exclusion) of 28% (1113). The University graduation rate of 25% is above the revised national benchmark of 22.5% for 3-year degrees completed in minimum time (DoE, 2004:9).

Figure 4: 2007 Cohort Enrolment and Progression





Funding Disbursements for Academic Monitoring and Support Initiatives

Despite the reduction in funding for academic monitoring and support, the momentum of projects was maintained by the vigilance of the Academic Monitoring and Support Advisory Group which met periodically to provide strategic support to projects.

Academic Monitoring and Support, was given a significant boost in 2011 with a grant of R8.7 million from the DHET. This enabled UTLO to sustain existing initiatives and support new ones. Table 2 below summarises the support provided to Colleges.

Table 2: Funding disbursed for College Academic Monitoring and Support Initiatives in 2011

	Faculty	Purpose and Categories of Use	Amount Approved (R)
1	COLLEGE OF AGRICULTURE, ENGINEERING AND SCIENCE	• Improve staff mentoring. Retrospective cohort analysis of progression spanning the past three years, to identify factors affecting performance. Provision of tablet notebooks and further development of the Moodle online learning system.	430,000
		• Establishing prescribed textbook loan scheme.	20,000
		• Developing the Maths Booster Programme.	80,000
		• Introducing an online “Mastering Chemistry” tutoring system.	800,000
AGRICULTURE, ENGINEERING AND SCIENCE COLLEGE TOTAL			1,330,000
2	COLLEGE OF HEALTH SCIENCES	• Evaluation of the effectiveness of academic monitoring and support programmes.	63,000
		• Mentorship programme for postgraduate students.	400,000
		• Establishing the Mentorship and Academic Success Office to coordinate the academic monitoring and support programme.	1,100,000
HEALTH SCIENCES COLLEGE TOTAL			1,563,000
3	COLLEGE OF HUMANITIES	• English and academic literacy skills for undergraduate and post graduate students in the School of Religion and Theology.	150,000
		• Development of the Writing Place – an academic mentorship programme in HDSS.	400,000
		• Development of academic literacy test for the selection of students in the Humanities Access programme.	12,000
		• Academic monitoring, support and counseling of post graduate students.	260,000
		• Academic monitoring and support in Advanced Certificate in Education (ACE) programmes.	232,000
		• Institutionalizing peer based support through the STAR (Students at Risk) programme	400,000
		• Undergraduate Student Enhancement programme for Biological Sciences Educators and Student Teachers	52,000
		• Development of Post-Graduate Commons	300,000
		HUMANITIES COLLEGE TOTAL	



	Faculty	Purpose and Categories of Use	Amount Approved (R)
4	COLLEGE OF LAW AND MANAGEMENT STUDIES	• Procurement of Economics and Accounting textbooks for needy first year students.	230,000
		• Run a series of workshops for staff development on assessment of large classes.	30,000
		• Procure additional simulated practice examinations for Postgraduate Diploma in Accounting and B.Com Honours in Accounting for students.	55,000
		• Developing the Integrated Skills Programme. Developing tracking and monitoring systems. Establishing a textbook loan scheme.	1,220,000
LAW & MANAGEMENT STUDIES COLLEGE TOTAL			1,535,000
5	ICT	<ul style="list-style-type: none"> • Developing an on-line learning material repository • Developing an electronic classroom response system 	500,000 505,000
6	STUDENT SERVICES	Creating and furnishing study spaces for students in residences (one each at WC, PMB, HC)	1,000,000
7	TEACHING & LEARNING OFFICE	Special Institutional Projects, including: <ul style="list-style-type: none"> • Data Management and Information systems improvements • Statistical Modelling and Reporting initiatives • QPA: Academic Monitoring & Support Evaluation Project 	466,000
SUPPORT SECTOR TOTAL			2,466,000
Total 2011			R8,700,000



UTLO Writing Workshop 5

EXTERNAL REVIEW OF ACADEMIC MONITORING AND SUPPORT AT UKZN

Both the 2009 and 2010 Academic and Monitoring and Support (AMS) reports were derived from self-evaluation reports by Faculties submitted to UTLO which tabled a synthesised version to SENATE. Because the veracity of the findings had not been tested, a Senate resolution in November 2010 endorsed the recommendation that “An independent evaluation by QPA is proposed to identify effective interventions and strategies that have yielded greatest successes for wider dissemination of what works in academic monitoring and support as well as flagging areas that require improvement and related action plans.”

“The Panel was impressed by the positive attitude and dedication of so many of the staff and students involved in the Academic Monitoring and Support Programmes.”

A Review Panel was constituted in 2011, comprising:

- Dr Florence Southway-Ajulu, Quality Promotion and Assurance, UKZN (Chair)
- Ms Rose Masha, Walter Sisulu University
- Dr Manyane Makua, Mangosuthu University of Technology
- Dr Cosmas Maphosa, University Teaching and Learning Office, UKZN
- Dr Rejoice Nsibande, University of Pretoria

- Dr June Pym, University of Cape Town
- Professor George Trotter, Quality Promotion and Assurance, UKZN (serving as scribe)

The Panel met and deliberated over a period of three days (13 – 15 September 2011). The Panel’s deliberations included meetings and interviews with a broad spectrum of stakeholders from all Faculties. These included Deputy Deans, Deans’ Assistants and other academic staff responsible for monitoring and support procedures, AMS coordinators, Academic Development Officers (ADOs), mentors, tutors and many of the students who were experiencing, or had experienced, academic support, in the form of Supplemental Instruction (SI), extra tutorials, group meetings or one-on-one counselling.

The broad framework within which the panel undertook its task is encapsulated in the following three questions:

- What is working well with regard to Academic Monitoring and Support Programmes at UKZN?
- What is not working well with regard to Academic Monitoring and Support Programmes?
- How can Academic Monitoring and Support Programmes at UKZN be improved?

The Panel was impressed by the positive attitude and dedication of so many of the staff and students involved in the Academic Monitoring and Support Programmes. Expressions of appreciation

by students reinforced these positive perceptions, and the Panel was left with the impression that, on the whole, the systems and programmes were working well. It was recognised that there were substantial variations between Faculties, and that there were areas where improvements could be effected.

The Panel’s recommendations included:

- Stabilising and strengthening the Academic Development Officer (ADO) system
- A more streamlined and harmonised system of appointing and remunerating mentors and supplemental instructors
- Making facilities such as the “Writing Place” more accessible to more students
- Encouraging Faculties to emulate the examples of the Faculties of HDSS and Science and Agriculture by making use of Saturdays for mentoring sessions

A notable aspect of the Review Report was the comment by external members of the Panel that no AMS programmes similar to those at UKZN existed at their four institutions.



UNIVERSITY TEACHING & LEARNING COMMITTEE ENDS ITS OPERATIONS IN 2011

After several years of playing a pivotal role in influencing and providing strategic leadership for teaching and learning at UKZN, the University Teaching and Learning Committee (UTLC) was disbanded at the end of 2011 with the launch of the newly configured University structures. Academic Monitoring and Support is now a College competence. With policies and systems in place and some instances monitoring and support having been institutionalised, Colleges have inherited a sound foundation on which to build more responsive and efficient academic monitoring and support systems.

“The DVC: Teaching and Learning expresses her deep gratitude to successive members of UTLC, whose strategic leadership has elevated the quality of teaching and learning at UKZN.”

UTLC Membership as at 2011

Professor R Vithal	DVC: T&L and Chairperson
Professor J Ayee	DVC: Humanities
Professor E Bojé	Engineering
Dr R Dhunpath	UTLO
Professor SY Essack	Health Sciences (SETH)
Dr C Goodier	Management Studies
Professor N Hlongwa	HDSS
Dr A James	Humanities
Mr T Khumalo	Acting Exec Dean of Students
Professor K Kirkman	Science and Agriculture
Ms T Mkhize	Consultant, QPA
Professor JC Mubangizi	DVC: Law & Management Studies
Ms L Mzizi	Open Learning
Dr F Oosthuizen	Health Sciences
Dr D Peters	Alternate ICT
Mrs S Pillay	Student Counseling WV
Professor MA Samuel	Education
Mrs R Searle	Centre for Higher Education
Professor N Uzodike	HDSS
Ms K E Holland	Health Sciences
Dr L Jackson	Access
Ms M Maritz	Law: Faculty
Dr N Powell	Access, Science
Mr A Pillay	DMI
Professor TS Pillay	DVC: College of Health Sciences
Professor R Slotow	DVC: College of Science and Agriculture
Mr T Yeni	Acting Dir. ICT
Mr J Zikhali	Alternate – Access
Mr L Wood	DMI
Ms P Butler	Committee Officer



Old Main Building
Cuba World Hall



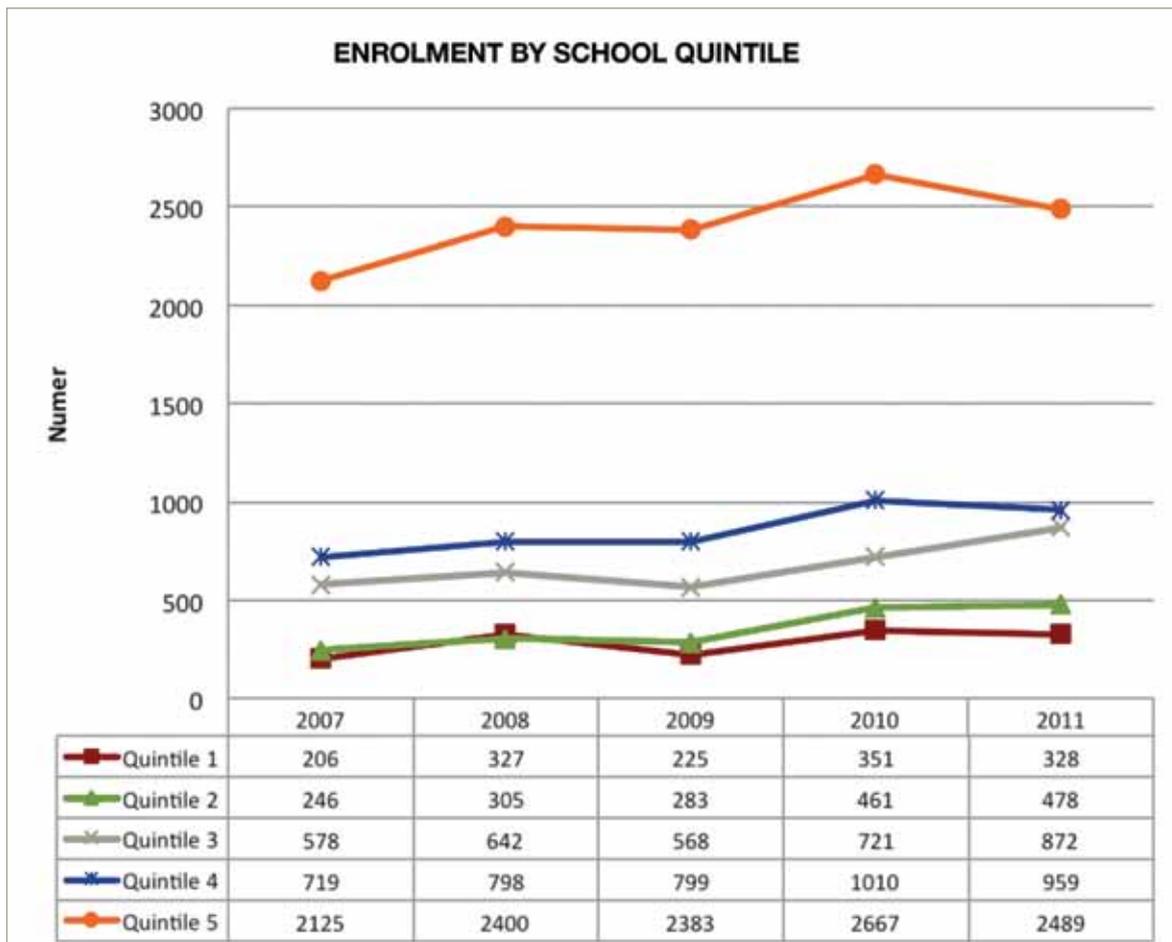
PROMOTING ACCESS, RETENTION AND SUCCESS

Access to higher education is a long standing national priority and is an imperative for UKZN which has responded by establishing a variety of programmes to address the enrolment of students from disadvantaged schooling backgrounds especially those from the lower quintile schools. All schools in South Africa are ranked into quintiles based on 3 weighted poverty indicators: income level of the community, unemployment rate and literacy/education levels of the people in the area in which the school is located. Quintile

1 and 2 are the poorest and are designated as “no-fee” schools.

Although a high proportion of UKZN new entrant enrolment is derived from quintile 5 schools, Figure 5 demonstrates that there has been a gradual increase in numbers of students from the lower quintiles over the 2007-2011 period. Notwithstanding, there are still a substantial (16%) number of schools for which quintiles could not be derived.

Figure 5: Enrolment by School Quintile



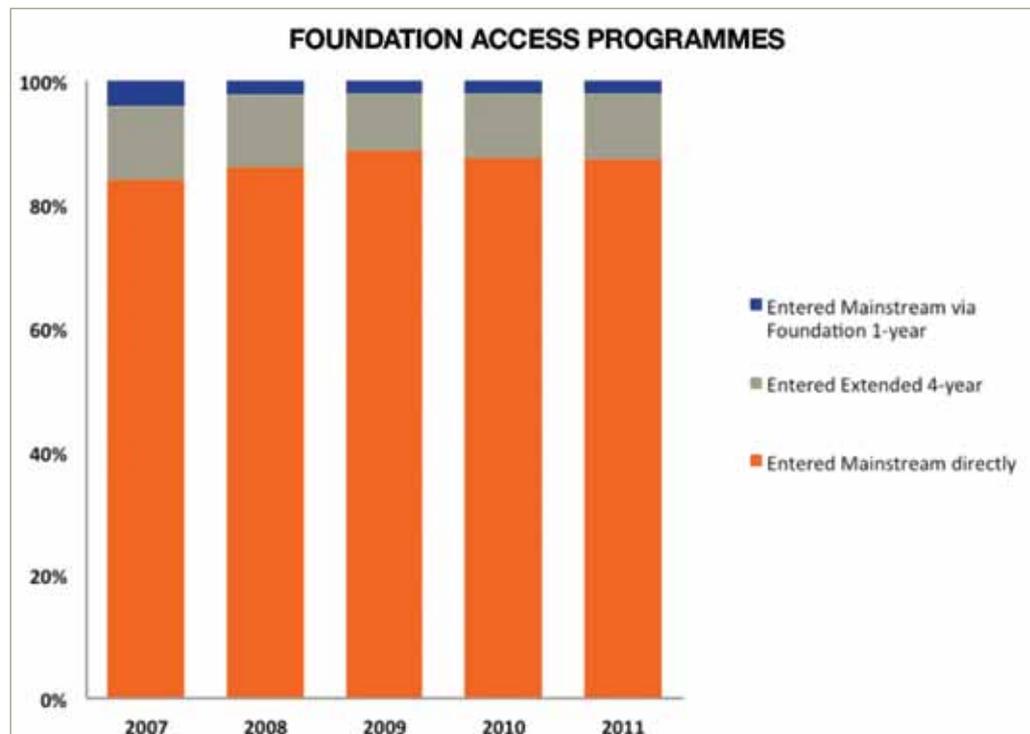
FOUNDATION ACCESS PROGRAMMES

To address the uneven access to universities for students, who, by virtue their schooling backgrounds do not acquire the necessary admission criteria, the Department of Higher Education and Training (DHET) provides funding to enable alternative access through what is called Foundation Funding to support “access” programmes. In 2010, the access programmes, which were previously overseen by the Access Advisory Board, were incorporated into terms of reference of the University Teaching and Learning Committee (UTLC).

The DHET provides funding for 4 Foundation Programmes on offer at UKZN, namely:

- BSc: Augmented stream
- BSc: Foundation stream
- BA/BSocSc
- B Com

Figure 6: Foundation Access Programmes (2007-2011)



More than R15.36 million was received from the DHET for 2010 and 2011. This enabled the University to sustain and grow Foundation Programmes in some Colleges, while strengthening others through the ongoing oversight offered by UTLO and DMI.



Approved Funding Allocations for 2010 and 2011

Table 3: Extract from 2010/2011 Foundation Funding Report to DHET

STATE FUNDED FOUNDATION PROGRAMMES	Foundation student head count intake into first year		Unweighted FTE Foundation students		Weighted total of FTE Foundation enrolments		ALLOCATION (thousands)	
	2010	2011	2010	2011	2010	2011	2010	2011
BSc: Augmented stream	110	110	84.0	84.0	168.0	168.0	1 512	1 646
BSc: Foundation stream	250	250	187.5	187.5	337.5	337.5	3 038	3 308
BA or BSocSc	200	200	178.8	178.8	202.8	202.8	1 825	1 987
B Com	150	150	93.8	93.8	108.8	108.8	979	1 066
TOTAL	710	710	544.1	544.1	817.1	817.1	7 354	8 007

UKZN enrolled 829 students in Foundation programmes in 2010 and has exceeded headcounts enrollments by 119 students (or 16.8%) when compared to the DHET approved intake of 710. This increase is attributed to its Foundation BSc Programmes, especially evident in the BSc Augmented stream. The increase in enrolment of 748 over the DHET approved enrolment of 710 may be ascribed to the University's continued recruitment drive to meet its enrolment targets, which resulted in an increase in applications mainly in the Science Access programmes.

“UKZN enrolled 829 students in Foundation Programmes in 2010 and exceeded headcounts enrollments by 119 students (or 16.8%).”

HEMIS Data on Foundation Student Heads 2010 and 2011

Table 4: Extract from 2010/2011 Foundation Funding Report to DHET

STATE FUNDED FOUNDATION PROGRAMMES	Year Minister (A)		Actual intake into first year (B)		(B-A)		(B-A)/A (%)	
	2010	2011	2010	2011	2010	2011	2010	2011
BSc: Augmented stream	110	110	197	196	87	86	79%	78%
BSc: Foundation stream	250	250	278	257	28	7	11%	3%
BA or BSocSc	200	200	206	192	6	-8	3%	-4%
B Com	150	150	148	103	-2	-47	-1%	-31%
TOTAL	710	710	829	748	119	38	17%	5%

In the 2011 period, UKZN enrolled 748 students in Foundation Programmes. While this figure is lower than the 2010 headcount of 829, it is in fact 38 headcounts or 5% higher than the DHET approved intake of 710 for the period. The reasons for the decrease in 2011 over that of 2010 enrolments may be once again be ascribed to the increase in the number of students passing their NSC with admission to degree programmes by virtue of their improved NSC results. Conversely, the increase in enrolment of 748 over the DHET approved enrolment of 710 may be ascribed to the University's continued recruitment drive which resulted in an increase in applications in mainly the Science Access programmes in order to meet its enrollment targets.

Foundational Provision Training Fund

To support the professional development of staff involved in the delivery of Foundation Programmes, DHET provides a small grant to fund training courses and conference attendance. In 2010/2011, a large proportion of the funding received from DHET was allocated to promoting the scholarship of teaching and learning for Access personnel, as part of the University's broader agenda of cultivating an evidence based approach to teaching and learning. The funding was also utilized to address an allied objective of accelerating the research productivity and outputs of academic staff, particularly for younger academics and researchers involved in Foundation Programmes, by providing relevant opportunities for training and skills development.

In addition, two other projects were supported: The Faculty of Law was supported to implement their Alternate Access

Support Pilot: Introduction to Law; and the Faculty of Humanities was supported in developing multilingual foundational modules. The findings from these projects reveal yet again, the extent to which language choices in a multilingual and multicultural context determine throughput and success in higher education and the importance of appropriating the advantages that linguistic diversity offers. This is particularly pertinent as UKZN is a research University which cannot afford to lose students as a result of its inability to accommodate students' language of teaching and learning. It is for this reason that the Law study hopes to use 2012 as the year to pilot initiatives designed to redress what might be perceived as an unwitting exclusion of students by the University.

In pursuit of the goal to promote research and development in teaching and learning, several programmes were developed to provide opportunities and developmental spaces for younger academics and support staff, while at the same time opening up those spaces to allow academics to interact with accomplished national and international scholars. To this end, Foundation Programme staff was offered support to attend and present papers at national conferences. Support included a series of academic writing seminars and workshops by specialists, to enable Foundation staff members to convert their conference presentations into academic publications. Amongst these, were the Gina Wisker Writing for Academic Publications Workshop in 2011, which was attended by 22 academics and the Chris Kapp Writing for Academic Publications Workshop in 2011 which was attended by 23 academics.





SUPPORTING THE SCHOLARSHIP OF TEACHING & LEARNING

Arguably, the most significant contribution of the Teaching and Learning Portfolio to UKZN and higher education in general, is the intellectual leadership offered and the active promotion of scholarship in teaching and learning, higher education research and institutional research.

The portfolio continues to serve as an effective catalyst and driver of an evidence-based scholarship of teaching and learning and institutional research. Adopting an outcome and product oriented process model and using a bouquet of strategically funded projects, UTLO provides a continuous loop of scholarly activities through identifying needs, creating opportunities for innovation and research and availing participants with ongoing support so that the activities culminate in accredited academic outputs.

The portfolio involves managing partnerships with the DHET, funders and donors, managing funded projects related to access, throughput and success, identifying and collaborating with academics with specialist educational expertise in different disciplines, generating teaching and learning publications, collaborating with academics, researchers and students to create supportive, adaptable and innovative learning environments in which outstanding teaching at all levels is nurtured, shared, recognized and rewarded, resulting in:

- a more scholarly and theoretical higher education institutional research arm to drive a University research agenda involving deeper understanding and analysis of institutional data and activities, including students' access and success, programme efficacy, staff development, and management related to teaching and learning, in cooperation with QPA and DMI.
- a critical mass of emerging educational academic research experts in different disciplines with the capacity to analyse and transform curricula, assessment practices, and teaching approaches, and to implement teaching and learning related policies and decisions, in discussion with and through School/ Faculty and College Teaching and Learning structures.

“UTLO provides a continuous loop of scholarly activities through identifying needs, creating opportunities for innovation and research and availing participants with ongoing support so that the activities culminate in accredited academic outputs.”

PROMOTING A CULTURE OF TEACHING & LEARNING RESEARCH AT UKZN

A major part of UTLO's work has been monitoring and advancing student access, throughput, dropout and graduation rates. To this end, UTLO commissioned and provided funding for empirical studies to better understand the phenomena.

The results of two such studies were disseminated in a seminar entitled: “Why Are Our Students Dropping Out? Emerging Insights from UKZN Cohort Data”. This seminar spotlighted the research team in the School of Education, led by Professor Labby Ramrathan (Acting Deputy Dean-Education) with Dr Sadhana Manik, Dr Daisy Pillay and Ms Busi Goba.

Presenting statistical data and analyses was the team from the School of Statistics led by Professor Delia North (Head of School and lead researcher) with Professor Michael Murray and Professor Temesgen Zewotir.



Seminar participants: “Why Are Our Students Dropping Out?” Senate Chambers, 2011



The Seminar raised concerns about the proportion of students who discontinue their studies on account of academic dismissal or voluntary dropout. The dampening and progression rate as the student progress from year to year was assessed using the generalised linear model approach developed by the School of Statistics. The model accommodates different spectrums of the drift of the attrition/progression rate as students' progress from one assessment period to the next.

The studies, expected to be completed in 2013 will benefit the institution as it will contribute to institutional planning, policies and strategies for addressing student dropout and exclusions and contribute to the national body of knowledge on higher education student retention. The three-year study was the product of engaged scholarship using available data. The parallel process of upgrading the University information databases had resulted in the availability of more comprehensive and accessible institutional data which academics could interrogate and analyse, using both quantitative and qualitative research methods.

FUNDING TEACHING & LEARNING RESEARCH AND INNOVATION

An integral component in promoting an evidenced led teaching and learning is the provision of a continuous cycle of providing funding and 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
- Writing for academic publications support.

TEACHING AND LEARNING COMPETITIVE RESEARCH GRANT

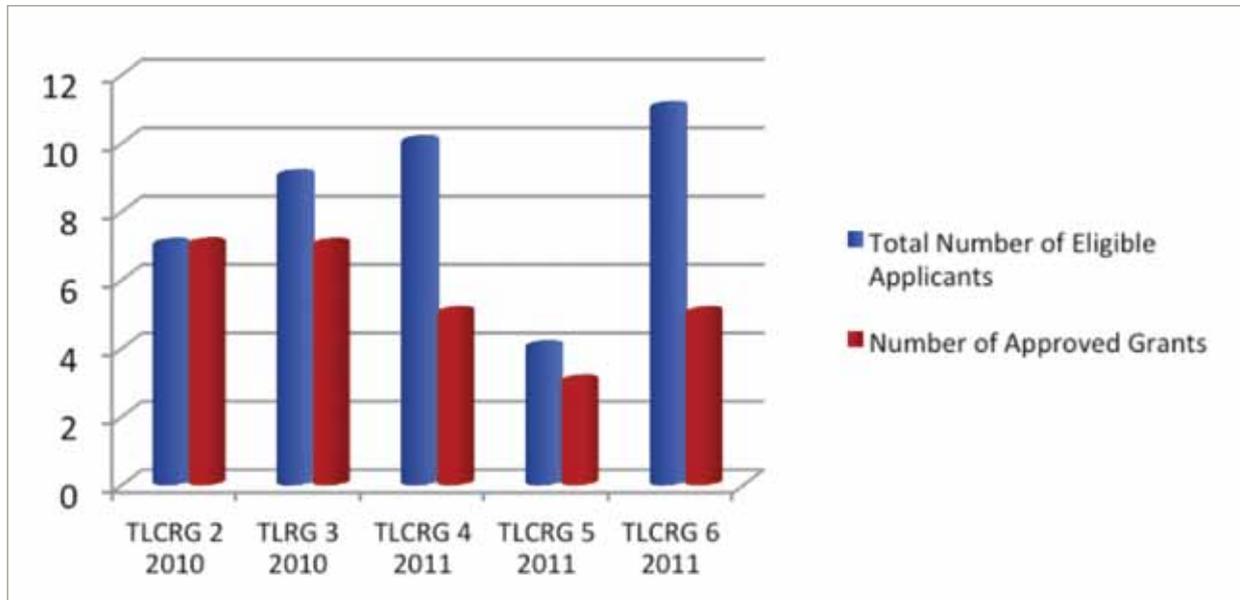
Teaching and Learning Competitive Research Grant (TLCRG), supports and promotes scholarship in University teaching and learning issues. In 2010/2011, a total of 51 applications were subject to a rigorous peer-review process. Since UTLO adopts a developmental approach, eligible proposals which are rejected benefit from the reviewers' comments and proposers are asked to address reviewers' comments and resubmit their proposals

for further consideration. In some instances, members of the Review Panel offer to serve as mentors in the development of their proposals. A total of 37 applications were approved and R1,594,906 was disbursed.





Figure 7: Total Applications and Approved Grants 2010 – 2011



The total number of eligible grant applicants decreased in the fifth call but increased in the sixth call. This increase may be attributable to the Grant Proposal Writing Workshops conducted in 2010 by the DVC: Teaching and Learning in 2010 and another by a team of academics from the Faculty of Education in 2011.

Table 5: Selection of Projects Funded in 2010

	Department / Faculty	Project Title	Funding Approved (R)
1	Agriculture & Agribusiness	The effects of socio-political, cultural, familial & linguistic factors on Faculty of Science and Agriculture's Risk & Probation students	63,024
2	Centre for Science Access	Language & Literacies in Science Foundation Modules	11,000
3	Dentistry	The dental therapy curriculum: Meeting needs and challenges for oral health care in South Africa	28,479
4	Education Studies	Managing large undergraduate classes at UKZN: An institution-wide study of existing models, lecturers' and students' experiences, quality assurance and students' performance	103,680
5	Economics & Finance	Do matriculation scores and performances in Accounting and Economics Modules explain student throughput (attritions and retentions) in the Faculty of Management Studies at UKZN?	51,900
6	Education & Development	The knowledge bases and professional learning of the part-time PGCE Students	32,500
7	Science, Mathematics and Technology Education	Exploring the work of champions of integration of HIV/AIDS education in Higher Education institutions in the Durban area	46,216

**Table 6: Selection of Projects Funded in 2011**

	Department/ Faculty	Project Title	Funding Approved (R)
1	Education & Development	The knowledge bases and professional learning of the part-time PGCE Students	19,550
2	Education & Development	An exploration of University/Community Engagement for the generation and utilisation of knowledge	46,869
3	Health Sciences/Medical Sciences	Student success in the Faculty of Health Sciences : the impact of curriculum change, the introduction of innovative teaching/learning methods, and student support services	16,168
4	HDSS/School of Sociology and Social Studies	The Influence of Learning Spaces on students' academic performances (A case Study on UKZN residence students)	48,050
5	HDSS/Social Work and Community Development	Title Project: Experiences of Social Work Students of the Sustainable Livelihood Model in the Implementation of a Community Garden Project in Bhambayi	41,513
6	Management Studies	Managerial Accounting and Finance Students' Experiences of Learning in a Writing Intensive Tutorial Programme	6,800
7	Management Studies	Integrating the Competency Framework in final year Auditing through a process of interdisciplinary curriculum development.	51,350
8	Medicine	The pedagogy of post-graduate research development at the Nelson R Mandela School of Medicine, UKZN.	38,111
9	Science & Agriculture	Deviating from the standard: Integrating Experimental design into Life Science Education	50,000
10	Science & Agriculture, Centre for Science Access	Understanding Life Science teachers' engagement with ongoing learning through the Advanced Certificate in Education	17,750
11	Science & Agriculture/Statistics and Actuarial Science	Statistical assessment of the demographic and academic factors affecting research productivity and student throughput (attritions & retentions) at UKZN	62,000
12	QPA	Exploring Science and Engineering student's attitude to learning - What are the challenges for quality in teaching and learning	46,281
13	Student Support Services/ Centre for Student Counselling	The unsaid: An interpretive phenomenological approach to understanding nondisclosures in clinical supervision from supervisor and trainee perspectives.	15,771



Teaching Innovations and Quality Enhancement Grant

The Teaching Innovations and Quality Enhancement Grant (TIQEG) which was launched in 2010 is rapidly increasing in popularity amongst academics wishing to experiment with innovative teaching methodologies and developing an emerging band of specialists in teaching methodologies, curriculum design, assessment, and technology-driven teaching and learning.

A total of 23 projects involving more than 70 researchers were approved in 2010/2011. R671,853 was disbursed and is indicative of the growing interest in the catalytic potential of University teaching and learning research and innovation.

Figure 8: Grant Applications and Approvals 2010 – 2011

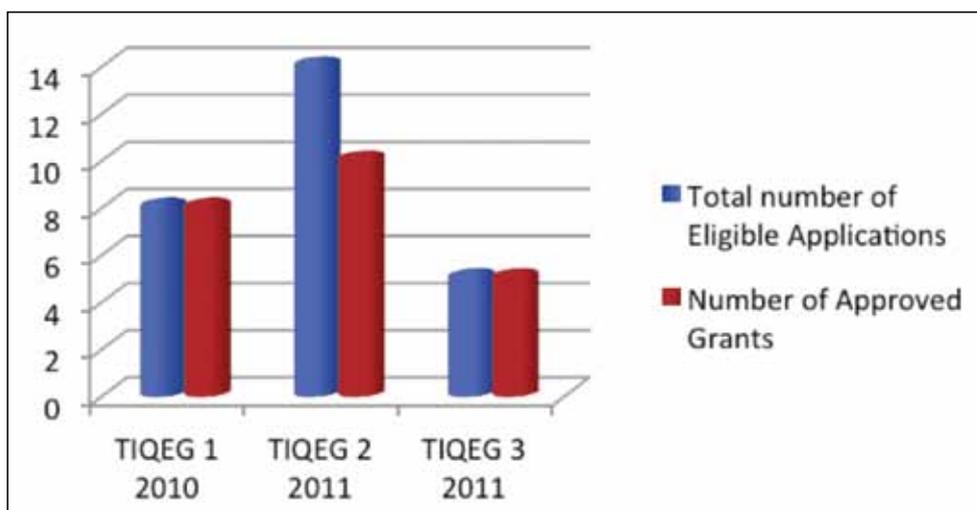


Table 7: Selection of Grants Allocated in 2010

No	Department / Faculty	Title of the project	Funds approved (R)
1	Education	Researching Curriculum Innovation: context-based teaching practice	34,000
2	Education	Resource development, concept learning and terminology development in a dual medium foundation phase teachers' programme and in selected first year Law modules through corpus-based multilingual glossaries at the University of KwaZulu-Natal	100,000
3	Education	Promoting research literacy development among postgraduate students through the integration of research literacy support groups into the Teacher and Education and Professional Development discipline Honours and Masters coursework programmes	25,000
4	Health Sciences	Facilitating the introduction and implementation of case based teaching in decentralised nursing programmes at the University of KwaZulu-Natal	25,000
5	HDSS	Towards an Afro-Centric Perspective on throughput rates in the College of Humanities at the University of KwaZulu-Natal	24,900
6	Science and Agriculture	Teaching process Competencies as a Tool for addressing Cultural Divide	25,000
7	Student Services	Disability Education and Sensitivity Training Workshops	22,800

**Table 8: Selection of Grants Allocated in 2011**

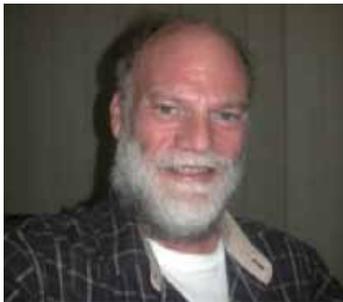
No	School / Faculty	Title of the project	Amount Awarded (R)
1	Chemistry	Undergraduate digital support programme	28,000
2	Education	Developing a model for enhancing the capacity of post-graduate students and supervisors to jointly publish journal articles through a structured publication process	12,000
3	Education	Re-thinking the student presentations teaching-learning method: Foregrounding problem-based learning (PBL)	20,000
4	Education	The Self-Reflexive Research Learning Community	25,000
5	Education	Student Teacher Learning in Rural Schools through a partnership model	32,784
6	Environmental Sciences	Web-based teaching and learning field-based early warning system for real-time agricultural, earth and environmental sciences information.	60,448
7	Health Sciences	An exploration of the experiences of students from the Faculty of Health Sciences, when participating in a collaborative Community Education (Service Learning) module, using innovative methods of supervision to enhance both teaching and learning.	50,740
8	HDSS	The Social Networking for Academic Purposes Pilot (SNAPP)	6,369
9	HDSS	Digital Arts Programme: The Launch of an undergraduate and postgraduate programme in digital media	25,000
10	HDSS	Teaching Philosophy in an African Context	26,456
11	HDSS	Developing first year students' skills through tutorials and assessment	28,356
12	Management Studies	Problem-based learning for human resource management development	25,000
13	Science & Agriculture	Application of Calibrated Peer Review (CPR) to enhance teaching and learning of curriculum material dealing with biological classification.	25,000
14	Science & Agriculture	Development and assessment of models to promote student understanding of protein synthesis and restriction mapping	25,000
15	Science & Agriculture	Mastering Chemistry	30,000



HARVESTING THE REWARDS FROM GRANT FUNDING INVESTMENTS

Outputs from the TIQEG contributed significantly to innovative approaches to teaching methodologies, curriculum and new disciplinary knowledge. One such innovation was developed by Professor Michael Savage and his Agrometeorology team at the School of Environmental Sciences, through a modest TIQE Grant.

WEB-BASED TEACHING AND LEARNING EARLY-WARNING SYSTEM FOR REAL-TIME AGRICULTURAL, EARTH AND ENVIRONMENTAL SCIENCES DATA AND INFORMATION



Professor Michael Savage and his Agrometeorology team launched a Web-Based Teaching and Learning Early-Warning System for Real-Time Agricultural, Earth and Environmental Sciences Data and Information. The system

Prof. Michael Savage, Agrometeorology

allows students and staff to access a real-time data using the Internet. The system displays graphics of real-time and historic weather data, allowing students, both undergraduate and postgraduate, to extract data (Pietermaritzburg campus) which they can then manipulate, thereby reinforcing their computer literacy, numeracy and statistical abilities and graphical capabilities. The objective is to ensure that these abilities are improved while at the same time allowing users to manipulate agricultural, earth and environmental science data that express their environment.

Using Bluetooth or a LAN connection, staff should be able to display in the lecture room or laboratory real-time data or events relevant to their subject material using data that is updated every 5 minutes. Hotspots (hyperlinks) can be placed anywhere to link cognate web pages while hourly or daily data can be taken off in html format into a spreadsheet. The system can be accessed using the url: <http://agromet.ukzn.ac.za:5355/>



Left: An AWS system used for determining the microclimate during a controlled fire (source: CSI). Right: A 12-plate radiation shield for air temperature measurement (also referred to as a 12-plate Gill shield) (Source: MJS).



DIGITAL SUPPORT PROGRAMME

Another TIQEG project that appropriated existing technologies to enhance teaching and learning is the Undergraduate Digital Support Programme designed by Professor Ross Robinson and his team in the School of Chemistry. The initial part of the project was to establish a fast and simple method to produce online video content that is of immediate use to our undergraduate students by:

1. making use of the Adobe e-learning suite, in particular Adobe presenter
2. making use of a document camera and web camera for ease of use
3. making use of the Moodle platform to deliver the content to the students

According to the evaluations conducted by Professor Robinson, students found the intervention useful, supplementing their classroom learning:

"the video is more important it gives you better understanding if you did not understand in the class it gives you the chance to repeat the video more and more until you understand but if you don't you can see the lecture in person to clarify on what you didn't understand."

The additional support was clearly appreciated and valued by students:

"I would like to thank the chemistry department, I think we are getting more than what we are pay for. The department is organised and going an extra mile in enrolling us. Thank you for baby-sitting us it gave us a stable background. Last but not least thank you to the dedicated Saturday Tutors you guys are the best, May God bless you!"

The screenshot shows a video lecture player interface. The main content is a slide with the following text and graphics:

- University of KwaZulu-Natal logo (a stylized globe with colored segments) and the text: UNIVERSITY OF KWAZULU-NATAL, INYUVESI YAKWAZULU-NATALI
- Slide title: The S_N1 and S_N2 reactions
- School of Chemistry logo (a colorful molecular structure) and the text: School of Chemistry @ Pietermaritzburg, UKZN

On the right side of the player, there is a video feed of a man speaking and a table of contents:

Folder	Track	Notes	Search
+ The S _N 1 and S _N 2 rea...			
	S _N 2 mechanism		00:24
	S _N 1 mechanism		04:04
	Slide 4		06:51
	Slide 5		11:49
	Slide 6		06:53
	Slide 7		05:39
	Stereochemical Jerm...		01:14
	Slide 9		00:30
	The S _N 1 and S _N 2 rea...		00:20

At the bottom of the player, it shows 'Slide 1 / 28 | Stopped' and a progress bar.



THE SOUTH AFRICAN NORWAY TERTIARY EDUCATION DEVELOPMENT PROJECT (2007-2010)



The South African Norway Tertiary Education Development (SANTED) – University of KwaZulu-Natal Access and Retention project (SUKAR 2) and the SANTED – Multilingualism project collectively valued at more than R10 million were successfully concluded in 2010. The projects were regarded

by the DHET as the “crown jewel” of tertiary education support programmes in South Africa.

SUKAR contributed to building a new joint University ethos, deriving its core impetus from the imperatives of access, redress and success, in the situation of a university merger, and in terms of the UKZN vision, mission and goals. It offered assistance to the new University’s commitment to social transformation, by responding to pressing and immediate needs in the initial implementation of the UKZN Access Policy. In various ways, SUKAR played a substantial role in building a new joint University ethos.

In the period 2005 to 2008 debates moved on, and the main focus had shifted from broadening initial access by means of alternative access programmes towards a stronger emphasis on greater equity of success through the overhaul of teaching approaches and student support including the shaping of new joint curricula across the University’s several campuses, with the University’s vision and mission in mind.

SUKAR achieved most of its intended outcomes and in some instances, exceeded expectations, proving a huge developmental boost for the University; as well as the much needed resources crucial to assisting the University provide leadership in academic development and to meet its academic and social obligations towards its diverse student body and broader society. The establishment of the DVC: Teaching and Learning Portfolio, is evidence of the progress at an institutional level and the commitment to extending the values and mission inspired by the project.

The Multilingualism Project, also located in UTLO, but as a separate multi-institutional initiative of the SUKAR project has generated a series of unintended benefits and opportunities for the University. One of the outcomes of the strategic synergies between the Teaching and Learning Office and the Project is the roll-out of the University’s bilingual Language Policy, a direct offshoot of the success of the Multilingualism Project. The injection of resources, both material and human will finally see the stalled Language Policy implementation gain the much needed impetus to make UKZN a multilingual African University.

“The SANTED projects were regarded by the Department of Higher Education and Training as the ‘crown jewel’ of tertiary education support programmes in South Africa.”

By the end of 2010, the various sub-component projects had already generated at least 25 publications, book chapters and conference proceedings, with several more anticipated in the years ahead as related projects are conceived and researched. The Annual Teaching and Learning Conference, which was extended from two to three days to accommodate the presentation of findings from the SUKAR project, has provided a boost for teaching and learning research productivity.

One of the key drivers of the SANTED project was that projects would ultimately be sustained by becoming institutionalised. As is evidenced in the project reports, many Faculties have decided to institutionalise the sub-projects in one form or another, making SUKAR the “crown jewel” of tertiary education support programmes in South Africa.



TEACHING AND LEARNING SEMINARS, SYMPOSIA & WORKSHOPS

The Teaching and Learning Seminar Series has become one of the signature offerings of UTLO which is keenly anticipated and well-attended by academics across disciplines. The following were hosted in 2010/2011:

SEMINARS / SYMPOSIA 2010

Seminar 1:

Date: 5 March 2010

Topic: What Graduates are saying about their Higher Education Experiences: Excavating 5 years of UKZN graduation data?

Presenter: Alison Walker (QPA, UKZN)

Excavating five years of UKZN Graduation Data (2005 to 2009), Mrs Allison Walker from Quality Promotion and Assurance (QPA) found that 84% of graduates surveyed indicated that they were satisfied with the overall quality of the qualifications offered by UKZN. More than 80% of the graduates interviewed were of the view that their generic skills including problem-solving, analytical skills, communication skills and ability to work in teams improved due to their education at UKZN, while they were slightly less satisfied with the computer skills they had developed during their studies. On the negative side graduates who completed undergraduate degrees were less satisfied than postgraduate students with teaching at UKZN. A cause for concern is that 41% of graduates felt that all you needed to do well was have a good memory while 38% thought that it was possible to get through your courses by just working hard at examination time.

“84% of graduates surveyed, indicated that they were satisfied with the overall quality of the qualifications offered by UKZN.”

Symposium 2:

Date: 30 April 2010

Topic: Short Course Development, Quality Assurance and Management

Presenters: Mr Eddie Brown (SAQA); Dr Johan Swanepoel, (Wits

Enterprise); Ms Christa North, (University of Pretoria) and Professor Dan Archer (UKZN Innovation)

Quality Promotion and Assurance (QPA), University Teaching and Learning Office (UTLO) and UKZN Innovation jointly hosted this symposium aimed at clarifying the new University Policy on Self-Funded Teaching Programmes, presenting possible models for the management of such programmes, emphasising the need for quality assurance, and encouraging the further development of extended learning programmes by UKZN staff. This symposium included presentations by three experts on the topics: policy guidelines and national imperatives; the case for a centralised management of short courses and quality assurance of short courses. There was an opportunity for questions and discussion.

Symposium 3:

Date: 7 May 2010

Topic: Exploring the Frontiers of e-Learning@UKZN

Presenters: Dr Dale Peters (ICT), Ms Kathy Murrell (ICT), Ms Ruth Searle (HETD), Dr Caroline Goodier (Management Studies Education Unit), Professor Ken Harley (OER Africa), Mr Craig Blewitt and Ms Rosemary Quilling, (School of Information Systems and Technology)

The University Teaching and Learning Office, Open Learning, the Centre for Higher Education Studies and Academic Computing (ICT Division) held a symposium on technology enhanced learning. This symposium explored the policy framework for technology assisted learning; reflected on the use of technology in teaching and learning, and examined opportunities for open and distance learning to inform policy development on technology assisted teaching and learning at UKZN.

The implementation of a new e-Learning platform afforded an opportunity to review current policies and practices relating to educational technologies, and to develop their application to create stimulating and innovative online learning environments for quality teaching and learning. Learning@UKZN is now available for collaboration, communication and interaction between teachers and learners on all official UKZN courses.

<http://learning.ukzn.ac.za/>



Symposium 4:

Date: 21 May 2010

Topic: National Senior Certificate and First Year Student Performance: Implications for University Admission

Presenters: Professor Volker Wedekind (Faculty of Education), Professor Poobalan Pillay (School of Mathematical Sciences), Professor Edith Dempster (Faculty of Education) Professor John Volmink (Umalusi)

The National Senior Certificate (NSC), then in its second year of existence, has consequences for the University's admission criteria and enrolment practices. To assess its impact, University Data Management and Information together with Colleges and Faculties had analysed data on the NSC admission criteria, student enrolments and first year student profiles and performance.

This symposium, emerged from deliberations in the University Teaching and Learning Committee, brings together perspectives from NSC examiners, University Colleges/Faculties, UKZN Data Management and Information (DMI), the National Benchmark Testing Initiative (NBT) and Umalusi. The purpose of this exercise was to consider whether the current University admission criteria and selection procedures in both mainstream and access programmes need to be revised.



Presenters: Symposium 4, Senate Chambers, 2010 Left to right: Prof John Volmink (then Umalusi) Prof Volker Wedekind (Faculty of Education); Ms Mary Johnstone (KZN Dept. of Education); Prof Poobalan Pillay (School of Mathematical Sciences); Prof Edith Dempster (Faculty of Education); Dr Leonora Jackson (HDSS)

Seminar 5:

Date: 11 August 2010

Topic: Multilingual Education Policy and Practice: Ten Certainties (grounded in Indigenous experience)

Presenter: Professor Nancy Hornberger

This seminar explored multilingual education, in terms of the variety

of contexts, models, contents, and developmental trajectories in multilingual education policy and practice. Nancy H. Hornberger is Professor of Education and Director of Educational Linguistics at the University of Pennsylvania, bilingualism and biliteracy, Indigenous language revitalization and heritage language education.

Seminar 6:

Date: 30 September 2010

Topic: "What do they want from us?" The tensions between accountability demands and professional improvement desires in Higher Education: Navigating a constructive path

Presenter: Professor Victor Borden, Professor of Higher Education at Indiana University Bloomington and Senior Advisor to the Vice President for University Regional Affairs, Planning, and Policy.

Higher education institutions worldwide face increasing demands to demonstrate quality, educate a more diverse array of the world's population and contribute to the economic and social development of the state. Growing external demands overlay traditional intrinsic higher education values for preserving history and culture, cultivating the life of the mind and advancing the frontiers of knowledge. Academic and administrative professionals find themselves in a bind. They want to be responsive to important societal needs but often see external mandates as misguided and inappropriate (perhaps because they often are). Dr. Borden will discuss the inherent paradoxical tensions between external accountability and internal, professionally-motivated improvement efforts. He will describe some potentially constructive approaches to demonstrate effective practices and outcomes while preserving the latitude and autonomy that promotes innovation and creativity. Although primarily informed by experiences in the United States, Dr. Borden will draw parallels with the current situation in South Africa and elsewhere in the world.

Victor Borden, Ph.D. is Professor of Higher Education at Indiana University Bloomington and Senior Advisor to the Vice President for University Regional Affairs, Planning, and Policy. Dr. Borden's general area of scholarship is on the assessment of organizational performance within higher education institutions. Prof Borden has published over 90 articles and book chapters and has delivered more than 180 presentations and workshops throughout the U.S. and in Europe, Africa, and Asia. Dr. Borden is an active contributor to several professional associations, most notably, the Association for Institutional Research, of which he is a Past President.

SEMINARS/SYMPOSIA 2011

Seminar 1:

Date: 11 March 2011

Topic: How do Biko, Fanon and Cabral Challenge Conservatism, Liberalism and Progressivism in Higher Education Teaching and Learning

Presenter: Mr Andile Mngxitama and Respondent: Professor Priya Narsimulu



Andile Mngxitama: Seminar 1, The Innovation Centre, 2011

The focus of speaker, Andile Mngxitama's presentation was transformation in higher education – or the lack of it – against the recommendations contained in the *Report of the Ministerial Committee on Transformation and Social Cohesion and the Elimination of Discrimination in Public Higher Education Institutions*. One of the aims of the seminar was to determine the extent to which the recommend steps were taken to combat the various forms of discrimination in Higher Education Institutions. The presenter's point of departure was insights drawn from the

black consciousness movement, including the works of Steve Biko, Frantz Fanon and Amílcar Cabral in relation to the prevailing conditions in South Africa's tertiary institutions. Mngxitama levelled criticism at the few academics and students who appeared to be lobbying for change but were in fact only perpetuating the state of affairs; entering the fray mainly with an eye on positions, status and wealth. Meanwhile, the state of South Africa's black community remained virtually unchanged. In the same vein, the presenter slated the government as a major contributor to the stagnation of higher institutions of learning, especially evident in delivery of basic services, currently benefiting only five percent of the nation's population.

Seminar 2:

Date: 10 June 2011

Topic: The Disconnect between the Expectations of Students and Lecturers and How We Overcome It

Presenters: Ms Heidi Matisonn and Mr Mark Rieker

Exploring the gap between the expectations of first year students entering University and their lecturers, Ms Heidi Matisonn, a lecturer in the School of Philosophy and Ethics and Policy and Development Studies and a UKZN Distinguished Teacher; and lecturer, Mr Mark Rieker, facilitated the workshop. Having examined the poor rates of throughput at the undergraduate level nationwide, the facilitators focused on the 'disconnect' between student and staff expectations. The workshop was interactive and offered a range of possible strategies to deal with relevant issues based on the facilitators' combined experiences with technology, skills development and design of teaching materials.



Workshop participants: Seminar 2, PMB Campus, 2011



Seminar 3:

Date: 27 June 2011

Topic: Challenges For Higher Education Innovation: National and Global Perspectives

Presenter: Professor Michael Samuel, Dean for the Faculty of Education

Using a life history methodology, this presentation traced the experiences of a group of Turkish students training as teachers in the South African higher education system. It analysed the influence of culture, wider societal formings and the role of philosophical approaches to the valuing of teachers, especially the faith-based Gulen Movement (which challenges the dominant caricatured notions of Muslim identity and values). Links between the reconstructive agenda of post-apartheid South Africa and the Gulen Movement became points of comparison, providing perspectives on what teacher preparation is and could be in a transforming South African education system.

Seminar 4:

Date: 22 September 2011

Topic: Curriculum Visions for Global Citizenship

Presenter: Professor Noel Gough, La Trobe University, Melbourne, Australia

Effective decision-making requires that there be available to practical deliberation the greatest possible number and fresh diversity of alternative solutions to problems. The presenter provided examples of 2 such solutions:

- Consensus: opinions about what might or ought to happen can be elucidated by monitoring cultural and sub-cultural consensus using techniques such as opinion polls, commissions of 'experts', and variations on these, e.g., Delphi techniques.
- Creative imagination: the speculative imagination of creative artists in various media produces visions of alternative futures that can be further elucidated by their critique and, to some extent, by emulating their creative practices (e.g., scenario-building frequently emulates science fiction).

Seminar 5:

Date: 30 September 2011

Topic: The Internationalisation of Doctoral Education – A Two-way

Approach: Promoting Productive Educational Experiences of PhD Students

Presenter: Professor Maresi Nerad, University of Washington

Globalization trends and recent national innovation policies require more from the next generation of researchers who are expected to acquire traditional academic research competencies, professional skills, and intercultural competencies in order to work and function in a world of multi-national teams and multi-national settings. The presenter argued that Doctoral education models must accordingly be reconceptualised and broadened.

Seminar 6:

Date: 19 October 2011

Topic: Mobiles and Education in Africa – a sustainable and appropriate Ecology

Presenter: John Traxler, Professor of Mobile Learning and Director of the Learning Lab at the University of Wolverhampton

Seminar 7:

Date: 27 October 2011

Topic: International Dimension of Higher Education in Africa: National Needs and Global Competitiveness

Presenter: Dr Damtew Teferra, Boston College, USA and Centre for International Higher Education and former Director for Africa and the Middle East's Ford Foundation International Fellowships Program



Prof Damtew Teferra, Boston College: Seminar 7, Senate Chambers, 2011

In his presentation, Teferra argued that Africa faced internationalisation not from a position of strength but rather in a situation of weakness emanating from the confluence of historical, economic, educational, financial, and paradigmatic contexts.

He argued that this scenario made it 'more imperative - and also more arduous and more complex - to actively track the challenges, address the threats, and maximise the opportunities offered by the internationalisation of Higher Education in Africa.' The seminar explored emerging and enduring challenges, threats and also the potential of the international dimension of Higher Education in Africa. Academics engaged in a healthy debate, looking at innovative ways UKZN could maximise opportunities for internationalisation, as per the University's strategic goals.

Seminar 8:

Date: 1 November 2011

Topic: The Global Competition for Talent: Reflections on how to strengthen South African universities

Presenter: Professor John A. Douglass, Center for Studies in Higher Education, University of California, Berkeley

This presentation demonstrated how a region with a group of stellar universities and colleges, could re-imagine itself as a Global Higher Education Hub to meet national and regional economic needs, as well as the thirst of a growing world population for high-quality tertiary education. In the model proposed, universities needed to help build enrolment and program capacity to attract the world's talent to a Global Higher Education Hub - a self-reinforcing knowledge ecosystem that is internationally attractive, socially beneficial, and economically viable.

Seminar 9:

Date: 11 November 2011

Topic: Why are our Students Dropping out? Emerging Insights from UKZN Cohort Data

Presenters: Professor Delia North and the Statistics Team and Professor Labby Ramrathan and the Education Team

Two independent institutional research studies conducted by teams of UKZN academics from two Faculties offered insights into the 2010 graduating undergraduate student cohort, traced back to their first year of enrolment in their respective Bachelor's degrees. The research team reported on; a conceptual mapping of the multiple reasons related to student dropout, and the dampening and progression rates of students who discontinue their studies

on account of academic dismissal or voluntary dropout. They also provided insights from an Academic Co-coordinators' experiences of student support.

Seminar 10:

Topic: Taking the 'Ass' Out of Assessment: Getting rid of the donkey work

Presenter: Mark Schoefield, Director for the Centre for Learning and Teaching Research, Edge Hill University, United Kingdom

Date: 29 November 2011

Much has been said about assessment, yet it seems to be one of the most persistent challenges in higher education. Student success, profiles of good degrees, retention statistics, student satisfaction, workload and timing are all aspects that we may, sometimes, feel 'saddled with.' This session raised issues, to provoke discussion, and to seek and share solutions related to experiences of assessment 'that works.'

WORKSHOPS 2010 AND 2011

Workshop 1:

Date: 27-28 May 2010

Topic: Heads of School Workshop

Hosted by: Vice-Chancellor, DVC: Research and DVC: Teaching and Learning

The two day workshop identified and agreed on priorities arising from emerging policies and key documents for improving teaching, learning and research. The workshop focussed on the various recommendations and related policies developing consensus on a coordinated approach in the implementation of the various action



Heads of School Workshop, Makaranga, 2010 Workshop participants



plans. To this end this workshop brought together the academic leadership across faculties and colleges to engage with these recommendations, to give direction on emerging policies, and to own and drive these processes by identifying appropriate and relevant activities for implementation in their respective schools, faculties and colleges.

The workshop established a set of key priorities and a programme of related actions to achieve the priorities. These priorities included, attracting and supporting postgraduate students and postdoctoral scholars; enhancing research capacity and excellence amongst emerging/young researchers; providing opportunities for staff professional development and training; providing additional rewards for teaching and learning excellence and curriculum transformation, especially in the context of African scholarship.

Workshop 2:

Date: 23 to 27 May 2011

Topic: Writing for Journal Publications Workshop

Presenters: Chris Kapp and Associates

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 is funded a five-day Writing for Publication Workshop for novice researchers. The consultancy, Chris Kapp and Associates, who have expertise in this area and an impressive track record of improving publications in other universities, will be conducting the workshop (see: www.chriskapp.co.za).

This workshop was aimed at academic staff who already have a draft paper but who are novice authors, have not published articles in accredited journals, as well as staff who have very limited publications and are trying to improve their publication rate.

Workshop 3:

Date: 28 October 2011

Topic: Classroom Response Systems Workshop

Presenters: Dr Dale Peters and Mr Abdullah Shariff (ICT, UKZN)

In general the argument for using mobile phones or other mobile devices to address educational disadvantage is straightforward and perceived to be a no-brainer: their ownership and acceptance

are near-universal and cut across most notions of digital divides; their use is based around robust sustainable business models; they are, unlike other ICTs, found at the base-of-the-pyramid (BOP) amongst the 'next billion subscribers'; they deliver information, ideas and, increasingly, images.

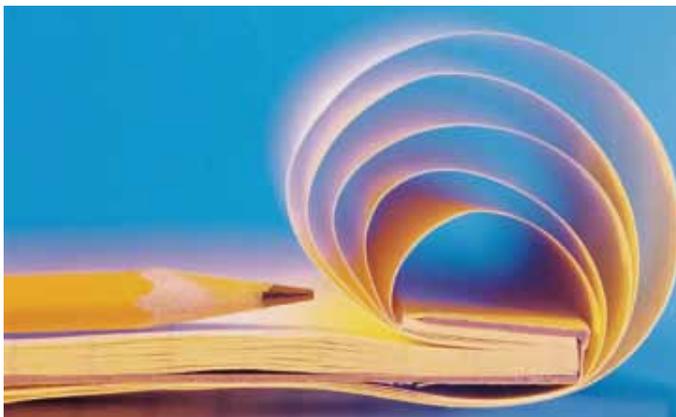




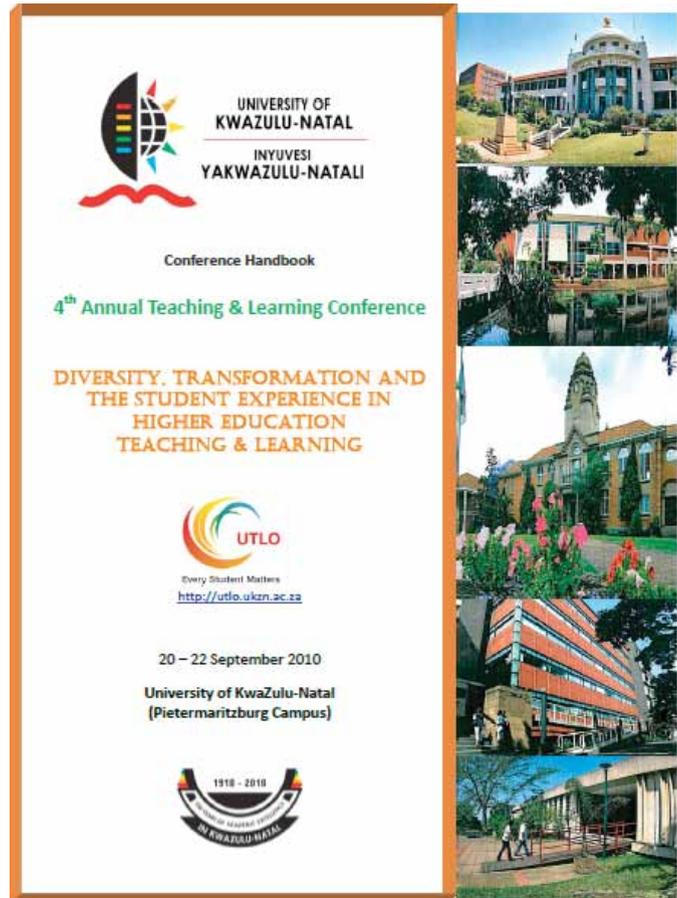
ANNUAL TEACHING AND LEARNING CONFERENCES

The Teaching and Learning Conference (TLC) is an annual gathering of academics, researchers and policymakers, showcasing innovations and debating challenges in teaching and learning in Higher Education. This signature event hosted by the University of Teaching and Learning Office (UTLO) invites submissions from both experienced and novice researchers, scholars and practitioners in all disciplines in Higher Education institutions. Now in its fifth year, the conference grew from 50 paper and workshop presentations in 2009 to an average of 140 in 2011, increasing its reach into the rest of the continent and internationally.

“The T & L Conference has grown from 50 papers and workshop presentations in 2009 to an average of 140 by 2011, increasing its reach into the rest of the continent and internationally.”



4TH ANNUAL TEACHING AND LEARNING CONFERENCE (2010)



The 4th Annual Teaching and Learning Conference (4th – TLC) was hosted on the Pietermaritzburg campus from September 20 to 22, 2010. The stimulating three-day conference with the theme: *Diversity, Transformation and the Student Experience in Higher Education and Learning* convened 300 academics from amongst others, the USA, UK, Sweden, Israel, Iran, Swaziland, Kenya and Rwanda. The three plenary sessions by invited keynote presenters provided rich insights into the student learning experience; the importance of indigenous languages in teaching and learning; and the provision of an integrated curriculum which ensured the disabled were not excluded from a quality tertiary education.

The theme of the Conference was inspired by the motto of the University Teaching and Learning Office (UTLO): “Every Student Matters”, which underpins the work of UTLO.



Conference delegates: 4th - TLC, PMB campus, 2010

Mr John Pampallis, Special Advisor to the Minister of Higher Education and Training, who delivered a message on behalf Dr Blade Nzimande drew attention to the numerous competing challenges facing universities in South Africa. He commended UKZN for the progress it had made by bringing teaching and learning into the spotlight.

Victor Borden, a Professor in Higher Education at Indiana University, USA, delivered the keynote address on the theme: *Accountability for Student Learning: Views from the Inside Out and Outside In*. Professor Borden presented a framework for understanding and dealing effectively with the paradoxical relationship between external accountability expectations and internal quality improvement initiatives. He argued that “accountability pressures often undermine internal improvement efforts because of fundamental differences between the “outside in” perspectives of policy makers and the “inside out” perspective of academic staff”.



Prof Victor Borden, Indiana University: Keynote Speaker, 4th - TLC, 2010

In his opening address, Professor Malegapuru Makgoba, UKZN’s Vice-Chancellor spoke of the Transformation Charter which emerged from the findings of the Report of the Ministerial Committee on Transformation and Social Cohesion and the Elimination of Discrimination in Public Higher Education

Institutions. Professor Makgoba outlined how the Transformation Charter would map out a vision for institutional transformation.



From Left: Prof Malegapuru Makgoba, Prof Renuka Vithal, Mr John Pampallis, Dr Rubby Dhunpath, 4th – TLC, 2010

The Deputy Vice-Chancellor: Teaching and Learning, Professor Renuka Vithal spoke on the broad issue of diversity and the challenges this phenomenon brings into teaching and learning. She called for the recognition and affirmation of, for example, gender, culture, religion and language in teaching and learning. “We should be teaching in a way that recognises and affirms diversity as a resource rather than a problem. The fact that we are all different will allow for a far more enriching learning experience than if we were all the same” said Professor Vithal.



Workshop participants: Assessment Strategies, PMB Campus, 4th TLC, 2010

The conference also provided opportunities for celebration and comic relief. At the Conference dinner, Professor Donal McCracken delivered a hilarious yet thought provoking historical snapshot of 100 years of KwaZulu-Natal’s university history. Entitled, *Always a blazing row* - an irreverent university history, Professor McCracken provided behind the scenes glimpses to see how UKZN rates in the South African-Irish spectrum of intellectual eccentricity.

For the first time, the SAPSE accredited journal: *Alternation* will carry a special issue of the conference with 16 peer-reviewed articles.

5TH ANNUAL TEACHING AND LEARNING CONFERENCE (2011)



Deliberations at the 5th Teaching and Learning Conference (5th – TLC) held at the Westville Campus on 26 to 28 September 2011 centred on the themes, Postgraduate Teaching and Learning, African Scholarship and Curriculum Transformation.

The conference provided a platform to enable academics and researchers within and outside the University to reflect on their practices, their curriculum, their teaching and learning strategies and approaches and to respond to the wealth of available resources within contemporary and indigenous knowledge systems. Delegates were urged to interrogate the way they construct and implement the curricula in a university classroom in the context of a student population which demonstrates significantly different learning attributes.

Keynote speaker, Professor Noel Gough from La Trobe University in Australia delivered a thoroughly stimulating presentation on what it means to understand curricula in an age of complexity. In his paper titled ‘A Complexivist View of Higher Education: Implications for curriculum design and research on teaching and learning’ Gough reminded delegates about what is possible given what we now have exposure and access to in terms of teaching and learning technologies and the limitless possibilities to be enjoyed from engaging across disciplines. His presentation provided visions of possibility and hope in an environment that is often characterised by despair.

Echoing this clarion, Professor, sociologist and writer from the University of Cape Town, Professor Ari Sitas said, ‘We are convinced that Humanities and Social Sciences (HSS) scholarship can be a repository of heritage, history, memory and meaning as this society strives for peace, prosperity, security and socio-economic well-being.’

In her keynote address, Professor Maresi Nerad from the

University of Washington reflected on international trends and how SA as a developing country can become competitive in being able to generate the kind of intellectual capital this country needs to be able to compete in a global environment.



*Prof Maresi Nerad, University of Washington
Keynote speaker, 5th - TLC, 2011*

as Australia, Brazil or Malaysia. Why are such initiatives occurring at the same time around the world? Why are both resource rich countries with highly developed higher education systems and countries with emerging economies and young advanced higher education systems reforming postgraduate education?

“Dinner Talk” which has become another regular feature of the T & L Conference provided an entertaining experience as Professor Herby Govinden and Dr Betty Govinden accompanied delegates on A Nostalgic History of UKZN as it evolved from a Bush College to Leading Research University. Drawing on their collective experiences as former academics of the pre-merged University of Durban Westville, the Govindens highlighted some of the challenges that impinged on academic and intellectual life at the institution.



Dr Betty Govinden (UKZN) and Prof Herby Govinden (UDW), Dinner talk, 5th - TLC, 2011

A noteworthy feature of the emerging higher education teaching and learning scholarship is the space it provides for academics, young and accomplished, to make explicit their tacit pedagogies and subject them to theoretical scrutiny, underpinned by an evidential basis.



The promotion of African Scholarship is an imperative of UKZN and influences the work of UTLO. The Office subscribes to the belief that that a highly potent instrument in the colonial project, most certainly under apartheid, was the imposition of knowledge regimes that promoted the underdevelopment of knowledge production and self-reliance in post-colonial states, regimes that have to be aggressively challenged. The panel of national experts addressed this issue in a panel discussion on scholarship in higher education.



Prof Nelson Ijumba (top left), Prof Nceba Gqaleni (top right), Prof Yonah Seleti (bottom left), Prof Mokubung Nkomo (bottom right). Panel of Experts for African Scholarship in Higher Education, 5th - TLC, 2011

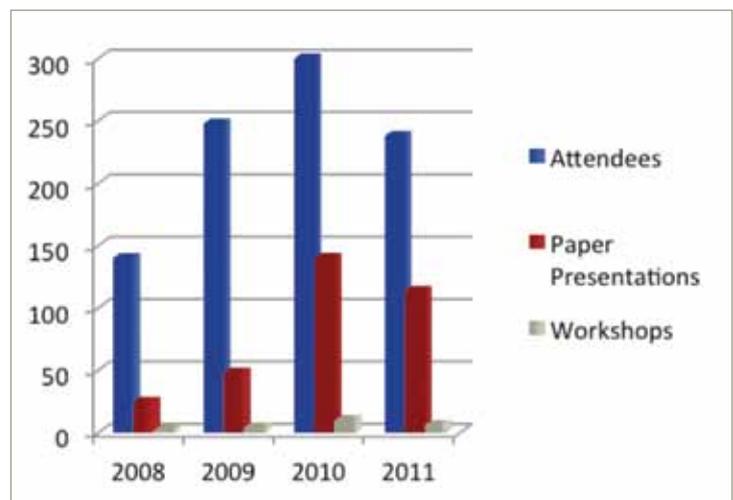
The Panel comprised of Professor Nelson Ijumba, the DVC: Research, UKZN, responsible for knowledge production and innovation; Professor Nceba Gqaleni, the DST/NRF South African Research Chair in Indigenous Health Care Systems and Professor Yonah Seleti, the acting Deputy Director General for Human Capital and Knowledge Systems at Department of Science and Technology.

Chaired by Professor Mokubung Nkomo who was Extraordinary Professor in the Department of Education Management and Policy Studies at the University of Pretoria and Director of the Centre for Diversity and Social Cohesion, the Panel engaged the audience in accounts of how virtually all former colonies' educational institutions at all levels instituted knowledge systems (epistemologies),

curricula and pedagogies that were duplicates of those in the metropolises. They argued that in many cases these transplants were diluted as it was thought the colonial subjects could not comprehend high knowledge, and that whatever knowledge was imparted should strictly conform to the needs of the colonial/apartheid administrations and commercial enterprises. This has left a profound and enduring legacy of intellectual dependency, disenfranchisement, and alienation with grave consequences, which, the Panel argued had to be vigorously challenged.

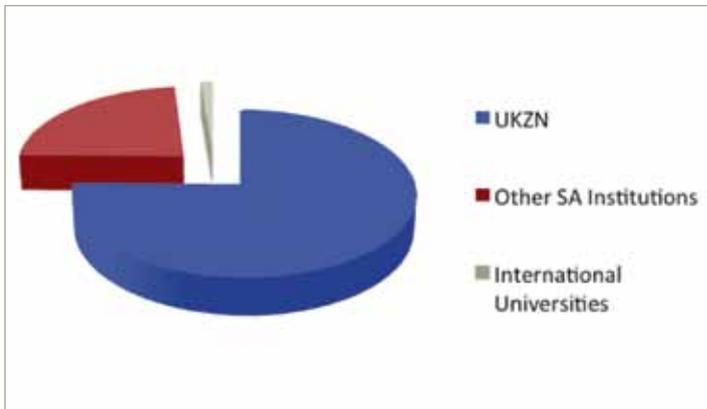
The 2011, 5th Annual Teaching and Learning Conference had a slight drop in attendance and presentations when compared to the 2010 conference. The reasons for this include a more rigorous selection of abstracts to ensure quality presentations.

Figure 9: Annual TLC Attendance 2008 - 2011



While the conference retained its position as a UKZN event, its popularity as a national event is steadily increasing. Also increasing, are the collaborations with other South African university evidenced in the joint presentations, an outcome UTLO strongly encourages and supports.

Figure 10: 2011 5th - TLC Attendance by Institutions



As the Teaching and Learning continues to grow in stature and quality as one of UKZN's premier events, ULTO places on record its gratitude to the following members who contributed to the success of the 2010 and 2011 conferences.

CONFERENCE STEERING COMMITTEE 2010 and 2011

Renuka Vithal	DVC: Teaching & learning
Rubby Dhunpath	UTLO
Jenny Blight	College of AES
Nondumiso Cele	UTLO
Caroline Goodier	College of Law & Mgt Studies
Rishi Hansrajh	Faculty of Education
Andre Louw	Faculty of Law
Cosmas Maphosa	UTLO
Lindiwe Mzizi	Open Learning
Saloschini Pillay	Student Counselling
Labby Ramrathan	Faculty of Education
Ruth Searle	CHES
Veena Singaram	College of Health Sciences
Corlia Ogle	UTLO
Alison Walker	QPA

CO-ORDINATION TEAM

Rubby Dhunpath	Conference Chair
Corlia Ogle	Conference Manager
Nondumiso Cele	Conference Secretary
Cosmas Maphosa	Researcher
Sbusiso Gwala	PRO
Sambulo Ntombela	Administrator

ALTERNATION - SPECIAL CONFERENCE ISSUE (2011) EDITORS:

Priya Narismulu and Rubby Dhunpath

ABSTRACT REVIEW COMMITTEE

Rubby Dhunpath	UTLO
Andre Louw	Faculty of Law
Angela James	Faculty of Education
Ayub Sheik	Faculty of Education
Caroline Goodier	College of Law & Mgt Studies
Ruth Searle	CHES
Jenny Blight	Faculty of Engineering
Nobuhle Hlongwa	Faculty of HDSS
Andrew Kindness	Science & Agriculture
Cosmas Maphosa	UTLO
Nyna Amin	Faculty of Education
Daisy Pillay	Faculty of Education
Carol Thomson	Faculty of Education
Alison Walker	QPA
Leonora Jackson	Faculty of HDSS
Julian Kunnie	Faculty of HDSS
Murthee Maistry	Faculty of Education
Dale Peters	ICT - Academic Computing
Kriben Pillay	Faculty of Management Studies
Veena Singaram	NRM School of Medicine
Manoj Maharaj	Faculty of Management Studies



RECOGNISING AND REWARDING TEACHING & LEARNING EXCELLENCE

DISTINGUISHED TEACHERS' AWARD

The UKZN Distinguished Teachers' Award (DTA) policy and related procedures serves to recognise and reward outstanding teaching. The prestigious awards acknowledge and value the commitment of staff who, in prioritizing teaching in the exercise of their duties, have accumulated a distinguished record of excellence in line with the vision, mission and goals of the University's Strategic Plan.

The University conceives of teaching as broadly encompassing all aspects of the educational process involving the interface between teaching and learning, including excellence in contact or distance modes, in undergraduate or postgraduate education, in the supervision of research in higher degrees, and/or in community or external service in the field of education. The 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 demonstrated contribution to the innovation and improvement of teaching and learning practices within the candidate's discipline or school; demonstrated contribution to curriculum and/or materials development in the discipline; and/or demonstrated reflection on practice translated into the scholarship of teaching through publications, presentations or other public means of dissemination.

INAUGURAL DISTINGUISHED TEACHERS' DINNER

In May 2010, UTLO hosted the Inaugural Distinguished Teachers Dinner, honouring UKZN's 2009 recipients of the Distinguished Teachers' Award.



Left to right: Ms Heidi Matisonn; Professor Deogratius Jaganyi; Ms Kerry Frizelle, Professor Renuka Vithal, Inaugural Distinguished Teachers' Dinner, Westville Campus, 2010



Professor Josef de Beer, University of Johannesburg Guest of Honour, DTA Dinner, Westville Campus, 2010

A keynote address was presented by Professor Josef de Beer, the recipient of the Higher Education Learning and Teaching Association of Southern Africa (HELTASA) Distinguished Teacher's Award 2009/2010. Highlights for the evening were student commentary on the 2009 recipients captured on DVD, the signing of commemorative books dedicated to distinguished teachers and the presentation of

prizes to the successful recipients.

Officially welcoming guests UKZN's Vice-Chancellor, Professor Malegapuru Makgoba said the role of teaching had been recognised and appreciated as one of the pillars of a great university. "The vocation of teaching has a long history. All great universities of the world are characterised by their teaching. A particular type of teaching takes place in universities. Academic teaching has never been based on them (lecturers) having a teaching certificate but based on the knowledge they generate (through research)."

Congratulating UKZN's distinguished teachers, Professor Makgoba said they were important role models for the University. He added that as the teaching portfolio at the University developed it would be linked to research. "This University must be set alight and be abuzz with scholarly activity," he added.

DISTINGUISHED TEACHERS 2010

The Distinguished Teachers' Award acknowledges excellence and innovation in teaching annually. In 2010, the academics recognised were: Professor Fatima Suleman, Pharmacy and Pharmacology; Dr Helen



Watson, Environmental Studies and Mr Mark Tufts, Medical Sciences.

Professor Fatima Suleman

Faculty of Health Sciences

Professor Fatima Suleman is Head of School and Associate Professor of



Pharmacy Practice, School of Pharmacy and Pharmacology. She is also an Adjunct Assistant Professor at the College of Pharmacy and Health Sciences in the Department of Clinical Sciences (2009-2012) at Drake University, collaborator for the AIDS Online International course at Purdue University, national executive member of the Pharmaceutical Society of South Africa and a Fulbright Alumnus. Professor Suleman's approach to teaching is well-informed by current curriculum discourses in higher education and health and grounded in theory that is appreciated and well understood. Her student and peer evaluations attest to her being a reflective and dynamic teaching practitioner.



Dr Helen Watson
Faculty of Science and Agriculture

Students and peers of Dr Helen Watson commend her innovative ways of making Geography interesting and exciting. Student evaluations especially by her postgraduate students were extremely positive. She is highly regarded in her field both nationally and internationally and this shows in

the expert and diverse ways in which she presents the subject matter for her students.

She uses a wide variety of teaching methods including the internet, case studies, interactive GIS, role playing and poster presentations. She produced five 40 minute films as teaching aids, and has always insisted on taking students into the field for practicals and on field excursions. Dr Watson subscribes to research-led teaching and addresses diversity among her student cohorts in commendable ways. In addition Dr Watson has been invited as a "world renowned bio-energy expert" to speak at 23 international and national conferences. Some have been very high level events such as those hosted by the Royal Society in London, the Institute for European Environmental Policy and the Royal Institute of International Relations in Brussels. Not surprisingly, her students are introduced to the most current debates in environmental issues which make her teaching particularly exemplary and attractive to students.



Mr Mark Tufts
Faculty of Health Sciences

Mr Mark Tufts has distinguished himself as a teacher in the area of teaching strategies and methodologies. He provides active learning experiences for his students through meticulously prepared notes, slides and study materials. Teaching strategies range from standard traditional didactic lectures to interactive questions and answer sessions referred to as "time out", to the use of crossword puzzles and quizzes to assist students with Physiology terminology. Mr Mark Tufts is also a dedicated researcher. His work centres on the use of medicinal plants in the treatment of diabetes mellitus using a rat model and he is part of a team developing novel ways of administering insulin and other drugs such as chloroquine. He considers himself a Physiologist with an avid interest in education research and is a proponent of research-led teaching.

DISTINGUISHED TEACHERS' AWARDS DINNER – 2011

In May 2011, the three academics were acknowledged for their excellence and innovation in teaching at the Distinguished Teachers' dinner. The guest of honour and keynote speaker at the DT Dinner was



Professor Melissa Steyn
Guest of honour, DT Dinner, 2011

Professor Melissa Steyn, the then Director of Intercultural and Diversity Studies and an Associate Professor in the Sociology Department at the University of Cape Town. Professor Steyn is the recipient of the prestigious Higher Education Learning and Teaching Association (HELTASA) Teaching Excellence Teachers' Award.



Left to Right: Prof Malegapuru Makgoba; Dr Helen Watson; Mr Mark Tufts; Prof Fatima Suleman; Prof Renuka Vithal. DT Dinner, Westville Campus, 2011



DISTINGUISHED TEACHERS 2011



Dr Nyna Amin
Faculty of Education

A review of Dr Nyna Amin's teaching portfolio revealed that she is an exceptional university teacher with innovative ideas worthy of being shared. A highly skilled lecturer and supervisor, Dr Amin is popular with students, with an "appreciated" supervision style. She demonstrates intensive one-on-one teaching accompanied by extensive support, foregrounding her excellent relationship with students. Most of her teaching is with large cohorts of 70-100 students. Her lectures are organised with well-articulated outcomes and she uses a wide variety of teaching methods with a strong focus on getting students to think, and apply their minds in relevant problem solving settings. She spends a large amount of time monitoring her students' performance, providing detailed feedback, which is demonstrated through very positive student and peer evaluations. She has published on the innovations in her teaching. There is evidence that she is consulted widely and has highly positive interactions with students and academic staff across Colleges. She is recognized for the leading role she plays in research capacity development well beyond her academic level.



Professor Bice Martincigh
Faculty of Science and Agriculture

Professor Bice Martincigh was recognised for her exceptional ability to tailor and differentiate her teaching to meet the different levels of study of her undergraduate and postgraduate students in what is usually regarded as a "difficult" subject. By pragmatically taking "what works" she draws on her experiences of a variety of approaches and methodologies to achieve an interactive pedagogy, which includes collaborative inter-group peer work, co-operative learning, quizzes, problem solving, and providing online feedback to students. She manages large classes through extensive support while maintaining quality amongst the many tutors she supervises. She is deeply analytical in her teaching and demonstrates empathy with students and their varied learning abilities in ways that build their confidence. Professor Martincigh is innovative not only in pedagogy in the classroom, but also in terms of planning and designing her teaching with her colleagues. She is recognised for her mentorship and induction of new and young staff members. She is highly respected as an activator of alternate pedagogies, and for her excellent management and diversity of teaching, learning, and assessments.





PREVIOUS DISTINGUISHED TEACHERS' AWARDS RECIPIENTS

Table 9: Distinguished Teachers' Award from 2006 - 2009

Name	School	Faculty	College
2009			
Prof D Jaganyi	School of Chemistry	Faculty of Science & Agriculture	College of Agriculture, Engineering & Science
Dr S Francis	School of Politics	Faculty of Humanities, Development & Social Sciences	College of Humanities
Ms K Frizelle	School of Psychology	Faculty of Humanities, Development & Social Sciences	College of Humanities
Ms H Matisonn	School of Philosophy & Ethics	Faculty of Humanities, Development & Social Sciences	College of Humanities
2008			
Prof K Pillay	School of Leadership	Faculty of Management Studies	College of Law & Management Studies
Prof TE Madiba	NRM Medical School	Nelson R Mandela School of Medicine	College of Health Sciences
Dr F Balladon	School of languages	Faculty of Humanities, Development & Social Sciences	College of Humanities, Development and Social Sciences
Dr RWE Joubert	School of Occupational Therapy	Faculty of Health Sciences	College of Health Sciences
2007			
Prof P Caldwell	School of Biochemistry, Genetics, Microbiology and Plant Pathology	Faculty of Science & Agriculture	College of Agriculture, Engineering and Science
Prof JM Lamb	School of Biological and Conservation Sciences	Faculty of Science & Agriculture	College of Agriculture, Engineering and Science
Prof H Tappe	School of Linguistics	Faculty of Humanities, Development & Social Sciences	College of Humanities, Development and Social Sciences
Dr B Bengu Dr B Brysiewiz Dr B Ncama	School of Nursing (Joint Award)	Faculty of Health Sciences	College of Health Sciences
2006			
Prof M Green	School of Literary Studies, Media & Creative Arts	Faculty of Humanities, Development & Social Sciences	College of Humanities, Development and Social Sciences
Prof T Hill	School of Environmental Sciences (Geography)	Faculty of Science & Agriculture	College of Agriculture, Engineering and Science
Prof D North	School of Statistics & Actuarial Sciences	Faculty of Science & Agriculture	College of Agriculture, Engineering and Science
Prof S Hobden	School of Science, Maths & Technology	Faculty of Education	College of Humanities, Development and Social Sciences



DISTINGUISHED STUDENT AWARD



UTLO launched, for the first time, the University's Distinguished Student Award (DSA) in 2011. The Award is aimed at final-year Bachelors or Honours students. It recognises academic excellence and outstanding community engagement or University service. The award covers funding for postgraduate studies and community engagement or University service projects.

The intention behind this prestigious University-wide students' award is to encourage holistic student development that reflects student attributes set out in the University vision and mission which values both academic excellence and critical engagement with society.

"The Distinguished Student Award was approved in 2010 and inaugurated in 2011, recognises and rewards top academic achievement and committed community engagement."

Seen around on all five campuses in August 2011, were DSA promoters who handed out pamphlets and nomination forms to staff and students during the University's forum period.

The award will recognise and reward up to two Undergraduate/Honours graduates annually for top academic achievement and performance. Recipients of the award must demonstrate outstanding, active committed and sustained community engagement or University service. These awardees are individuals of whom the University community is proud of; demonstrate integrity; show leadership, are role models for other students and enhance the University's image and reputation.

The Award, launched through the University Notice system and the University's FaceBook page attracted a total of 44 nominations. 42 students were informed of their nomination and requested to submit a portfolio by 21 October 2011. To date, 27 students have submitted their portfolios. The selection panel will meet once the results are finalised. DSA recipients will receive fee remission for further study at UKZN; and two awards of R40 000 each will be made. These awards will be presented at a new, University-wide, upgraded "UKZN scholarships, awards and prize-giving ceremony" equivalent in status, form and prestige of the graduation ceremonies.

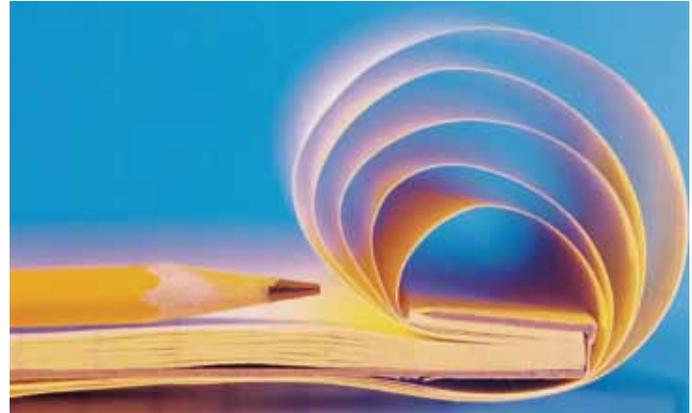






TEACHING AND LEARNING CAPACITY DEVELOPMENT, RESEARCH AND PUBLICATIONS

Ongoing support for academic writing is an integral part of the University Teaching and Learning Office's (UTLO) productivity oriented, process driven model which involves providing a continuous loop of scholarly activities through identifying needs, creating opportunities for innovation and research and availing participants with expert support for generating and disseminating accredited academic publications. Funding used from various external funders allowed UTLO to host three writing for publications workshops in 2010 and 2011.



WORKSHOP 1: JOURNAL EDITORS' FORUM AND GETTING PUBLISHED IN HIGHER EDUCATION

A Journal Editor's Forum was hosted on Friday, 22 October 2010, funded by the South Africa Norway Tertiary Education Development Project (SANTED). The purpose of the Forum was to gain insights from editors of selected SAPSE journals on getting published in accredited journals. Editors of the Journal of Education (JoE), Journal of Educational Studies (JES) and Alternation, presented perspectives on, among others:

- What kinds of papers does each journal invite in terms of disciplinary/ methodological/ theoretical foci;
- What are the ingredients of a publishable paper, and how does the journal decide whether a paper is worthy of being reviewed;

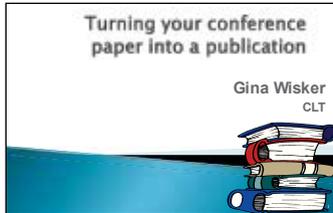
- Why are papers rejected and how to avoid rejection;
- What editorial/support is available for novice authors and rejected papers; and
- What new directions do each of the journals promote.

The Journal Editors Forum was followed by a Writing Retreat in the Drakensberg where 12 academics spent the weekend developing their project reports into publishable papers. This successful Retreat inspired another workshop entitled "Writing for Academic Publication: Maintaining Momentum and Completing Writing Projects".



Workshop Participants, UTLO - Journal Editors' Forum & Writing Retreat: Getting Published In Higher Education, Edgewood Campus, 2010

WORKSHOP 2: MAINTAINING MOMENTUM AND COMPLETING WRITING PROJECTS



This workshop was conducted by internationally acclaimed academic writing specialist Professor Gina Wisker who is the Head of the Centre for Learning and Teaching at the

University of Brighton in the United Kingdom where she teaches literature courses, supervises postgraduate research and runs writing courses (among others things) for staff and doctoral students. Gina is chief editor of the SEDA journal *Innovations in Education and Teaching International* and author of 24 books.

During this three day workshop attended by 20 UKZN academics, participants had the opportunity to work in a group, to engage with critical friends and individual consultations with the tutor to further, refine and develop writing for academic publication.

Following an evaluation of the writing intervention which indicated its success and the increase in accredited publications prompted UTLO to host yet another “Writing for Publication Workshop” from 23 to 27 May 2011. A motivated group of 22 UKZN academic staff engaged in a rigorous five-day workshop conducted by a team of expert consultants experienced in improving publications for universities. The workshop was aimed at academic staff who already were in possession of a draft manuscript but who considered themselves novice authors, have a limited publications record and are trying to improve their publications output.

“...a research driven approach to teaching and learning forces academics to confront the tacit theories underpinning their classroom practices, which in turn informs new possibilities for responsive innovation.”

Responding to the success of the support provided, Professor Renuka Vithal, DVC: Teaching and Learning, said that in its pursuit of cultivating a culture of evidence-led scholarship of teaching and learning, the University was steadily growing a community of scholars engaging in innovative teaching and learning strategies and related research. Adopting a research driven approach to teaching and learning has multiple rewards, she noted. Firstly, it forces academics to confront the tacit theories underpinning their classroom practices, which in turn informs new possibilities for responsive innovation. Secondly, writing about their praxis allows academics to put up for scrutiny the pedagogic merits of their endeavours and contributes to the expanding body of knowledge in the field of teaching and learning research.



Workshop Participants; Writing for Publication Workshop, Howard College Campus, 2011



Workshop Participants, Writing for Academic Publications Workshop, Howard College Campus, 2010



ACCREDITED PUBLICATIONS: UTLO INITIATED PROJECTS

Collectively the various projects supported across the Colleges and the Support Sector have already generated at least 132 accredited articles and book chapters, with several more anticipated in the years ahead as the review process unfolds. The Annual Teaching and Learning Conference, which was extended from two to three days to accommodate the presentation of findings from the

SUKAR project, has provided a boost for teaching and learning research productivity.

Table 10 summarises the current status of research articles generated from the different University Teaching and Learning funded projects (2010/2011). This tally is for UKZN staff only.

Table 10: Publications from the UTLO Grant Funding

Project	Status Of The Research Article				Totals
	Manuscript Stage	Sent for Review and Possible Publication	Accepted	Published	
Teaching and Learning Competitive Research Grant	3	3	5	0	11
Teaching Innovations and Quality Enhancement Grant	2	0	0	0	2
Academic Monitoring And Support Initiatives	5	1	3	5	14
SANTED Multilingualism Project	0	1	0	22	23
SUKAR Project	0	3	0	1	4
Teaching and Learning Conferences	22	2	22	4	50
Writing Retreat	5	1	3	3	12
Writing for Publication Workshop	4	9	3	0	16
Totals	41	20	36	35	132





A SELECTION OF ARTICLES ON TEACHING AND LEARNING

Published in Alternation, 17 (1), 2010

- DU PLESSIS, T. A *Critical Comparison of Legal Interventions Regarding the Officiality of Languages in Israel and South Africa*. pp 382-416.
- ENGELBRECHT, C., SHANGASE, N., MAJEKE SJ., MTHEMBU SZ and ZONDI, ZM. *IsiZulu Terminology Development in Nursing and Midwifery*. pp 249-272.
- ENGELBRECHT, C and WILD SMITH, R. *Exploring Multilingualism in a Problem-based Learning Setting: Implications for Classroom and Clinical Practice in the Nursing Discipline*. pp 108-137.
- GQALENI, N., MAKHATHINI, M., MBATHA, N., BUTHELEZI, T., MKHIZE, T., DAVID, V., NAIDOO, S and MOODLEY, I. *Education and Development of Traditional Health Practitioners in isiZulu to Promote their Collaboration with Public Health Care Workers*. pp 295-311.
- KASCHULA, RH and MOSTERT, A. *Towards Enhancing Indigenous Language Acquisition Skills through MMORPGs*. pp 165-185.
- MADIBA, M. *Fast-tracking Concept Learning to English as an Additional Language (EAL) Students through Corpus-based Multilingual Glossaries*. pp 225-248.
- MASEKO, P., NOSILELA, B., SAM, M., TERZOLI, A and DALVIT, L. *The Role of the Web in the Promotion of African Languages*. pp 312-327.
- MASHIYA, N. *Mother Tongue Teaching at the University of KwaZulu-Natal: Opportunities and Threats*. pp 92-107.
- MBATHA, T. *Putting the End Point at the Beginning: Teachers' Understanding of Using a Dual Medium Approach for Teaching Literacy in Foundation Phase Classrooms*. pp 49-71.
- MOODLEY, D. *Bilingualism at the University of KwaZulu-Natal: Staff and Student Preferences*. pp 328-354.
- NDIMANDE-HLONGWA, N. *Corpus Planning, with Specific Reference to the Use of Standard isiZulu in Media*. pp 207-224.
- NDIMANDE-HLONGWA, N., MAZIBUKO, G and GORDON, M. *The Teaching and Learning of IsiZulu as a Second Language for Professional Purposes at the University of KwaZulu-Natal: A Response to Professional Needs*. pp 138-164.
- NGCOBO, MN and NOMDEBEVANA, N. *The Role of Spoken Language Corpora in the Intellectualisation of Indigenous Languages in South Africa*. pp 186-206.
- WILD SMITH, R. *The Development of a Sustainability Model for the Integration and Use of an African Language as a Language of Learning and Teaching in Higher Education*. pp 27-48.

Published in Alternation, 18 (2), 2011

- AMIN, N. *Critique and Care in Higher Education Assessment: From Binary Opposition to Möbius Congruity*. pp 268-288.
- BENGESAI, A. *Engineering Students' Experiences of Supplemental Instruction: Case Study*. pp 59-77.
- BLEWETT, C., QUILLING, R., BULBULIA, Z and KANYIWAMUYU, P. *Student Challenges in a Virtual Collaborative Learning Course Spanning Multiple Countries*. pp 216-244.
- BORDEN, VMH. *Accountability for Student Learning: Views from the Inside Out and the Outside In*. pp 317-342.
- GRANT, C. *Diversifying and Transforming the Doctoral Studies Terrain: A Student's Experience of a Thesis by Publication*. pp 245-267.
- MAISTRY, SM. *Transformation through the Curriculum: Engaging a Process of Unlearning in Economics Education Pedagogy*. pp 115-134.
- MGQWASHU, EM. *Academic Literacy in the Mother Tongue: A Pre-requisite for Epistemological Access*. pp 159-178.
- NARISMULU, P. *Teaching Social Justice and Diversity through South/ African Stories that Challenge the Chauvinistic Fictions of Apartheid, Patriarchy, Class, Nationalism, Ethnocentrism*. pp 135-158.
- PAIDEYA, V. *Engineering Students' Experiences of Social Learning Spaces in Chemistry Supplemental Instruction Sessions*. pp 78-95.
- PILLAY, K. *Local Economic Development Postgraduate Education and Mindful Research: Deepening the Practitioner Research Paradigm*. pp 195-215.
- PRICE, S and HUGHES, M. *Producing better Quality MCQs at First Year Level: Are Guidelines and Templates Enough?* pp 289-316.
- SHEIK, A. *'My vuvuzela will not be silenced': Towards Linguistic Equity in South Africa*. pp 179-194.
- SINGARAM, VS., SOMMERVILLE, TE., VAN DER VLEUTEN, CPM and DOLMANS, D. *'Looking at the glass half full': Exploring Collaborative Mixed Group Learning as a Transformative Force for Social Inclusion in a South African Higher Education Setting*. pp 96-114.
- TANG, V. *A Piagetian-Bloomsian Approach to Teaching and Learning Economic Concepts*. pp 35-58.

TEACHING AND LEARNING COLLABORATIONS

COLLABORATION WITH ACADEMIC COMPUTING

The University Teaching and Learning Office's (UTLO) success in promoting responsive and effective teaching and learning environments for students and academics is inextricably connected to its ability to harness existing technologies and support innovations. In this regard, UTLO is grateful to have developed a productive collaboration with UKZN Information and Communication Technology (ICT) and the Academic Computing in particular together with interest groups from Colleges.

The deployment of the online learning management system, Learning@UKZN, conducted in 2009-2010 initiated areas of further collaboration with UTLO in the use of technology to support teaching and learning. These were pursued formally with the support of two teaching and learning grants; and in further support through a consultancy service to campus-wide initiatives co-ordinated by UTLO.

Learning Resource Repository Project

This R500,000 project was funded to develop an online work flow tool to upload and organise electronic resources in an e-portfolio; and to distribute selected information in a view opened from within Learning@UKZN. Access is controlled by the user, enabling the personal e-portfolio to accompany and support the promotion path of each individual, while allowing comments on resources, recommendations, and feedback on use. Also, the material gets a URL in the form of a persistent identifier; it becomes available sharing as an Open Education Resource (OER), or for re-use and presentation in Learning@UKZN over consecutive years.

The project, managed by Mrs Pat Liebetrau, has developed the technical infrastructure using open source e-portfolio software, Mahara. A single sign-on between the Moodle software, used for Learning@UKZN, and Mahara software for the Learning Resources Repository was successfully initiated.

An automated workflow for the management of applications for licensed electronic resources is in place. Lecturers are able to request copyright permissions for teaching and learning materials online and submit requests directly to the Copyright Office. This utility will be transferred to an independent service provider in 2012,

in line with principles and guidelines for contract management designed by the Legal Office of the Registrar.

Classroom Response Systems

Obtaining student feedback in lecture rooms can be challenging as students are often reluctant to reveal their uncertainty by raising their hands in response to questions posed. The immediacy of classroom response systems have proved particularly useful and popular in engaging with large classes when the results are presented immediately and graphically and preserves the anonymity of students.



The technology is evolving rapidly, from early systems that relied on an infrared or radio frequency controlled hand-held device, known as Clickers. Cell phones quickly usurped the Clicker, using commercial SMS messaging to poll. Emerging mobile technologies present new opportunities to investigate more cost effective and sustainable options in locally-hosted classroom response systems. At a seminar hosted by ICT and UTLO on 28 October 2011, participants from across the University interrogated the options and demonstrated available mobile response systems. This project was funded to the amount of R500,000 to investigate emerging mobile response technologies. The project, managed by Mrs Pat Liebetrau and Dr Dale Peters, aims to investigate commercial options, and develop a sustainable locally-hosted classroom response system, reliant web-enabled devices across multiple platforms and operating systems.

A call for expressions of interest posted on the Moodle teachers' forum identified a reference group, who were invited



to a demonstration by a local vendor of both traditional clicker technologies and of advanced web-based technologies. A pilot deployment in 2012 will enable further investigation of the technology, and possible integration in the Moodle platform.

Wireless Connectivity

Following a workshop convened by the UTLO in June 2011, the ICT Division was asked to motivate for the extension of wireless access to all on-campus student residences. Project funding was approved by the Physical Planning Office to the amount of R5,5 million for the period September to November 2011.



Mr Abdullah Shariff: UKZN-ICT

The project manager, Mr Abdullah Shariff reports that successful completion of project brings the number of wireless access points deployed across UKZN close to 800. The rate of adoption and unprecedented levels of access to crucial on-line information resources indicates the dependency of

both staff and students on the improved convenience offered by wireless technology. With over 4000 people/devices concurrently connected at peak times, wireless is expected to become the primary means of access in the next two to three years.

Making Student Learning Spaces Wireless

This project is managed by the UTLO and ICT to upgrade suitable spaces on each campus to provide venues for study groups for both on and off University campus resident students to interact with other students in an informal setting to promote academic success. The ICT LAN managers are collaborating on the planned refurbishment of physical venues and adjacent LAN spaces. The proposed new facilities will be managed by Students in Free Enterprise (SIFE).

ICT – Collaboration in Teaching and Learning Projects 2011

Collaboration between the ICT Division and the UTLO was actively pursued in 2011, resulting in improved and co-ordinated action in a number of initiatives.

Professor Robin Joubert: An exploration of the experience of students from the Faculty of Health Sciences, participating in a Collaborative Education (Service Learning) module, using innovative methods of supervision to enhance both teaching and learning. This project entails the use of tablets for remote data collection and supervision.

Michelle Stewart: The Digital Arts Programme launched an undergraduate and postgraduate programme in digital media. Interaction with lab staff has focused on the development of a specialist Apple Lab on the Pietermaritzburg Campus.

Professor Michael Savage: Web-based teaching and learning field-based early-warning system for real time agricultural, earth and environmental sciences information. The system is based on an automatic weather station to allow staff and students to access real time data measurement and historic data records.

Professor Sandi Willows-Munro: Application of Calibrated Peer review to enhance teaching and learning of curriculum material dealing with biological classification. The software, designed to structure assignments and automatically manage the anonymous peer review process, was evaluated against the Turnitin Peer Mark licensed software currently supported by UKZN.

The launch of the **Academic Computing Strategy Group** in December 2011, as a working group of the University Information and Communication Technology (UICT) Steering Committee, will further extend this collaboration in future.

UTLO FULBRIGHT COLLABORATION

UTLO continued its collaboration with the Fulbright Programme in 2010/2011, hosting three Fulbright Distinguished Scholars and five Fulbright English Teaching Assistants together with the Faculty of Education.

Distinguished Fulbright Fellows Programme

In September 2010, UTLO hosted Fulbright Specialist Professor Victor Borden, PhD, Professor of Higher Education at Indiana University Bloomington and Senior Advisor to the Vice President for University Regional Affairs, Planning, and Policy. Professor Borden was a keynote speaker at the fourth Annual Teaching and Learning Conference and conducted a series of workshops and seminars on institutional research and allied subjects.



In June 2010, UTLO also facilitated the visit of Fulbright Fellow, Nancy H. Hornberger, Professor of Education and Director of Educational Linguistics at the University of Pennsylvania, where she also convenes the annual Ethnography in Education Research Forum. Professor Hornberger, an internationally renowned linguist, conducted a series of workshops, seminars and consultations with UKZN staff.

In 2011, UTLO was privileged to host Professor Maresi Nerad, the founding director of the National Center for Innovation and Research in Graduate Education (CIRGE). Professor Nerad spent two weeks at UKZN. She provided insights on the Internationalization of Doctoral Education, which she argued was a two-way approach of promoting productive educational experiences for PhD students.

Fulbright Teaching Assistants Programme



Morgan Kelly Radford, Harvard University

In 2010, UTLO and the Faculty of Education hosted Fulbright English Teaching Assistant, Morgan Kelly Radford, graduate student of Harvard University. Her research focused on designing a programme for at-risk University students at the Faculty of Education. Ms Radford spent nine months at UKZN, during which time she contributed to a Faculty of Education support

programme on the Edgewood campus.

Ms Kelly Radford graduated with a Social Studies degree *cum laude* from Harvard University in the United States. She will assist in the research and design of the Students At-Risk (STAR) Support Programme aimed at providing assistance to Education students struggling with their studies.

In January 2011, UTLO hosted four Fulbright Teaching Assistants jointly with the Faculty of Education. Ms Maya Garcia of the American University; Ms Dhruneanne Woodrooffe of Vanderbilt University; Ms Katherine Riley of George Washington University and Dr Roxie Hentz of Cardinal Stritch University.

STUDENTS IN FREE ENTERPRISE - UTLO COLLABORATION COMMUNITY ENGAGEMENT FOR LIFELONG LEARNING

Students In Free Enterprise (SIFE) is a global non-profit organization, comprising University students, academic professionals and business leaders that work in collaboration to create sustainable development through the positive power of business. SIFE's worldwide network of leading corporate partners have established SIFE programmes on university campuses around the world. SIFE students apply business concepts to develop community outreach projects that improve the quality and standard of living for indigent people. The SIFE team projects address a variety of topics, such as market economics, entrepreneurship, financial literacy, personal success skills, environmental sustainability and business ethics. The programmes are global in scope and achieve the proposed outcomes with flexibility and in response to the diverse needs of the various communities.

UTLO procured conference paraphernalia from SIFE through their community engagement projects in 2010 and 2011. The Ingqophamlando (Creating History) Project manufactured beautiful handcrafted products using beads and other material. The items designed for the UTLO Teaching and Learning Conference are manufactured exclusively by women, but are worn by both sexes.





QUALITY PROMOTION AND ASSURANCE

Quality Promotion and Assurance (QPA) is a product of the merger of the Quality Assurance Office from the former University of Durban-Westville and the Quality Promotion Unit of the former University of Natal in 2005. Located in the Innovation Centre at the Howard College Campus, and on the Pietermaritzburg Campus, the Unit operates with fourteen staff members dedicated to supporting the quality promotion and assurance function across five campuses spread across two cities.

Following the departure of the Director, Dr Makhapa Makhafola in May 2011, QPA fell under the leadership of the DVC: Teaching and Learning. The QPA Director is responsible for the development of a university-wide quality assurance system and the coordination of quality assurance activities. The Director would serve on a number of key committees.

QPA's work is integrated into University practices by four College quality consultants who serve each of the four colleges and supports the college on all quality issues. They also participate in Faculty Board meetings where they advise on all quality related matters at the College. Each College consultant also carries another portfolio as well, these being Coordination of External Reviews, Teaching Quality Assessment (including Student Feedback), Programme Approval and Accreditation, and Institutional Research.

QPA's mission is to ensure the promotion and development of a culture of quality in the University through a comprehensive quality assurance system, which:

- Improves quality in the core functions of teaching, learning, research and service to the University;
- Prepares the University for external programme accreditation, review and institutional audits and ensures the University responds effectively to national and international requirements;

- Provides leadership on the development and implementation of quality management systems at all levels;
- Provides practical support and advice to the University on all quality related activities; and
- Promotes quality through institutional policy development and research.

AUDITS / REVIEWS AND EVALUATIVE STUDIES

QPA conducts various audits and evaluations. Reports from these evaluations or audits provide the university with information that contributes to the decision making processes to facilitate improvements in the provision of services in the identified areas or functions.

EVALUATIONS AND AUDITS CONDUCTED IN 2010 – 2011

REVIEW OF THE COLLEGE MODEL

QPA coordinated the College Model Review for the University in December 2010. The process involved assembling a team of experts to review the existing model to explore how to achieve both structural and functional efficiencies, streamline decision-making and better enable academics to focus on research, teaching and scholarly matters. This exercise brought UKZN in line with best international practice in order to realise its vision and mission.

QPA coordinated the review starting with selection of panel members until the approval of the final report by Council. The University has made good progress in the implementation of the recommendations of the College Review and adhered to the implementation timelines. It is one of the success stories of restructuring process for efficiency.



INDEPENDENT EVALUATION AND REVIEW OF ACADEMIC MONITORING AND SUPPORT PROGRAMMES OFFERED BY UKZN

QPA coordinated an independent evaluation of Academic Monitoring and Support programmes to establish the effectiveness of the interventions and strategies that have yielded greatest success for wider dissemination. It established what works in the area of academic monitoring and support and flagged areas that require improvement and proposed related corrective action.

The review report commended the University for the positive attitude, dedication and commitment of all staff involved in supplementary instruction. It congratulated the University for the development and use of Learning Enhancement Checklist (LEC), the use of student mentors to provide “at risk students” with ready support and encouragement and advice, and the tracking and contacting students “at risk students” and providing academic and other support services.

AUDIT OF RESEARCH METHODOLOGY MODULES OFFERED AT UKZN

QPA conducted an audit of the research methodology modules offered in Bachelor, Honours’ and Masters’ Degrees at the University. The purpose of this Audit was to establish the kinds of research methodology modules offered, the credit values of the modules, the module content, the teaching methods or approaches, methods of assessment, student enrolment, drop-out rates, throughput rates and student evaluations.



Colleges are expected to use the information to take informed decisions on which offering might need to be rationalised to deal with duplications and improve the content of modules as well as to identify best practices that could be considered for wider dissemination. The Audit provided a profile of research methodology modules in Bachelor's, Honour's and Master's Degrees in national and international universities for the purpose of benchmarking.

ANALYSIS OF COURSE WORK MASTERS PROGRAMMES

In preparation for aligning all programmes to the Higher Education Qualification Framework (HEQF), QPA embarked on an evaluation of all coursework Masters. The prevailing practice within the UKZN is that the design of coursework Masters varies considerably in terms of the number of credits and credits that can be drawn from other levels. QPA therefore embarked on an evaluation which provided information that can inform the restructuring of coursework Masters so that they can be more aligned to the purpose and characteristics of Masters Qualifications as outlined in the HEQF. This report offered guidance and made recommendations for course work Masters programme design.

AN INVESTIGATION OF FIRST YEAR LLB MODULES OFFERED BY THE FACULTY OF LAW

The Teaching and Learning Committee that oversees Law programmes requested QPA to lead an evaluation of first year modules of the LLB programme. The aim of the evaluation was to analyse teaching, learning and quality issues so as to enable continuous quality improvement within the LLB programme especially at first year level. The evaluation focused

on the following two issues: analysis of teaching and assessment methods used in LLB first year modules; and analysis of skills taught in the first year modules.

REVIEWS

QPA carries out reviews to promote and assure quality in its provision of services in all aspects of University business. External validation visits by professional bodies are also an important trigger for reviews in which a review report forms the basis of the institutions' validation portfolio.

QPA employs a review methodology consisting of self-evaluation, followed by validation by a review panel of peers and experts. Self-evaluation requires the school/unit to develop a self-evaluation report and provide supporting information and evidence, in which the effectiveness and efficiency of the quality arrangements of programmes/core activities are assessed against criteria and other relevant indicators that the University has set.

The review reports and the improvement plans are submitted to the relevant College Academic Affairs and Quality Board which has the responsibility of monitoring the programme and school self-evaluation processes within its college. QPA is currently reviewing this area of operation to improve rigor in the monitoring of the post review process.

REVIEWS CONDUCTED IN 2010 AND 2011

QPA staff organised and conducted the following reviews during this reporting period and improvement plans were generated as a result of reviews and others departments are implementing their improvement plans and are monitored.

Table 11: Summary of QPA Reviews for 2010 and 2011

COLLEGE/FACULTY	SCHOOL/UNIT	DATE
Agriculture, Engineering and Science	Review of Mechanical Instruments and Electronic Workshop (PMB), Central Academic Workshop (Westville) and Glassblowing Workshop (PMB)	May 2010
Health Sciences	School of Audiology, Occupational Therapy and Speech Language Pathology	July 2010
Health Sciences	Paediatrics and Child Health (NRM School of Medicine)	August 2010
Humanities	School of Development Studies	October 2010
Health Sciences	School of Physiology, Sport Science and Optometry	May 2011
Law and Management Studies	School of Management (Review of Self-Funded Programmes)	May 2011
Academic Monitoring and Support Evaluation	Institutional	September 2011
Library Review	Libraries	October 2011
Humanities	Discipline of Criminology	October 2011

SURVEYS

As part of the quality promotion function, QPA in its commitment to institutionalise a culture of quality within UKZN, uses regular surveys to determine levels of satisfaction with academic standards and quality of services provided to students, staff, funders and employers to determine if they are value for money or return on investment. They are also used for the purpose of identifying and reinforcing good practices across the University.

SURVEYS CONDUCTED IN 2010 AND 2011

The South African Survey of Student Engagement (SASSE) measures five benchmarks of effective educational practice, namely Level of Academic Challenge, Active and Collaborative Learning, Student-Staff Interaction, Enriching Educational Experiences and Supportive Campus Environment. The Lecturer Survey of Student Engagement (LSSE) is designed to measure lecturer expectations of student engagement in effective educational practices that are empirically linked with high levels of learning and development. The survey also collects information about how lecturers spend their time related to professional activities and the kinds of learning experiences emphasised by their institution.

Student engagement can be defined by two key components; first, what students do (the time and energy they devote to educationally purposive activities) and second, what institutions do (the extent to which they employ effective educational practices to induce students to do the right things).

“Senior students reported that their coursework places more emphasis on synthesising, integrating and organising ideas as well as on applying theories or concepts.”

The study was conducted in collaboration with the Council on Higher Education (CHE); the data collected will inform the development of a four-year undergraduate curriculum and undergraduate education in general. The study found that senior students reported a significantly higher level of academic challenge than first-years. There was also a significant difference between levels of participation in deep learning activities between senior

students and first-years. Senior students reported that their coursework places significantly more emphasis on synthesising, integrating and organising ideas as well as on applying theories or concepts than the emphasis of coursework reported by first-years.

Graduate Opinion Survey

QPA undertakes Graduation Surveys on an annual basis during the University's Graduation Ceremonies to determine graduates' opinions on the quality of education provided by the University and to provide feedback for necessary changes in improving areas that have been identified as possible gaps and need improvement.

In 2010, the survey in was taken by 4463 graduates, while in 2011 there were 3491 respondents. These annual reports offer the institution an opportunity to review trend data and feed into the institution's monitoring function enabling the University to:

- Determine general attitudes toward and levels of satisfaction with UKZN's undergraduates' and postgraduates' educational experience;
- Provide UKZN with data on students' satisfaction with their educational experience;
- Compare and contrast UKZN's graduates' attitudes and satisfaction levels over the last five years and with 'nationally' normed data;
- Establish benchmarks for UKZN over time.

HIGHER EDUCATION QUALIFICATION FRAMEWORK ALIGNMENT PROCESS

The Higher Education Qualification Framework (HEQF) was gazetted in October 2007 by the Minister of Education. It is a legally binding document providing a framework for development and offering of qualifications/programme across the higher education sector. Since 2009, all new qualifications/programmes that were developed and submitted Higher Education Quality Committee (HEQC) for accreditation have now been aligned to the HEQF. The Minister will promulgate the cut-off date for non-aligned programmes to the HEQF and they will be stripped of their accredited status.

In 2010, HEQC initiated, through workshops and communiqués, the process of getting all old qualifications/programme aligned to the HEQF. UKZN has been a participant in these national workshops



and has engaged with the process and supported Colleges to deal with their PQM cleaning exercise and re-curriculation of programmes in various schools. QPA continues to provide guidance to academics and executive leadership in Colleges by implementing its project plan and facilitating workshops to clarify the technicalities of this process and design consideration for specific programmes and qualifications.

The HEQF alignment recognises only three categories of programmes:

- **Category A:** Programmes requiring minimal changes to be aligned,
- **Category B:** Programmes demanding some curriculum development, and
- **Category C:** Programmes which require a large amount of curriculum development to be aligned or cannot be aligned and need to be phased out.

QPA working with Colleges will be able to meet the 15 January 2012 deadline submission date for Category A programmes or qualifications. Support is currently given to academics on matters pertaining to curriculum development for Category B qualifications/ programme with a deadline now extended to the fourth quarter of 2012. As per project plan, the development of replacement programmes or qualifications for Category C will be rolled out in 2012 or as soon as the respective schools or programme teams are ready. QPA view this project as one of the major opportunities for the University to evaluate some of its offerings and to align those the University wants to preserve. QPA will continue to provide support to academics responsible for this process of curriculum renewal and alignment.

Accreditation of Programmes

One of the key components of QPAs work is to ensure that UKZN qualifications/programme are approved by the Department of Higher Education and Training (DHET) for subsidy purpose, accredited by HEQC so as to be offered by the University and registered by the South African Qualifications Authority (SAQA). In the case of professional programmes, it is the duty of QPA to ensure that professional bodies have confidence in our graduates by ensuring that all programmes associated with them are also validated by them.

In the last two years this process has been streamlined. QPA is pleased to report that the following, programmes were accredited and where conditions were specified before offerings were met and accepted by HEQC.

HEQC Accredited programmes in 2010

- Master of Pharmacy
- Master of Medical Science in Health Science
- Bachelor of Agriculture in agricultural Extension and Rural Resource Management
- Master of Philosophy in Group Therapy
- Master of Science in Water Resources Management

HEQC Accredited programmes in 2011

- Bachelor of Education Honours in Comparative Education and Development
- Bachelor of Arts Honours in Conflict Transformation
- Master of Arts in Conflict Transformation
- Doctor of Philosophy in Conflict Transformation
- Bachelor of Arts Honours in International Relations.

STUDENT SURVEYS AND FEEDBACK

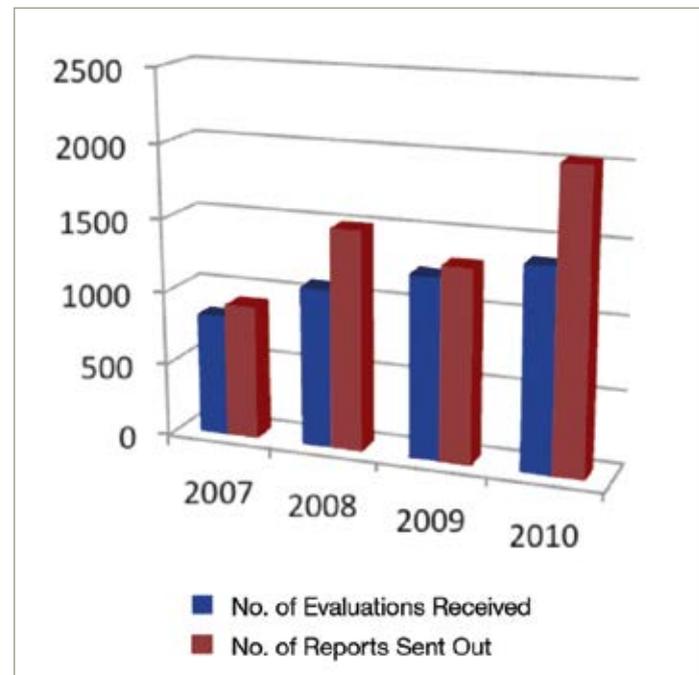
Student feedback is an important component for assessing quality in teaching and learning. QPA student module evaluation is the only form of student feedback that can be included in a teaching portfolio which is one of important sources of evidence and is considered as an essential piece for any application for promotion. Student feedback also serves as an indicator for making decisions around placing specific academics in continuous professional development.

In the reporting period QPA received 1370 module evaluations by students in 2010. This means that collectively for 2009 and 2010, QPA submitted 2029 student module evaluations which provided feedback to academics and the Head of School. In 2010, QPA managed to generate reports in an 8-10 week turn-around time. However in 2011, a staffing capacity problem (2 staff members resigned) lengthened the turnaround time and has resulted to delays. Three contract staff has been appointed to assist with the backlog. QPA is in the process of setting turnaround benchmarks for this function.

QPA also provides guidance to individual staff members and Schools in the development of appropriate evaluation instruments. In response to a number of recommendations from the Key Priority Areas for Teaching and Learning: 2009-2011 document relating to the Student Feedback System, QPA carried out the following activities:

- A set of core questions to be used across the University was devised and implemented in 2011 (these questions are on the QPA website and also on the online questionnaires);
- The online Student Feedback system at module level using Moodle was implemented this year and to date about 40 evaluations either on the module, lecturer or both has been conducted via Moodle, a computer based platform;
- QPA is collaborating with an Academic Leader in Statistics in the School of Mathematics, Statistics and Computer Science to find ways of improving the reports emanating from module evaluations by students. The findings of this study will inform QPA on the nature of improvement needed around the generation of reports. It is envisaged that as part of this project QPA will investigate the most appropriate technology to enable the migration of some of University surveys from paper based evaluation to computer based surveys on Moodle or similar platforms.

Figure 11: Module Evaluations by Students



The figure above is a clear indication that over the years student feedback has become a major activity at the University and QPA has constantly explored ways of improving the facility. The reports generated from the evaluations have grown by three fold in three years. This feedback resource has to be nurtured as it has a potential to serve many purposes ranging from providing feedback on quality of teaching, areas that need attention by the lecturers, recommendations for professional development and performance appraisal.





The table below presents modules evaluated in 2010 and 2011 in the four Colleges. While QPA has provided resources to support this function the outputs are lower than the investment. The College of Law and Management Studies has improved its statistics while in the Colleges of Agriculture, Engineering and Science, Health Science and Humanities has contributed to an overall decline in numbers of evaluated modules. There is a need to interrogate within QPA the factors that seem to contribute to a decline in output when all the input and throughput factors indicate a rise.

Table 12: Modules Evaluated in 2010 and 2011

College	Student Evaluations of Modules 2010	Student Evaluations of Modules 2011
AGRICULTURE, ENGINEERING & SCIENCE		
Faculty of Engineering	171	157
Faculty of Science & Agriculture	311	327
COLLEGE OF HEALTH SCIENCE		
Faculty of Health Sciences	106	55
Nelson R Mandela School of Medicine	21	18
COLLEGE OF HUMANITIES		
Faculty of Education	69	71
Faculty of Humanities, Development & Social Science	271	258
COLLEGE OF LAW AND MANAGEMENT		
Faculty of Law	23	43
Faculty of Management Studies	166	223
TOTAL	1138	1152

TEACHING PORTFOLIOS

QPA contributes to the development and quality assurance of teaching portfolios. The teaching portfolio is one of the primary pieces of evidence for academics which provide the Dean, Head of School and the College Academic Promotions Committee with comprehensive evidence on the individual academics endeavours in striving for teaching excellence.

QPA supports academics in ensuring that the teaching portfolio

is developed according to the approved guidelines and ensures that quality aspects of the process are observed. A Moderation Committee evaluates the portfolios of evidence, from the different schools, according to the categories: strong, medium and weak. The teaching portfolio has played a critical role in staff promotions. The University values excellence in teaching as well as in research in the promotions of academics as it provides equal weighting for both criteria (teaching and research) for the purposes of academic promotions.

Furthermore, the teaching portfolio enables the screening of candidates for the Distinguished Teachers' Award.

WORLD UNIVERSITY RANKINGS

UKZN has embraced University rankings, because it has recognised that universities operate in a highly competitive environment. Universities cannot avoid being ranked based on the information that is widely available about their programmes, staff, achievements and the quality of their graduates. Quacquarelli Symonds (QS) acknowledges that University rankings are important for employers and a high premium is placed by employers on graduates who come from the top 700 ranked universities.

UKZN through its commitment to excellence in teaching and learning and research, took a bold and conscious decision to participate in the QS University rankings. It is ranked amongst the top 500 universities in the world and amongst a handful of ranked Universities in the continent. QPA has identified this area as one of the critical areas for its work. QPA was instrumental in organising the first QS ranking Workshop and Conference on the African Continent in 2011 and 2012 respectively. These activities have exposed UKZN to world ranked partners and a strong partnership with QS as two of its staff serve in the committees of QS and are shaping the ranking system to give it an African outlook. QPA will collaborate with a number of players in this area to ensure that UKZN improves its ranking and continues to strive for excellence in all its endeavors.

QPA has discharged its duties under difficult conditions that were compounded by staff vacancies. The unit needs to strive for better visibility by leading all relevant process to promote and safeguard quality amongst student and staff of the University. QPA needs to play a leading role in ensuring that all academic and support units function optimally to support the strategic imperatives of the University.





HIGHER EDUCATION TRAINING AND DEVELOPMENT

The Higher Education Training and Development (HETD) unit was born, to constitute the academic and staff development wing of the DVC: Teaching and Learning portfolio, following an internal Memorandum of Agreement (MOA) in August 2010 between the College of Humanities and its Faculty of Education and the Office of the DVC: Teaching and Learning. Staff appointed to the Higher Education Studies discipline was transferred to the DVC: Teaching and Learning portfolio.

HETD serves a dual role of implementing University-wide staff development programmes and institutional research. Promoting the field of Higher Education as an area of scholarship, formal academic programmes and degrees in Higher Education are offered in the Faculty of Education. The formal programmes include

Core Areas of Responsibility for Higher Education Training & Development:

- *Professionalising Higher Education and Institutional Research*
- *University Education Induction Programme (UEIP)*
- *Teaching/Learning policy development*
- *PhD in Higher Education Studies*
- *Masters of Education (Higher Education Studies)*
- *Postgraduate Graduate Diploma in Higher Education*

a PhD in Higher Education Studies; Masters in Higher Education (under review), the Postgraduate Diploma in Higher Education (PGDip(HE)) and the corresponding University Education Induction Programme (UEIP) whose modules will be linked to the PGDip(HE). Whilst HETD has often been constrained by staffing in the field, the unit is pleased to welcome two new staff members, Dr Mary Goretti Nakabugo, and Mr Nicholas Munro.

THE PHD COHORT IN HIGHER EDUCATION STUDIES LAUNCHED

A successful new initiative launched in 2010 was the collaboration between the UTLO and the Faculty of Education to offer a cohort PhD in Higher Education Studies coordinated by the DVC: Teaching and Learning, Professor Renuka Vithal and the Dean of the Faculty of Education, Professor Michael Samuel.

The programme entails doctoral cohort supervision for a group of 11 staff members from across the University in Health Sciences, Management Studies, Humanities and Education. Six staff from Education, Management Studies, Health Science and UTLO serve as the core members of the supervisory team. The students are also assigned one-on-one supervisors to oversee the study – outside of the cohort programme.

The Cohort model has proven to be a successful research learning experience, which promotes students not only in becoming experts in their own PhD studies, but also learning the roles and responsibilities of the process of doctoral supervision. The model



“The Cohort model has proven to be a successful research learning experience, which promotes students not only in becoming experts in their own PhD studies, but also learning the roles and responsibilities of the process of doctoral supervision.”

entails working for six doctoral weekends, from a Friday afternoon to Sunday afternoon, which is dedicated completely to attending to the stages of development of the specific doctoral study of each student.

The students are supported by experienced supervisors whose disciplinary and paradigmatic expertise provide a range of possibilities for the design of creative and innovative research studies into the higher education system. The model also invites other staff members from across the University who have disciplinary supervisory expertise to share their knowledge bases to influence the nature of the study of the students. UKZN staff from outside the School of Education have chosen to be part of the process as a form of internal self-selected staff professional development with a view to establishing similar doctoral research learning programmes within their own schools/ postgraduate programmes.

During 2011, the students embarked on refining their original candidature proposals into fully developed proposals. One of the cohort weekends in September 2011 was spent towards oral defence of these proposals as the final stages of quality assuring the launch into the next phase of field work/ data production.



The areas of study include:

- researching the way in which research methodologies are taught and learnt in the curriculum of the Information Systems in Management Studies;
- the ways in which students engage with technology design processes using Facebook learning;
- the practices of lecturers using social computing within the University teaching and learning environments;
- the study of exceptional achievers and stories of success in the higher education system;
- the use of online support in the teaching and learning of Business Management Education;
- the Academic Literacy practices in research projects in the Masters in Public Health Sciences;
- the search for a sustainable marketing curriculum in Management Studies;
- exploring lecturers conceptions of teaching and learning of Management Studies; and
- the use of signature pedagogies amongst higher education lecturers teaching and learning practices.

Having successfully defended their proposals, the students are now undertaking their fieldwork. Students are expected to work towards completing their research reports in 2013, thus providing a three-year concentrated engagement towards completion.

The success of the model draws from the dedicated input of staff that we would like to thank: Professor Renuka Vithal, Professor Michael Samuel (Co-ordinators for 2011), Dr Mary Goretti Nakabugo, Dr Frances O'Brien, Dr Rubby Dhunpath, Mrs Ruth Searle, Dr Caroline Goodier, Dr Anna Voce, Professor Wayne Hugo, Professor Labby Ramrathan, Dr Peter Rule, Dr Murthi Maistry, Dr Desmond Govender, Dr Nyna Amin and Dr Sadhana Manik.



Candidates and Cohort Supervisors: PhD in Higher Education Cohort, Edgewood Campus, 2011



MASTERS AND PHD STUDENT GRADUATION

Table 12: Summary of Masters of PhD Graduates

Year Graduated	Course	Surname	First Name	Thesis Title
2010	PHD	Mudenda	John	Perceptions and understandings about mental health problems of children and adolescents in Zambia: Implications for innovative curriculum development for Primary Health Care practitioners
2010	Masters	Borg	Dorinda	The Effects of the extended curriculum programme on the social identity of students
2010	Masters	Jali	Lulu Fortunate	Experiences of disabled students studying at one Higher Education institution in KwaZulu-Natal
2010	Masters	Masuku	Bongiwe Thabile	The role of teachers in adapting to the changes in the educational environment in Higher Education
2010	Masters	Parnell	Amanda Jane	Student teachers perceptions of reflective practice into mathematics
2010	Masters	Pillay	Shunmugam	Collaborative learning of mathematics by educationally disadvantaged students in Higher Education
2010	Masters	Pillay	Chantal Maria B	A comparison of automated and manual computer literacy assessments in measuring capability
2010	Masters	Porter	Virginia	Defining moments as potential catalysts for development: The case of the University of KwaZulu-Natal Leadership course
2011	PHD	Reddy	Sarasvathie	Experiences of clinical practice in a problem based learning medical curriculum and subsequent clinical environments
2011	Masters	Ally	Fazila	Linking learning, teaching and assessment styles for Anatomy students at a South African University of Technology
2011	Masters	Holmes	Raymond Fettes	Investigating the introduction of the new Further Education and Training (FET) Technology curriculum. A study of three schools in Pietermaritzburg
2011	Masters	Mohapi	Mogapi Jeremia	Evaluating the impact of alternative assessment methods on the first-year Clinical Technology students' performance and perceptions in Psychodynamics
2011	Masters	Naidoo	Tigambery	Roleplayers' perceptions regarding moral values in the curricula of the Durban University of Technology
2011	Masters	Rampersad	Nishanee	Graduates' perceptions of an undergraduate Optometry programme at a tertiary institution: A qualitative study
2011	Masters	Tyson	Dean	Examining the impact of the Humanities Access Programme 2001 to 2004: Throughput rates and students' perceptions of the programme



MASTERS IN HIGHER EDUCATION STUDIES

The Masters in Education (specialising in Higher Education Studies) was under review in 2010/11 and individual modules were offered only to pipeline students. The programme was recommended for revision to differentiate it from the newly approved Postgraduate Diploma in Higher Education, and to make it more responsive to contemporary issues in higher education such as professionalisation of student support services. Revisions on the programme are ongoing with the hope of having it approved for offer in 2013/14. The following tables summarise the Masters modules that were offered to pipeline students in 2010/11.

Table 13: Masters Modules Offered in 2010

Modules	Description	M.Ed	NDP	Other
Higher Education Practice	To provide an overview and key theorists across the field	3	6	4
Research & Supervision	Theorises supervisory practice within the broader institutional, disciplinary and sector context	3		1
Curriculum design and development	The theory of curricula, styles and structures, as well as change theory	2		2
Experiential Learning	Examining possible practices through different conceptual frameworks	5		1

Table 14: Masters Modules Offered in 2011

Modules	Description	M.Ed	NDP	Other
Higher Education Practice	To provide an overview and key theorists across the field	2	8	7
Research and Supervision	Theorises supervisory practice within the broader institutional, disciplinary and sector context	2	1	
Experiential Learning	Examining possible practices through different conceptual frameworks	1	3	
Student Administrative Affairs	Provides an overview of Student Affairs and explores underlying theoretical frames	1	2	
Student Development and Learning	An overview of a number of development theories that affect students	2	2	2
Web-based Teaching & Learning in Higher Education	Theoretically informed design and practice of web-based teaching and learning	2	3	

Presenters were invited to co-facilitate several modules. In particular Web-based teaching and learning was co-facilitated with Ms Kathy Murrell from Academic Computing and invited guest speaker Ms Gita Mistri from Durban University of Technology (DUT). Dr Christina Lunceford from Fullerton California State University provided sessions in Student Administrative Affairs and in some sessions previous Zimbabwean student Ms Sarafina Mudhavanhu joined the discussions.

POSTGRADUATE DIPLOMA IN HIGHER EDUCATION

The Postgraduate Diploma in Higher Education (PGDip(HE)) in 2010 was only on offer to pipeline students in anticipation of a review. This review occurred in 2010/2011 and a revised



Postgraduate Diploma in Higher Education, done in collaboration with the DVC: Teaching and Learning was approved at the end of 2011. This is an honours level equivalent programme, offered in the Faculty of Education, College of Humanities. The PGDip(HE) aims to contribute to the professional development of higher education practitioners with a focus on teaching and learning.

Students on the programme register for 8 x 16 credit modules including:

- Core Modules: Higher Education Policy and Context; Practice, Reflection and Portfolio Development in Higher Education; Research in Higher Education.
- Elective Modules: Designing and Evaluating Curricula in HE; Teaching and Learning in Higher Education; Assessing Learning in Higher Education; Supervising Researching in Higher Education; Diversity and the Student in Higher Education; Technology for Higher Education Pedagogy; and Education related module from another programme.

In 2010 the following modules in the Postgraduate Diploma in Higher Education were offered to pipeline students:

Table 15: Modules in PGDip(HE)

Modules	Description	Diploma	Other
Developing a Portfolio	Using the roles of educators participants develop a portfolio to evidence their different professional roles	1	
Professional Skills in Higher Education	Look at their training needs and provide a needs profile in relation to their career planning	1	
Higher Education Professional Practice	Looks at different professional aspects of HE.	1	
Observation and Reflection	Allows participants to engage in peer reviewed teaching practice		4

UNIVERSITY EDUCATION INDUCTION PROGRAMME

Linked to the Postgraduate in Higher Education programme is the University Education Induction Programme (UEIP) which was approved by the University in December 2011. The programme will include four 20 hour modules on:

- Designing and Evaluating Curricula in Higher Education
- Teaching and Learning in Higher Education
- Assessing Learning in Higher Education
- Supervising Research in Higher Education

The four modules which correspond with those in the PGDip(HE) programme is compulsory for all new UKZN academic employees and those currently on lecturer level and below. The UEIP aims to promote the professional development of UKZN academic staff. It will be offered from 2012 by HETD staff and administered by UKZN Extended Learning.

PROFESSIONAL DEVELOPMENT

Prior to the launch of the UEIP, HETD provided professional development opportunities through a number of formal courses, and workshops. In 2010/11 the following Workshops were offered as part of the formal offerings, or were requested by academic units:

- Knowing your Student, Facilitating Learning, Assessment, Curriculum, Higher Education Policy, and Evaluating Practice were the foci for a number of workshops organised, based on requests by Colleges, Faculties, and Schools in both 2010 and 2011. Co-ordinated by Frances O'Brien, the workshops were facilitated by a variety of guest lecturers from across the institution. Participants, who comprised both academic and support staff, came from a range of institutions and disciplines, including UKZN, the Durban University of Technology and private higher education institutions' Schools of Business, Accounting, Management Studies, Health Sciences, Hospitality and Design.
- A series of workshops in Assessment were offered in both 2010 and 2011. In 2010 a series of six workshops were offered for the Health Sciences which ran over first and second semesters facilitated by Mrs Ruth Searle from HETD and Leanne Browning of QPA in collaboration with Ms Kathy Holland (18



attendees). In 2011, a similar series of workshops were offered in Management Studies facilitated by Mrs Ruth Searle and Dr Caroline Goodier (15 attendees).

- Assessment in Law offered in 2010 a workshop offered in both Durban and Pietermaritzburg, facilitated by Ms Annie Singh, Faculty of Law, with sessions conducted by Mrs Ruth Searle (HETD), Alison Walker (QPA), Leanne Browning (QPA), and by three members of the Law Faculty (15 attendees).



Workshop participants, Multiple Choice Assessment, Howard College Campus, 2010

- Multiple Choice Assessment – On request in 2010 a two-day workshop run for the Law Faculty on multiple choice assessment was facilitated by Professor Alan Cliff of the University of Cape Town (24 attendees). He ran a similar workshop for Management Studies in 2011 (15 attendees). These were well attended and generated a great deal of interested discussion.
- Postgraduate Supervision in Law – Staff in HETD contributed to planning and materials for a two-day Faculty workshop in 2010. As part of this the Faculty invited a UCT academic to facilitate part of the session which was held at Salt Rock.
- Language issues in Higher Education – In 2010, Ms Jean Moore (Faculty of Law) facilitated a workshop on Language issues in Higher Education for Academic Development Officers. One workshop was held in Durban and one in Pietermaritzburg (10 attendees).
- Supervision workshops – The Research and Supervision module in both 2010 and 2011 was open to staff who wished to attend one or more sessions which covered such aspects as Role and Responsibilities in Postgraduate Supervision, Models of Supervision, Policy, Practice and Supervision, along with others. As part of the experience in 2011 a number of experienced

academics from UKZN and visiting academics were included in the programme such as Professor Maresi Nerad, University of Washington, during her visit for the Teaching and Learning Conference, and Professor Dan Remenyi, Trinity College, Dublin, during his visit with the Faculty of Management Studies. From UKZN Professor Kriben Pillay, Leadership Centre and Dr Betty Mubangizi, Public Administration gave insights into the very practical problems facing experienced supervisors in their specific disciplines. This provided some exciting exchanges across both local and international spaces (30 attendees).



Workshop participants, Supervision Workshop, Howard College Campus, 2010

- Staff Induction Programme Health Sciences – Members participated in the 2011 Health Sciences induction programme, which was enjoyable and stimulating. They provided input on teaching and learning and on assessment (approximately 25 attendees).
- Assessment in Religion and Theology – At the request of Dr Helen Efthimiadis, Mrs Ruth Searle, HETD and Dr Florence Southway-Ajulu, QPA, ran a workshop session on Assessment (approximately 20 attendees).
- Tutor Training for Tutors and Academic Development Facilitators in Management Studies – In 2010, a two-day workshop in Management Studies was facilitated by Mrs Ruth Searle in collaboration with Dr Caroline Goodier, Management Studies. These covered Facilitating Learning, Assessment and Student Development (14 attendees).
- Postgraduate Study Management Studies – A workshop for graduate students facilitated by Mrs Ruth Searle, HETD and Dr Caroline Goodier, Management Studies, with inputs from other members of staff such as Professor Geoff Harris, Director:

Conflict Resolution and Peace Studies, Dr Mihalis Chasomeris, Graduate School of Business and Professor Krishna Govender, Management Studies. This full day workshop for students beginning their postgraduate studies provided an introduction to finding a topic, preparing a proposal, ethics and supervision as well as a brief introduction to library facilities for postgraduate students. (14 attendees)

- Teaching and Learning Conference workshops – Working as part of the organising team and the UTLO HETD staff with others provided three workshops to support staff wanting to present papers at the conference.
 - Developing an Abstract (4 hours) – this workshop was done in preparation for Teaching and Learning Conference in both 2010 and 2011 facilitated by Mrs Ruth Searle, HETD, Dr Caroline Goodier, Management Studies and Dr Carol Thompson, Education Studies. This enabled participants to develop and edit their abstracts before submission for the Conference.
 - Developing the Conference Presentation (4 hours) – offered closer to the Conference the workshop works to develop the presentation paper and techniques for presentation at the Conference. In 2010 and 2011 this was facilitated by Mrs Ruth Searle, HETD and Dr Caroline Goodier, Management Studies.
 - Writing the Paper (4 hours) – this workshop facilitated by Dr Caroline Goodier, Management Studies and Mrs Ruth Searle, HETD focused on developing the presentation into a publishable paper, with special attention given to the journals identified through the UTLO.

ACADEMICS VISITING THE HIGHER EDUCATION TRAINING AND DEVELOPMENT UNIT

HETD has a postgraduate discussion group which is a monthly meeting for all Higher Education Masters and PhD students to discuss progress, and explore aspects of Higher Education and research. Linked to this and to encourage intellectual engagement HETD hosts a number of visiting presenters. In 2010, these included Professor Sandra Harding, University of California, Los Angeles, hosted in collaboration with Ms Saaj Sader of Social Justice, School of Education Development and other Higher Education Institutions. She explored the notion of

strong objectivity, along with other workshops she offered within the institution and beyond (15 attendees).

In 2011, Dr Christina Lunceford, Fullerton California State University, well versed in Student Affairs and her Dean from Fullerton State University

in California visited, and then later in the year she returned to teach on the Student Affairs module. Other visitors included Dr Patricia Jergen, the Assistant Dean, Division of International Studies and Dr Carenne Bishop the Chair of Education and Higher Education of Jackson State University.

Mr Salim Vally, University of Johannesburg, in his workshop noted the challenges facing Higher Education today, and particularly in the African and South African contexts. Dr Damtew Teferra, Boston College, renewing his acquaintance with us after several years, courtesy of the Teaching and Learning Office, provided useful insights into our degree programmes, and into possibilities for links



Left to Right: Dr Mary Nakabugo, HETD; Dr Damtew Teferra, Boston College; Dr Frances O'Brien, HETD Pietermaritzburg Campus, UKZN, 2011

with his International Network on Higher Education in Africa (INHEA). He also gave a session on the scope and essence of scholarly publishing in the African context.

Professor Mark Schofield from Edge Hill University, United Kingdom, visited in November 2011. During this time he engaged HETD staff in robust discussions around assessment issues in Higher Education.



*Assessment Workshop
Professor Mark Schofield, Edge Hill University, UK, Westville Campus, UKZN, 2011*



OPEN LEARNING

UKZN's Strategic Plan recognises the importance of lifelong learning and is committed to offering selected programmes, flexible both in structure and in mode of delivery, that provide opportunities for education, training and re-training in specific professional disciplines and in areas of national need, for students who cannot study on campus during working hours.

Open Learning is responsible for the establishment, management and monitoring of off-campus centres, examinations at the centres, ensuring that internal structures and systems serve the needs of Open Learning students, the promotion of quality in Open Learning programmes, and research and policy development.

Open Learning is a small unit comprising of four staff members (Head, Coordinator and two administrators) and operates from both the Howard College and Pietermaritzburg Campuses. The core staff is supported by 11 Local Agents who are employed to manage the Learning Centres, acting as the University representatives, as contact persons, providing information, administering and ensuring the integrity of University examinations.

PROGRAMMES AND CENTRES

In 2011, the Faculty of Education offered three programmes (PGCE, ACE and NPDE) with 12 specialisations plus short courses through the Open Learning Centres. The School of Nursing offered five programmes through the Open Learning Centres in 2011. Two of the programmes only required administration of exams by Open Learning. Programmes are offered both in KwaZulu-Natal and Mpumalanga provinces.

Learning Centres have been set up in remote areas in KwaZulu-Natal and (since 2009) in Mpumalanga. While most Learning Centres have been in operation for the past 10 years,

new Centres were established in 2011 due to different needs of academic programmes such as necessity for larger venues and access to computer laboratories. Currently, there are 18 Centres run by Open Learning.

NEW INITIATIVES/ACTIVITIES

STANDARD OPERATING PROCEDURES

Open Learning embarked on the development of Standard Operating Procedures (SOPs) relating to operational activities conducted in Open Learning. The development and use of SOPs are an integral part of a successful quality system as it provides individuals with information to perform a job properly, and facilitates consistency in the quality and integrity of the final product. The Open Learning acknowledges that the development and use of SOPs minimizes variation and promotes quality through consistent implementation of a process or procedure within the Unit, even if there are temporary or permanent personnel changes. Currently, fifteen SOPs have been developed and implemented in the Open Learning. SOPs have been found to provide direction, improve communication, reduce training time, and improve work consistency.

CENTRE EQUIPMENT

Open Learning continues to find ways to improve on services offered to support academic endeavours in its remote Learning sites. It is in this vein that Open Learning embarked on a project of equipping Centres with laptops, data projectors and projector screens to support teaching and learning in most of the outlying areas. The use of these teaching aids has been found effective and as such there have been further requests for all Centres to receive these. As Centres are located in remote areas, a need for photocopying services is always paramount; in 2011 BizHub



printers were leased for Learning Centres with large numbers of students. The service has been well received and has been extensively to facilitate faxing, printing, photocopying etc. for teaching purposes.

NETWORKING WITH OTHER INSTITUTIONS

Open Learning is aware of the importance of networking with other institutions working in the field of open and distance education, and therefore recognizes the important contributions that other institutions can make towards our work. On 31 August 2011, Open Learning staff visited the University of Pretoria to learn from their model for running open and distance learning programmes and also as a form of networking with other institutions running similar programmes. The visit was quite successful and highlighted certain practices that Open Learning can introduce in the future in order to strengthen its operations.

MONITORING OF EXAMINATIONS

Open Learning monitors the conduct of examination in Learning Centres to ensure adherence to University policies for the administration of examinations. The following phases of examinations are monitored:

- Security, storage and dispatch of examination materials;
- Management of examination centres (learning centres);
- Invigilation of examinations; and
- Management of irregularities



Table 16: Open Learning: Programmes by Centres

Open Learning Network Programmes by Centres: 2010-2011								
Centre	Venue	Education						
		ACE						
		Lang Educ	L & T	Maths FET	Mentoring	MST	Phy Sc	Sch Lead
Bushbuck Ridge	Mapulaneng Educ Centre							
Dundee	Ethangeni Combined School					√		√
Durban	Howard College Campus		√					
Empangeni	Dover Combined	√	√	√	√	√	√	√
	Tusand Technical School							
Eshowe	Eshowe High School							
Ermelo	Ithemba Teacher's Centre							
Ixopo	Ixopo Primary School							√
Ladysmith	Windsor Secondary		√	√	√		√	
	Mnambithi FET College							√
Mbazwana	Mbazwana Educ Centre		√	√	√		√	√
Middelburg	Landau Resource Centre							
Ndebele	Ndebele College		√					
Nelspruit	Lowveld High School							
Newcastle	Newcastle Primary School	√	√	√			√	√
Nongoma	Nongoma Primary School							√
Port Shepstone	Port Shepstone High		√	√			√	
	Port Shepstone Primary							√
Stanger	Stanger High School							√
Tugela Ferry	Msinga High School				√			
Vryheid	Mpofini High School		√	√		√	√	√
Westville	Westville Campus							
Centres per Programme		2	8	6	4	3	6	10



						Nursing					Prog per centre
			NPDE		PGCE						
Sch Lib	Tech	VHRE	GET	VT	PGCE	BNAP	Bridging	Midwifery	Nursing Mgmt	PHC	
√											1
					√						3
√				√		√					4
		√									8
					√						1
							√				1
√	√										2
											1
		√	√								6
				√							2
									√		6
√	√										2
√	√				√						4
	√				√						2
√			√					√		√	9
											1
			√						√	√	6
											1
											1
		√	√								3
			√								6
			√								1
6	4	3	6	2	4	1	1	1	2	2	



Open Learning is devoted to ensuring quality of exams and integrity of the University of KwaZulu-Natal; hence during exams the staff visits the Learning Centres to monitor examinations. This year, Open Learning also met with University Examinations Office and also observed one examination session on the Howard College Campus to ensure that Open Learning processes and procedures were still in line with University wide practices.

CENTRE REVIEW

Learning Centres are an image of the University and should resemble a place of higher learning. Open Learning embarked on an evaluation of Learning Centres in 2010. The evaluation

assessed accessibility to Centres by students, use of facilities, available equipment in Centres, and student issues. As a result of the evaluation, Open Learning has facilitated some improvements in the Learning Centres such as procurement of UKZN signage for the Centres, communication tool with students, lease of printers where needs were identified and office furniture for Local Agents.





LECTURE THEATRE
COMPLEX



UKZN EXTENDED LEARNING

In April 2010, as a precursor to the establishment of UKZN Extended Learning (Pty) Ltd (UEL), a symposium was convened jointly by Quality Promotion and Assurance (QPA), The University Teaching and Learning Office (UTLO) and UKZN Innovation. The purpose of the first symposium was to begin to engage all stakeholders in a conversation towards a common understanding of the development, management and the necessary quality assurance processes of short course offerings. In clarifying the new University policy on self-funded teaching programmes and exploring possible models for the management of short courses, the symposium focused on the experiences of other higher education institutions which offered similar programmes.



Delegates, Symposium on self-funded programmes, Senate Chambers, 2010

The audience heard perspectives from Mr Eddie Brown from South African Qualifications Authority (SAQA); Dr Johan Swanepoel, the short course manager at Wits Enterprise; Ms Christa North, Head of the Quality Unit at the University of Pretoria and Professor Dan Archer from UKZN Innovation. The UKZN status quo was presented by Quality Promotion and Assurance (QPA).

In the discussions that followed, the importance of a flexible regulatory framework that created an enabling environment was emphasised. If judiciously managed and administered, short courses had the potential to generate valuable third stream income while simultaneously enhancing research productivity. Professor Dan Archer, a consultant to UKZN Innovation, emphasised that short courses at UKZN were growing in popularity with significant prospects for further development. It was therefore imperative that a management system is developed to ensure total transparency of offerings; that where appropriate, programmes were mainstreamed; that programmes were financially viable and that the quality of offerings were beyond reproach. The active audience participation indicated that several constituencies in UKZN acknowledged the need to engage with the challenges around short courses.

Following investigations into best practices at other universities regarding the form that UEL should take, a proposal served at the Executive Management Committee (EMC) on 10 February 2011 where the composition of the Board of Directors of the Company, and a Steering Committee which included representatives from each EMC portfolio, QPA and UEL, was supported. A detailed application for finance was made to Finance Committee of Council on 21 February 2011 and a bridging finance loan of R2.3 million was approved on 11 April 2011. The Principles and Procedures for Quality Management of Short Courses was developed in the first few months of 2011, supported at EMC, UTLC, and approved at Senate on 11 May 2011.

On 25 July 2011, Council approved the establishment of UKZN Extended Learning as a division of the University. Council also indicated that a specific motivation on whether UEL should be a separate company could be submitted for consideration. This special motivation was submitted to Council on 5 September 2011 in the form of a report: "Why Extended Learning Should be a Wholly-owned Subsidiary of the University of KwaZulu-Natal?" In addition to this, the Policy on Self-Funded Teaching Programmes



was amended. UEL was approved by Council as a wholly-owned subsidiary of the University together with the amended Policy on Self-Funded Teaching Programmes.

Council approved the establishment of UKZN Extended Learning (UEL) as a wholly-owned subsidiary of the University of KwaZulu-Natal. UEL has been established to:

- Administer and manage all short course offerings for the University;
- Provide ongoing learning and development opportunities to communities; and
- Generate third stream income for the University

Having the full support of Council, the University Executive, Deans and the Heads of Schools, UKZN Extended Learning is well placed to look after the short course requirements of the University of KwaZulu-Natal as well as to respond to the needs of the corporate world, extending the University, and addressing the skills needs of the people of KwaZulu-Natal.





LANGUAGE PLANNING AND DEVELOPMENT

Consistent with the *Higher Education Act of 1997*, which informs higher education language policy; the *Language in Education Policy (1997)* and the Language Policy for Higher Education (2002), the University of KwaZulu-Natal identifies with the goals of South Africa's multilingual language policy and articulated this commitment 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. The University Language Board (ULB) held its first meeting on 18 September 2007, a second meeting on 4 March 2008 and then became dormant with the departure of the then interim Chair, Professor Balfour from the University. The ULB was resuscitated in 2010 and its composition amended with responsibility for this assigned to the DVC: Teaching and Learning as Chair of ULB.

THE UNIVERSITY LANGUAGE BOARD

The main structure expected to facilitate the implementation of the Language Policy and Plan is the University Language Board (ULB). The Board is mandated to:

- to preserve, promote respect for, and proficiency in, the languages referred to in the Constitution, and other languages, including the heritage languages, that facilitate potentially valuable cultural, scientific and economic ties;
- to have oversight of the UKZN Language Policy and the implementation of the UKZN Language Plan;
- develop an awareness of multilingualism through an acknowledgement of all the official languages of KwaZulu-Natal, namely isiZulu, English, Afrikaans and isiXhosa;

- to conduct and coordinate research on bilingualism and bilingual education;
- promote the development of isiZulu;
- provide facilities to enable the use of isiZulu as a language of learning, instruction and administration;
- foster research in language planning and development; and
- develop a resource development plan for the University.

ESTABLISHING THE UNIVERSITY LANGUAGE PLANNING AND DEVELOPMENT OFFICE

An important development that has advanced the implementation of the University Language Policy and Plan is Council approval of two new posts of a Director for Language Planning and Development and a Language Planning Co-ordinator to be based in a new Language Planning and Development Office within the DVC: Teaching and Learning Portfolio. The Language Planning and Development Office is expected to provide strategic leadership and guidance at an institutional level on all matters related to the Language Policy, Planning and Development in the University and operationalise the work of ULB.

IMPLEMENTATION OF THE LANGUAGE POLICY AND PLAN

ULB received a major boost in 2011 from a strategic allocation made from the University budget to the DVC: Teaching and Learning portfolio. R4 million was set aside to advance the implementation of the University Language Policy and Plan.

**Table 17: Selection of Projects Funded in 2011**

	Faculty	Project funded	Amount (R)
1	College of Health Sciences	IsiZulu Staff Development, Translation, Terminology Development and Colloquium	941,600
2	College of Humanities	Marketing and Recruitment Material in Bilingual Form- English and IsiZulu	278,929
3	Education	Piloting IsiZulu Medium B.Ed Honours Program: Participatory Action Research Project	50,000
4	Humanities, Development & Social Sciences	Translation and Validation of Teaching Material	500,000
5	Law	IsiZulu Law terminology and study materials development	48,000
6	Management Studies	IsiZulu Glossaries for Accounting and Economics Modules and IsiZulu-medium tutorials	80,000
7	Science & Agriculture	English-IsiZulu Physics Text; Glossary of isiZulu Chemistry Terminology and Videos	85,000
8	Campus Management Services	Bilingual Signage for 5 campuses	168,000
8	Translate.Org	IsiZulu Terminology Development Platform	600,000
9	UKZN Press	isiZulu-English Short Story Competition and Book	350,000

FACULTY OF HEALTH SCIENCES

In most of the programmes in the Faculty of Health Sciences, an Introduction to isiZulu at level 1 is offered to enable students to do clinical work in community settings. In addition, several projects are in progress, using funding from ULB.

Anatomy, consisting of more than 30,000 words in English as well as Latin, Greek, French and other classical languages, may be considered a “foreign” language to all students. A dictionary with the English and isiZulu meaning of words, as well as their proper pronunciations is expected to achieve improved comprehension and test performance.

Terminology development is also taking place to populate the clinical skills laboratory with bilingual materials in Nursing. This will be supported by the isiZulu Terminology Development Platform to assist students learn isiZulu at the patients’ bedside as well as learn some procedures in either their home language (isiZulu speaking students) or in a second language (English speaking students). The project involves the identification and translation of terminology, developing study materials for the self-directed clinical skills laboratory and implements the use of English terminology alongside IsiZulu terminology to enhance a bilingual learning environment.

NELSON R. MANDELA SCHOOL OF MEDICINE

In giving expression to its sensitivity to cultural and language differences, the Nelson R Mandela School of Medicine (NRMSM) has introduced several projects that support the implementation of isiZulu to enable staff to: communicate with each other and with students in isiZulu; make information more accessible to students, staff, families and other stakeholders from KZN; reflect the ethnic and cultural nature and representation in communication; develop and enhance freedom of student communication and engagement.

The initiatives being implemented include the isiZulu translation of the Website; the translation of the patient-reported outcome measures for a clinical study involving Traditional Health Providers and Biomedically-trained practitioners; and translation of the Training Manual for traditional healers. The website <http://tradmed.ukzn.ac.za/Home.aspx> is now available in both English and isiZulu.



FACULTY OF EDUCATION

The Faculty of Education provides dual medium instruction in their Foundation Phase Programmes. Assignments are written in isiZulu while examination papers are set and written in isiZulu and English and moderated by isiZulu specialist external moderators. However, there is a shortage of isiZulu teaching materials. Ongoing translation and teaching is done simultaneously and more materials are expected to be generated from the European Union/DHET funded collaborative research project on mother tongue teaching with partner universities (UP, CPU, TUT). Piloting of the offering of an isiZulu medium honours level module is also being funded by ULB.

In addition, ULB funding is being used to support a team of translators who have expertise in English-isiZulu translation and have been appointed to oversee the phasing in of the various initiatives. These are sourced from advertisement amongst postgraduate students in language studies in the College of Humanities, thereby providing an expanding pool of experts to develop capacity in translation activity. In promoting isiZulu as a language of research resulted in a first PhD written in isiZulu by a staff member in the Faculty.

FACULTY OF HUMANITIES, DEVELOPMENT AND SOCIAL SCIENCES

The Faculty of Humanities, Development and Social Sciences (HDSS) continues to be instrumental in promoting isiZulu as a language of administration, teaching and learning as well as of research at the University. In 2011, the Faculty designed a bilingual handy Guide to assist first years in choosing their first level courses. Most of the activities for promoting the use of isiZulu were basically in the School of isiZulu Studies which was a home location of the South Africa Norway Tertiary Education Development Programme (SANTED) Multilingualism project.

Faculties of HDSS and Education are also developing bilingual recruitment and marketing documents for the College of Humanities through a jointly funded ULB grant. This initiative involves several phases: conducting a survey of all material currently being used as marketing material to establish gaps and silences with respect to English and isiZulu; commissioning the translation of targeted materials into isiZulu in particular programmes; developing a bilingual package of materials which promote both English and isiZulu languages; develop bilingual texts to support the first year

course outlines in undergraduate programmes; and conduct a survey on the use of the bilingual texts by students to inform future development of the practice of bilingual materials.

FACULTY OF ENGINEERING

Although there are no courses taught in isiZulu, the Engineering Faculty is committed to exploring this further. The Faculty has identified the following: making conversational isiZulu an advantage in all staff appointments; paying staff who are competent in isiZulu a stipend to offer their services; offering profession specific isiZulu courses to enable graduates to achieve the required proficiency for their field; initiating isiZulu supplementary instruction for first and second year isiZulu-speaking students to help them with scientific concepts in their first language; appointing isiZulu-speaking Academic Development Officers; developing a lexicon in isiZulu for all the major engineering concepts.

FACULTY OF SCIENCE AND AGRICULTURE

The Faculty of Science and Agriculture has identified the need for lexicon development as a priority and two innovative projects, funded by ULB are in progress: an English-IsiZulu physics textbook project and the development of a glossary of chemistry terminology and the development of related video materials in IsiZulu.

FACULTY OF LAW

The Faculty of Law has begun discussion to offer academic support to students similar to the Faculty of Management Studies and have been provided with funding to develop isiZulu law terminology and study materials development.

FACULTY OF MANAGEMENT STUDIES

Management Studies is offering isiZulu-medium tutorials and isiZulu glossaries and lexicons to supplement existing first year course materials in economics and accounting. Translations for these tutorials have been completed. In addition, the Moodle e-learning system is being used to facilitate the project. The innovative Nitro Reader mouse-over technology is being used to offer students user-friendly access to isiZulu glossaries and lexicons.

ISIZULU TERMINOLOGY DEVELOPMENT PLATFORM

A key resource in supporting the various Faculty initiatives is the Terminology Development Platform which is in the process of being commissioned. Acknowledging that terminology development and translation as a crucial component of multilingual curriculum development is a slow, labour-intensive process. A community terminology platform able to follow various terminology development models, which is in the process of being developed. This will be available to all departments within the University to develop terminology for languages covered by the University's Language Policy. Departments will be freed from the effort of selecting and testing terminology development platforms to focus on the art of terminology development using in-house skills, remote collaborators or crowd-sourcing using models such as Translate@thons.

MULTILINGUAL EDUCATION SEMINAR

To provide the necessary impetus and expertise in multilingualism, UTLO hosted a series of activities to engender debate on language policies, practices and research. Of note was a visit by Fulbright Fellow, Professor Nancy Hornberger, an internationally acclaimed Applied Linguist from the Graduate School of Education at the University of Pennsylvania. Professor Hornberger presented workshops, symposia and consulted with various Faculties and interest groups.



Professor Nancy Hornberger at Multilingual Education Seminar, Howard College Campus, 2010

An important and highly successful component of her visit was a seminar: Multilingual Education Policy and Practice: Ten Certainties (grounded in indigenous experience) delivered on 11 August 2010. Hosted in collaboration with the School for Language, Literature and Linguistics, the seminar revolved around the benefits of implementing multilingualism at educational institutions. Drawing on research she had undertaken in Bolivia, Brazil, Peru and New Zealand, Professor Hornberger presented academics with empirical evidence which demonstrates that incorporating home languages (mother tongue) in teaching and learning was a highly beneficial and attainable goal. Professor Hornberger continues to collaborate with UKZN staff on projects.

COMMUNICATIONS AND THE PUBLIC FACE OF UKZN

University publications such as Online and UKZNDABA regularly publish articles in isiZulu. In 2011, Online published 40 isiZulu articles and a further 10 appeared in the University's monthly newsletter. Communiqués pertaining to staff and student matters are disseminated in isiZulu and English as appropriate. The University's logo and associated corporate identity information is now available in English and isiZulu. Funding from the ULB grant has been provided to erect bilingual signage on University campuses. Corporate Relations has committed to making available bilingual stationery and related materials such as fax headers, compliment slips and ID cards. Attempts to locate a system that will automatically offer website translation to isiZulu are underway.

One challenge in strengthening these initiatives is that there is currently insufficient expertise and dedicated translators to undertake this function. Corporate Relations staff members assist with translations in addition to their normal duties. It is expected that, once appointed, the Language Planning and Development office will be tasked to assist with translations service. In the interim, external translators are being used to translate official documents.



BILINGUAL ISIZULU-ENGLISH SHORT STORY COMPETITION

As part of the process of developing greater awareness and drawing attention to the University's bilingual policy, ULB has approved in 2011, the launch of the isiZulu-English short story competition in 2012 to contribute to greater valuing, development, and enhancing of African languages and literature in South Africa. The initiative seeks to identify and nurture talent in writing, promote multilingualism and encourage a sustainable culture of reading and language learning. The focus will be on both isiZulu and

English. The main objective of the initiative is for the University to symbolically signal, promote and market the bilingualism feature of our language policy. The language disciplines in the College of Humanities in partnership with the Independent Newspapers Group and UKZN Press will advertise and run the competition and a selection of the best stories will be published in a volume by UKZN Press.







STAFF PROFILES

THE OFFICE OF THE DVC: TEACHING AND LEARNING



PROFESSOR RENUKA VITHAL

DVC Teaching & Learning
*BA(Hons), UDHE(UDW), BEdHons(Natal),
MPhil (Cantab), dr.scient (AAU)*



MS CORLIA OGLE

Personal Assistant to the DVC: Teaching
& Learning
BA (UDW)

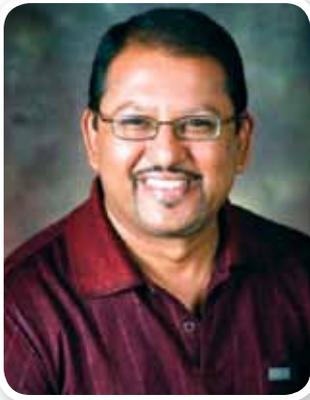


MS NONDUMISO CELE

Administrative Officer
*BTech Commercial Administration
(MLST); PGDip HRM (UKZN)*



University Teaching and Learning Office



DR RUBBY DHUNPATH

Director: Projects
BA (UNISA), BEd, MEd (UKZN), UDE (UKZN), CEMT (Cambridge), PhD (UKZN)



MR SBUSISO CLERENCE GWALA

Administrator
BComm (UKZN)



MRS SAMBULO NTOMBELA

Administrator (until December 2010)
Dipl Payroll Admin (Damelin), Dipl Office Admin (Damelin), Higher Cert Labour Relations (Damelin)



DR COSMAS MAPHOSA

Researcher (until December 2011)
PhD (WSU)

Quality Promotions and Assurance



DR MAKHAPA MAKHAFOLA

QPA Director (until October 2011)
BSc and MSc (University of Manchester Metropolitan University) PhD (University of Pretoria)



MRS LEANNE BROWNING

College Quality Consultant (Health Sciences)
BAHons, HDE, BEd, MEd (Natal)



MRS RANI CHUNDER

Student Evaluation
Co-ordinator
*BAHons (UDW), Certificate
in Total Quality Management
(UNISA)*



MRS MEENA PARAMANUND

Administrative Officer
*Certificate-Computer
Applications (Tata InfoTech)*



MS THANDEKA MKHIZE

College Quality Consultant
(Law & Management Studies)
BComm; MComm



MS NONHLANHLA MANANA

Assistant Administrative Officer
*NDip-Public Relations (Technikon
SA), BTech-Public Relations
Management (UNISA)*



MRS TILLY MOODLEY

College Quality Consultant
(Humanities)
*Diploma in Education, Diploma
in HE, BA (UNISA), BEd, MEd
(UDW)*



DR FLORENCE SOUTHWAY-AJULU

College Quality Consultant
(Agriculture, Engineering and
Science)
BSc (Lesotho), MSc, PhD (Sussex)



MRS ALISON WALKER

Quality Consultant (Support
Services)
BSocScHons, MSocSc (Natal)



Higher Education Training & Development



MR NICK MUNRO

Lecturer
*MSc (UKZN), HPCSA
Counselling Psychologist*



DR MARY GORETTI NAKABUGO

Senior Lecturer
*BA Ed (Makerere), MPhil,
PhD (UCT)*



DR FRANCES O'BRIEN

Lecturer
*BSocScHons, MSocSc (Natal),
PhD (UKZN)*



MRS RUTH SEARLE

Senior Lecturer
*BAHons, PGCE, MA
(Zimbabwe), MSc (Surrey)*

Open Learning



MRS DUMILE GUMEDE

Co-ordinator
*BA Community Development
(UKZN), BTech-Business
Administration (DUT)*



MRS NTOMBENHLE NDELELA

Administrator
*BA (Community Development)
(UKZN), Postgraduate Diploma
in Rural Resource Management
(UKZN)*

UKZN Extended Learning (PTY)



MISS SNEHLANHLA JALI

General Administrative
Assistant
*Diploma (Executive Secretarial
Computer Studies)*



MR ROGER CHETTY

Acting CEO
*Higher Certificate in Sales &
Marketing Management (Damelin),
Diploma in Advanced Management
(Mancosa), Postgraduate Certificate
in Management (Mancosa)*

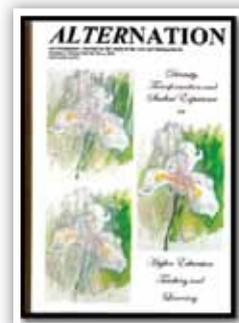
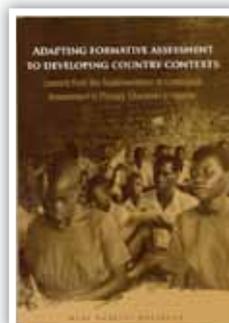
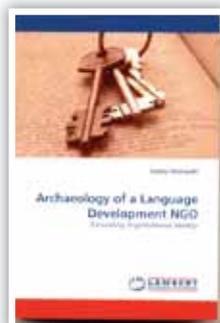


SPECIAL AWARD:

Aalborg University awarded Professor Renuka Vithal the title of Doctor Honoris Causa at the Faculty of Engineering, Science and Medicine at Aalborg University at a ceremony held on 8 April 2011 in Denmark. Professor Vithal is the first woman in the Faculty of Sciences at Aalborg University to be awarded this senior doctorate 'for her strong contribution to the development of critical mathematics education in developing countries'.

TEACHING AND LEARNING PORTFOLIO - STAFF PUBLICATIONS:

- DHUNPATH, R. (2010) *Archaeology of a Language Development NGO: Excavating Organisational Identity*. Lambert Academic Publishers, Germany (Monograph).
- GOVENDER, K and DHUNPATH, R. (2011) Student Experiences of the Phd Cohort Model: Working Within or Outside Communities of Practice? *Perspectives in Education* (in press).
- MAPHOSA, C. (2011). Learners' Perceptions of Possible Approaches to Curb Learner Indiscipline in South African Schools. *The Anthropologist*, 13 (4), pp 241 – 248.
- MAPHOSA, C. (2011). Discipline versus Punishment. Which Way for Educators in South African Schools? *International Journal of New Trends in Education*, 2 (4), pp 76 – 87.
- MAPHOSA, C and MAMMEN, KJ (2011). Learners' Views on the Effects of Disciplinary Measures Used in South African Schools. *Journal of Social Sciences*, 28 (3), pp 153 – 160.
- MAPHOSA, C and MAMMEN KJ (2011). How Chaotic and Unmanageable Classrooms Have Become: Insights into Prevalent Forms of Learner Indiscipline in South African Schools. *The Anthropologist*, 13 (3), pp 185 – 193.
- MARK, R and NAKABUGO, MG. (2011) Irish-African Partnership and Research Capacity Building for Development: Potential to Learn from Research for the Education and Lifelong Learning Sector. *Adult Learner 2011: The Irish Journal of Adult and Community Education*, pp 56-74.
- MUTEKWE, E., MODIBA, M and MAPHOSA, C. (2011). Factors Affecting Female Students Career Choices and Aspirations: The Zimbabwean Example. *Journal of Social Sciences*, 29 (2), pp 133 – 141.
- SAMUEL, M and VITHAL, R. (2011). Emergent Frameworks of Research Teaching and Learning in a Cohort-based Doctoral Programme. *Perspectives in Education*, 29(3), pp 76-87.
- VITHAL, R. (2011). Research, Researchers and Researching in the South, In Halai, A & Wiliam, D. (Eds). *Research Methodologies in the South*. Pakistan: Oxford University Press, pp.18-32.
- VITHAL, R. (2011). Memories of the Founding Dean of the UKZN Faculty of Education on the Edgewood Campus. In Wasserman, J & Bryan, A. (Eds). *Edgewood Memories: From College to Faculty of Education*, pp. 179-188.
- VITHAL, R. (2011). Disruptions and Data: The Politics of Doing Mathematics Education Research in South Africa, In Halai, A & Wiliam, D. (Eds). *Research Methodologies in the South*. Pakistan: Oxford University Press, pp. 33-52.
- VITHAL, R. (2010). Democratising mathematics educational doctoral research teaching and learning: Undoing the North-South divide. In Alrø, H., Ravn, O., & Valero, P. (Eds.). *Critical mathematics education: Past, present and future. Festschrift for Ole Skovsmose* Rotterdam: Sense (pp. 197-207).











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