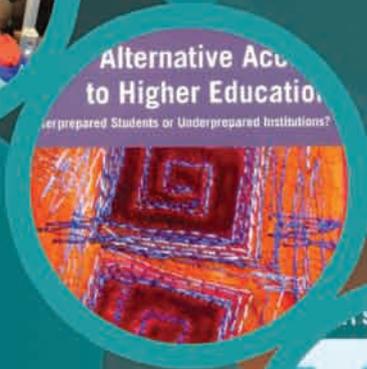


TEACHING & LEARNING 2012



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INSPIRING GREATNESS



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EXECUTIVE SUMMARY



**Professor Renuka Vithal,
Deputy Vice-Chancellor: Teaching
and Learning**

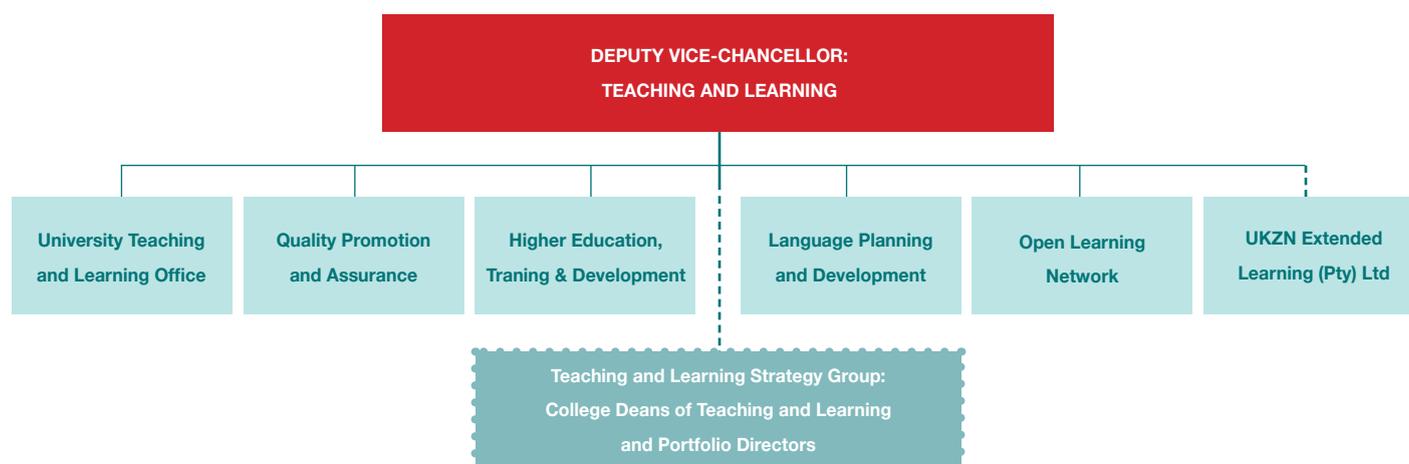
Professor Renuka Vithal provides strategic leadership on Teaching and Learning, developing University Teaching and Learning policies and monitoring their consistent University-wide implementation. Other areas of focus are curriculum transformation, quality promotion and assurance, promoting student access,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

The rise of the importance of teaching and learning is being signalled in a number of ways in universities and across the higher education sector. Several universities increasingly have senior management or executive positions which refer directly to teaching. Awards and rewards for distinguished or exemplary teaching have grown within individual institutions but also for the sector, for example, the Council for Higher Education National Teaching Excellence Awards. A greater focus on teaching is also being drawn through a range of national reports and the search for benchmarks, indicators and setting of various targets for teaching and learning for universities.

This, the third report documenting the work of the Deputy Vice-Chancellor (DVC): Teaching and Learning portfolio since the establishment by the University of KwaZulu-Natal of this new executive position in 2008, reflects the growth of activities related to teaching and learning in the University. It follows the 2008/2009 and the 2010/2011 Teaching and Learning reports which were

published biennially. The expansion in the work of the portfolio and all its components has necessitated the move to yearly reports.

2012 marked a significant break from previous years for the University as a whole as a result of the College Reorganisation, which began in 2011 through a review of the College model (coordinated by Quality Promotions and Assurance) and the implementation of its recommendations. A major change for the University Teaching and Learning Portfolio was the replacement of the University Teaching and Learning Committee of Senate by a new Teaching and Learning Strategy Group comprising four new Deans: College Teaching and Learning and the Directors in the portfolio. A new teaching and learning structure linking the University Executive Management with Colleges and Schools was established: from DVC to College Deans to Academic Leaders. Several workshops were convened as the Teaching and Learning leadership consolidates at all levels and begins to deliver on its critical mandate of teaching quality and excellence.



The Teaching and Learning Strategy Group began its work in 2012 by reviewing the University Teaching, Learning and Assessment Policy. These were revised and developed as two separate policies: one on Teaching and Learning and another on Assessment, which was widely consulted.

The new Director of Quality Promotion and Assurance (QPA), Dr Lalendle, who took office in April 2012, led the process of developing a Quality Promotion and Assurance Policy together with the Principles and Procedures for Quality Reviews; Student Feedback; and Peer Evaluation of Quality Teaching. All of these were widely consulted on and approved by relevant University structures and Council in December 2012.

Another important initiative was the approval of the Talent Management Policy and Implementation Procedures and Guidelines, which embed mandatory continuous professional development for academics. Higher Education Training and Development (HETD), together with UKZN Extended Learning (UEL), supported the roll-out of a new compulsory University Education Induction Programme, requiring academics to take 80 hours of assessment, curriculum, teaching and research supervision training.

A highlight for UTLO was the coordination and launch of the newly approved University Distinguished Students' Award, which recognises students who demonstrate exceptional academic achievement and outstanding community engagement and/or University service as reflected in the vision and mission of the University. The first Distinguished Students' Awards were made to two outstanding students, Ms Qhelile Nyathi from the College of Agriculture, Engineering and Science and Ms Sophia Basckin from the College of Humanities at the University Scholarships Awards Ceremony held on 22 August.

A major activity of the UTLO each year is assisting Colleges in their implementation of academic monitoring and support systems at both undergraduate and postgraduate levels. A Teaching Development Grant of R14.2 million (m) from the Department of Higher Education and Training (DHET) was disbursed in 2012 for a variety of academic support initiatives.

UTLO also coordinated disbursement and reports on DHET Foundation Programme Provisioning (R8.7m). In 2012, Colleges were supported in their resubmission of four existing foundation programmes (BSc Augmented and Foundation, BCom and BSocSc) and one submitted for the first time (BSc Engineering) to DHET following the release of a new policy by the Department on Foundation Provisioning outlining new models, criteria and procedures.

“A major change for the University Teaching and Learning Portfolio was the replacement of the University Teaching and Learning Committee of Senate by a new Teaching and Learning Strategy Group comprising four new Deans: College Teaching and Learning and the Directors in the portfolio.”

In addition, UTLO produced several reports in 2012 to provide evidence for decision-making and flag areas of progress and those needing improvement such as the UKZN: Enrolment Plan Analysis, Selection Criteria and their implementation; first year report on undergraduate student profile and performance; report on *cum laude* and *summa cum laude* graduates; and the Academic Promotions Report (2009-2011) which served at Senate. Aspects of these reports are highlighted.

The work of the portfolio was advanced by key leadership appointments made in 2012. Higher Education Training and Development (HETD) welcomed a leading scholar in higher education studies in the African continent. Professor Damtew Teferra joined the University in August 2012 as a full professor to support curriculum transformation. HETD led the development and approval of a Master in Higher Education qualification in partnership with the School of Education, and the ongoing coordination of the Higher Education Studies PhD doctoral cohort programme in the School of Education.

The work of the DVC: Teaching and Learning portfolio was significantly enabled through the award of Strategic Funds (R9.1m) from the University main fund budget. UTLO continued to actively support and fund scholarship in teaching through two main grants – one for research, and the other for innovation and quality enhancement in teaching and learning as documented in this report. The much anticipated event each year, the annual teaching and learning conference, hosted by UTLO and the broad range of seminars, workshops and colloquiums listed in this report, continue to serve as important knowledge dissemination avenues of the broad range of research being undertaken in UKZN. The UKZN 6th Annual Teaching and Learning Conference has grown into a national event that also attracts a growing number of international delegates.

The Teaching and Learning conference is also a place where each year the current recipients of the UKZN Distinguished Teachers' Award become known to the University community. The 2012 Distinguished Teachers' Awards recipients are Dr Anthony Collins, a Lecturer in the School of Applied Human Sciences, College of Humanities; and Dr Corrie Schoeman, a Senior Lecturer in the School of Life Sciences, College of Agriculture, Engineering

and Science. It was pleasing to note that Dr Nyna Amin, who was the recipient of the 2011 University Distinguished Teachers' Award received a commendation in 2012 from the National Excellence in Teaching and Learning Awards Selection Committee of the Council of Higher Education, the first time that an academic from UKZN gained recognition from this national competition.

The DVC: Teaching and Learning strategic funding also made it possible for the University Language Board to make considerable progress in the implementation of the University Language Policy and Plan in both the academic and professional services sectors. Translation of handbooks, teaching and marketing material into isiZulu; development of isiZulu terminology in a range of disciplines (e.g. Health Sciences and Law); offering modules and tutorials in isiZulu (e.g. Education, Psychology and Economics); and the installation of a bilingual University switchboard are some examples of the projects funded. Special mention must be made of the successful launch of an innovative isiZulu-English writing competition in partnership with the Independent Newspaper Group and UKZN Press, which generated 353 entries of poems, essays and short stories. The three winning pieces selected by a panel of eminent authors were awarded a cash prize. These and a further twenty entries judged to be outstanding will appear in a volume to be published by UKZN Press, which will be launched at the UKZN Time of the Writer Festival in 2013. A challenge that remains is finding an appropriate Director for the new Language Planning and Development Department being established in the DVC: Teaching and Learning portfolio.

Another important appointment made was that of Mr Simon Tankard as CEO of UKZN Extended Learning (UEL), the wholly-owned subsidiary of the University in June 2012. UEL successfully completed the first year of its operations and has progressed rapidly in establishing itself as a leading provider of short courses in the region. As a growing young company, UEL repaid half of its bridging funds (R1.15m) to the University by October 2012 as required by Council.

This report is testimony to the critical and considerable work of the Teaching and Learning portfolio, which is likely to increase into the future with the calls for increased access together with success.



POLICY DEVELOPMENT AND REVIEWS

Policy development and reviews consumed a significant portion of the Teaching and Learning portfolio's time and energy in 2012. The collaborative and consultative approach involving the Teaching and Learning Strategy Group, Academic Leaders and other staff members culminated in the formalisation of teaching and learning and quality policies which were approved by Senate. This dialogic approach has helped in bedding-down the policies and procedures in the University, but it also provides a firm foundation for successful implementation. Another outcome of the policy dialogue process was the regular engagement of Teaching and Learning leaders, which has promoted cross pollination across the various Schools within Colleges as well as across the University on its different campuses. Teaching and Learning leaders are now positioned to have significant impact on the implementation of teaching and learning policies at an institutional level as the University strives to achieve its vision and mission. The following sections describe the policies that were developed or reviewed in 2012.

Teaching and Learning Policy

The Policy on Teaching, Learning and Assessment, which was originally approved by Council in 2008, came under review in 2012. After much deliberation, it was decided that although the teaching and learning and assessment components were intrinsically linked, they should, at this point in the University's history, be regarded as separate entities. The primary reason for this separation is to enable the University to accord concerted attention to assessment, which had been identified by both staff and students as an area in need of strengthening. The Teaching and Learning Policy aims to enhance the quality of teaching and learning practices and promote effective student learning in the University. As a research-led University, an evidence-based approach to teaching and learning underpins this Policy. Teaching and learning is seen as fostering research and contributing to the development of students as researchers.

Assessment Policy

The Assessment Policy, which is aligned to the Teaching and Learning Policy, aims to enhance the quality of assessment practices in the University. More specifically, the purposes of this policy are:

1. To enhance student learning;
2. To ensure that assessment adheres to principles of best practice;
3. To ensure that assessment judgements can be justified (explained and defended);
4. To assist staff in their understanding of what makes for good assessment practice and be accountable for the quality of assessment they implement;
5. To maintain the internationally benchmarked standards of UKZN qualifications by ensuring that assessment practices are appropriate to the qualification levels and module/ programme outcomes; and

6. To make Schools and Colleges responsible and accountable for translating the Policy into assessment practices, so that in any quality audit or evaluation they can show evidence of sound assessment practice.

Policy on Quality Promotion and Assurance

This Policy provides a framework for the promotion and assurance of quality and standards at UKZN. Its purpose is to govern all associated processes and procedures including quality reviews, audits, teaching quality assessments, programme approvals and accreditation, and institutional quality research. This Policy consolidates the existing Quality Promotion and Assurance Policy, Procedures and Guidelines at the University with a view to refining practice and aligning existing institutional quality arrangements to support the amended University Strategic Plan (2007-2016) and the achievement of institutional indicators and goals. The Quality Promotion and Assurance Policy was developed by Quality Promotion and Assurance (QPA) and refined by the Teaching and Learning Strategy Group. Academic Leaders of Teaching and Learning and the Deans and Heads of School participated in a workshop organised by the Teaching and Learning Office to make inputs. Thereafter, it was supported by Schools and College Academic Affairs Boards, and recommended by Senate to Council for approval.

Principles and procedures for quality reviews

This document outlines the University of KwaZulu-Natal's (UKZN) approach to reviews in both the academic and support sectors. It sets out to ensure that:

- Reviews are conducted to evaluate the effectiveness

of internal quality management systems, structures, programmes and processes for assuring, supporting, developing and monitoring the quality of the provisions at the University.

- The review process is one of a number of interrelated processes to ensure institutional efficiency, effectiveness and quality at UKZN.

Academic review is a key component of the University's response to the Higher Education Quality Committee's (HEQC) requirements for managing quality. This document is linked to trends at a national level through the HEQC to make the institution more accountable for its internal quality management systems. Quality Reviews of the support sector and administrative functions have been more recently introduced and have been carried out broadly in line with UKZN's established methodology for the process for Quality Reviews.

Principles and Procedures for Student Feedback on Teaching Quality

Student feedback is important in providing evidence-based information to assist the University to improve teaching quality and assist academics, as part of their professional development, to periodically reflect on their teaching practice. Hence, this document outlines the University's approach to the evaluation of teaching through its systems of student feedback, which is one of a number of ways of evaluating teaching and learning effectiveness. Student evaluations, as of 2013, will also provide College, School and Academic Leaders with composite reports to enable them to provide necessary support and take corrective action in modules that are not meeting quality standards and expectations. The approval process for student feedback on teaching quality ended with Senate's approval as these practices are viewed as largely academic in nature.

Principles and Guidelines for Peer Evaluation of Teaching Quality

Peer evaluation is the norm in higher education, but in the area of teaching it has not been mainstreamed although it is an essential component in assessing teaching quality. Used primarily for formative professional development. It also has potential summative application for promotions and other institutional or national awards that recognise teaching excellence. Peer evaluations provide evidence of the effectiveness of an academic's teaching from the perspective of one's peers and adds an important dimension in the development and assessment of teaching quality.

The peer evaluations reports complement information gathered from student evaluations of teaching, and together they provide a source to triangulate information when teaching quality is assessed.

Scholarships Policy

Scholarships and merit bursaries are awarded by the University to students to recognise and reward academic excellence. Scholarship funding is made available to a range of students from first undergraduate entry to final postgraduate exit from the University, and is based on academic merit. This Policy covers University scholarships, external scholarships awarded on behalf of agencies, University administered merit awards, external bequests and trust scholarships administered by the University, and funds allocated on behalf of the National Research Foundation (NRF) or similar statutory bodies. The policy applies to scholarships and merit bursaries awarded by the University Scholarships Committee (and its sub-committees) and administered by the Scholarships Office in Student Funding.

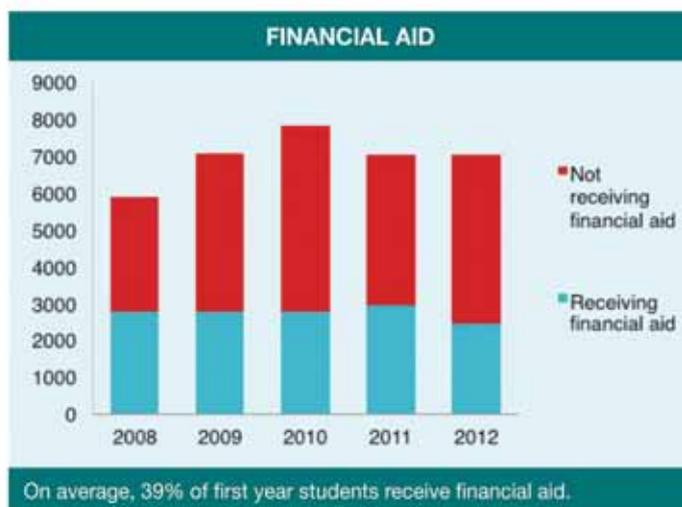
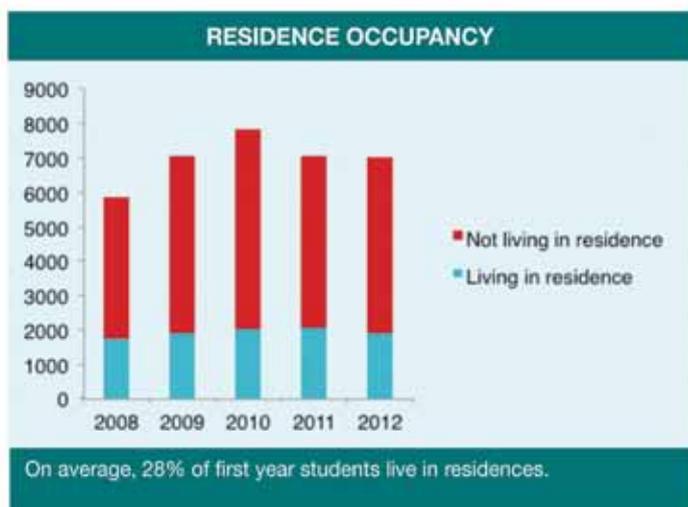
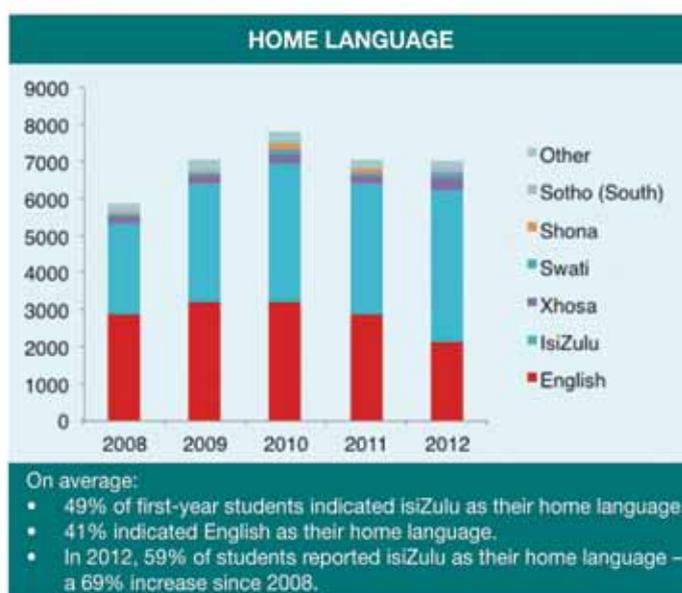
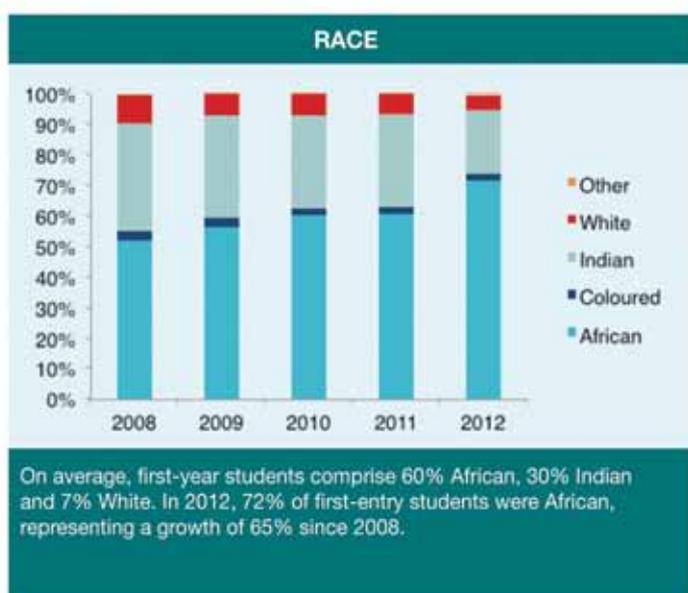
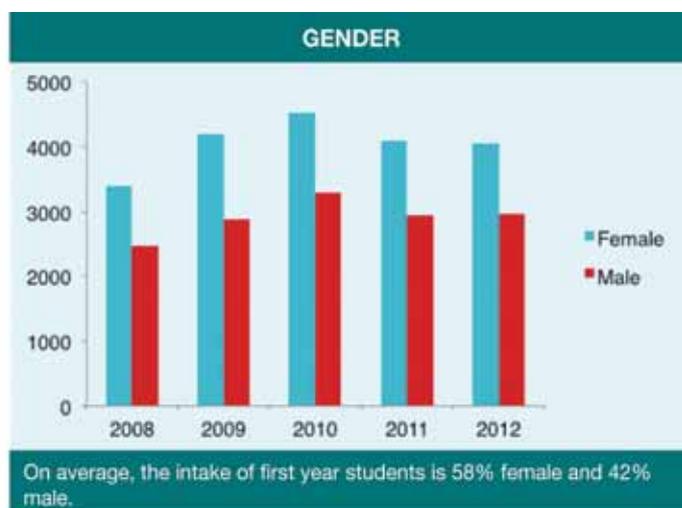
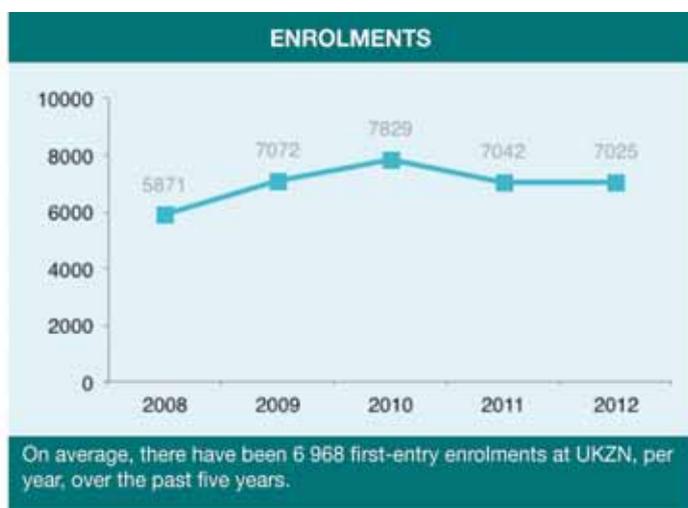
“As a research-led University, an evidence-based approach to teaching and learning underpins the Teaching & Learning Policy. Teaching and learning is seen as fostering research and contributing to the development of students as researchers.”



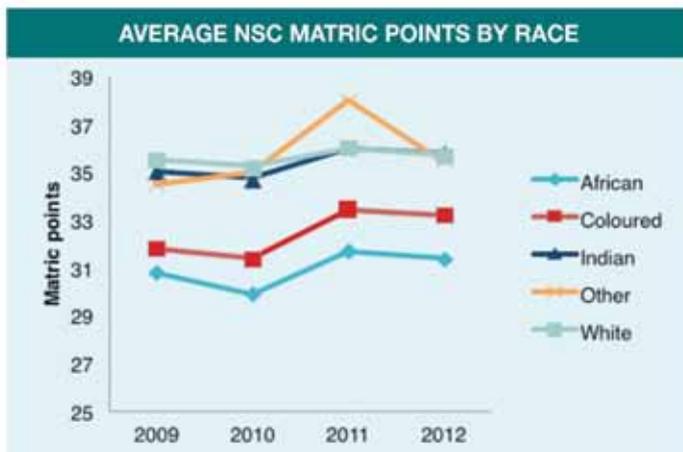
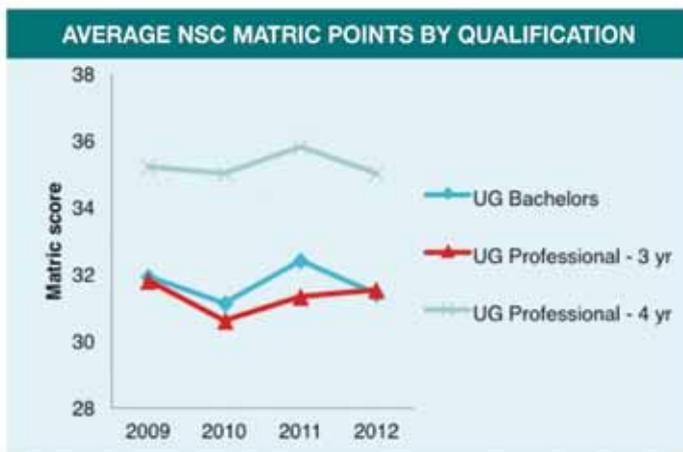
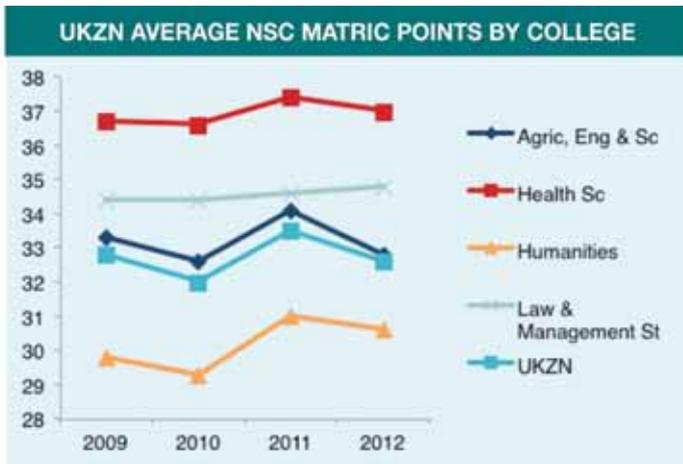
REPORTS



UKZN Undergraduate New Entrant Profile (2008-2012)



UKZN Undergraduate New Entrants by Matric Academic Performance Scores (2009-2012)



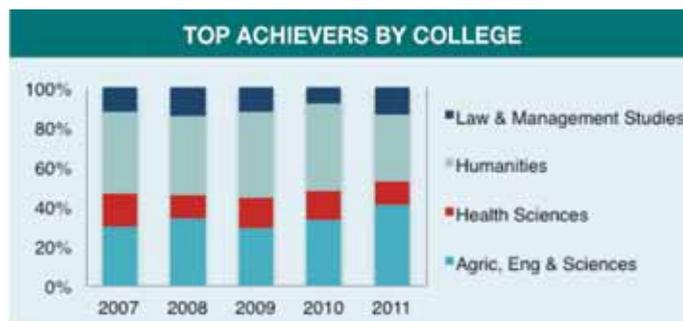
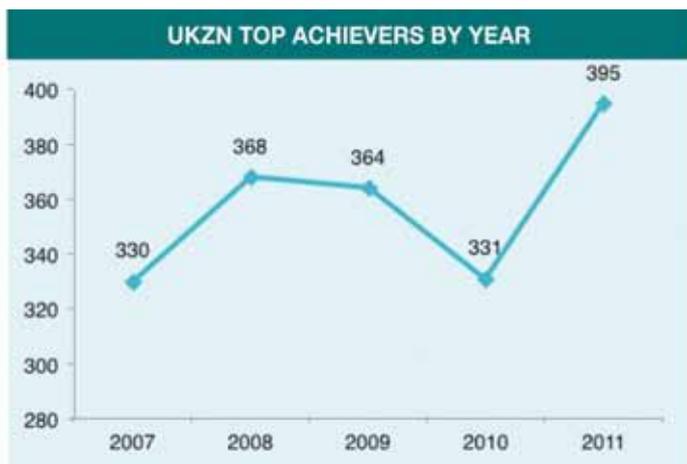
UKZN Top-Achieving Students (2007-2011)

Top-achieving refers to students who graduated *cum laude* or *summa cum laude* at UKZN. In the period 2007-2011:

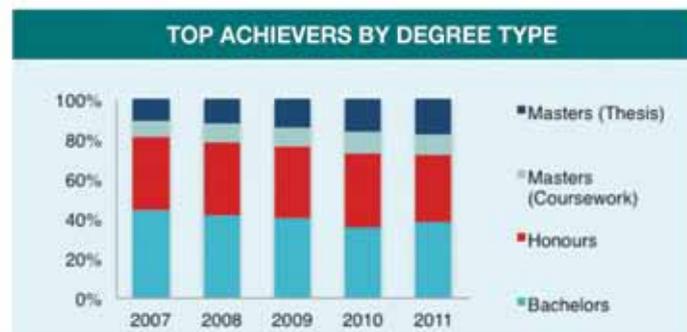
- A total of 1788 students graduated either *cum laude* or *summa cum laude*;
- There has been an overall 20% increase in the number of top-achieving students;

- The proportional representation has remained consistent at 4.5% of all graduates.

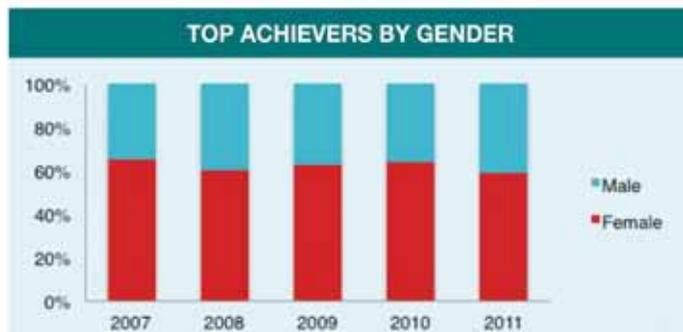
The figures below show the top-achievers profile by gender, race, College and degree type:



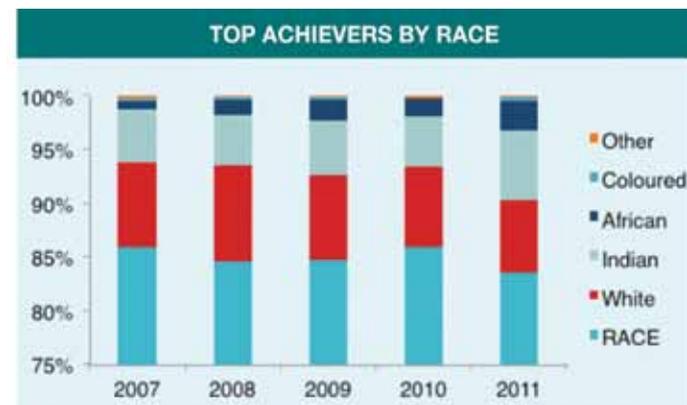
On average, most top-achieving students graduated from the College of Humanities (40%), followed by the College of Agriculture, Engineering and Science (34%), College of Law and Management Studies (14%) and College of Health Sciences (12%).



On average, the number of top-achieving graduates with Bachelor's degrees increased by 2%, Honours increased by 12% and those completing a Masters by coursework increased by 52%. The number of top achievers graduating with a Masters by thesis increased by 92%.



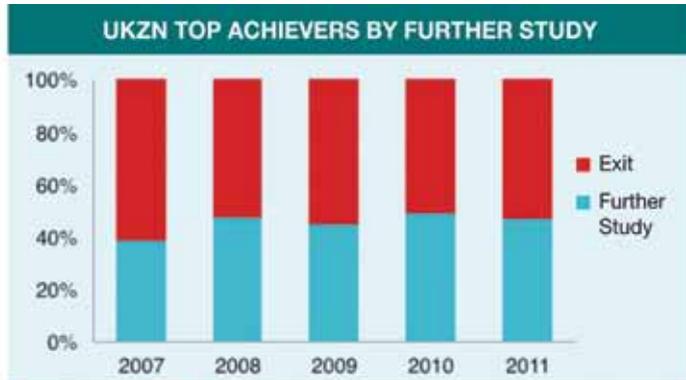
On average, female students comprised 62% of top-achieving graduates.



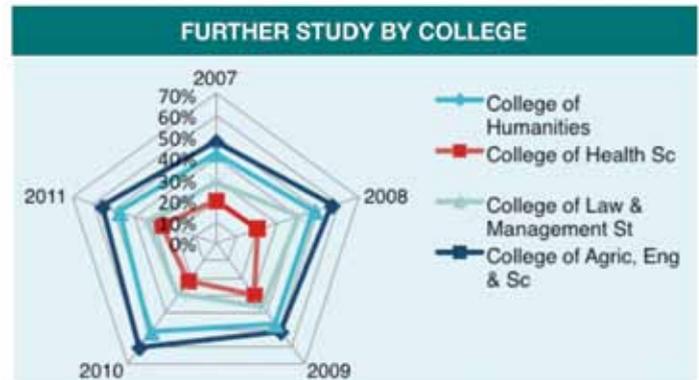
On average, top-achieving students comprised: 52% White, 34% Indian, 11% African and 3% Coloured.

“There has been a 237% increase in the number of top-achieving African students.”

UKZN Top-Achievers in Further Study (2007-2011)



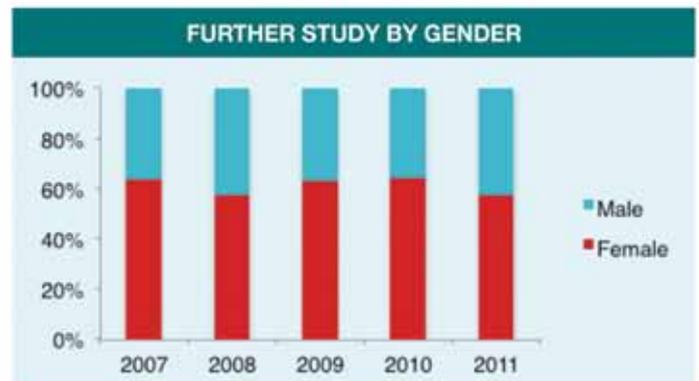
On average, 45% of students who graduate *cum laude* or *summa cum laude* continue with further studies at UKZN.



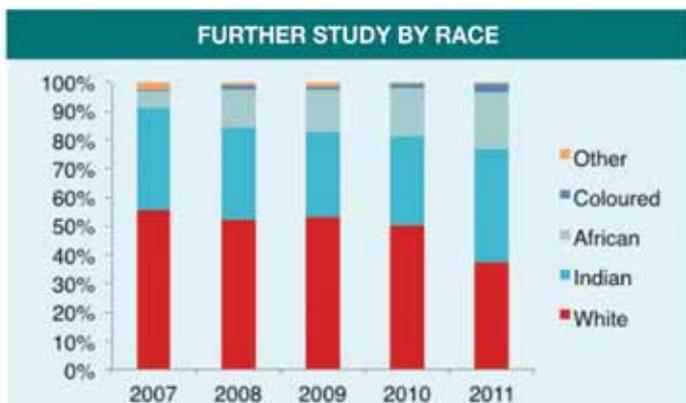
On average, 54% of top-achievers in the College of Agriculture, Engineering & Science chose to study further, followed by 47% in the College of Humanities, 34% in the College of Law & Management Studies and 24% in the College of Health Sciences.



There have been dramatic increases (189%) in the number of top-achievers pursuing doctoral studies, followed by a 108% increase in the number pursuing Masters by thesis.



On average, 61% of top-achieving females study further, and their numbers have increased by an average 31%, while male top-achievers who study further have increased by 70%.

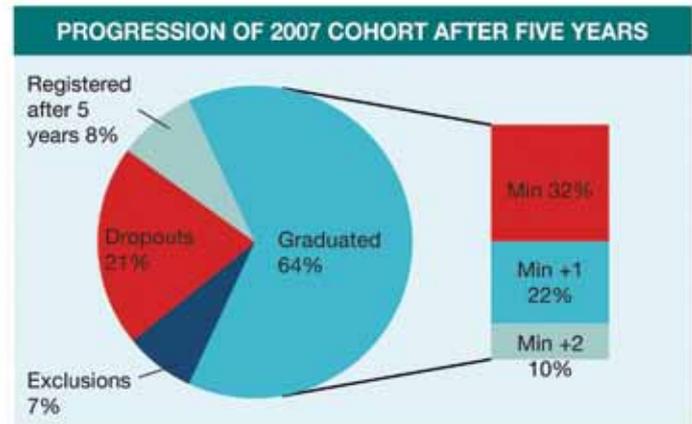
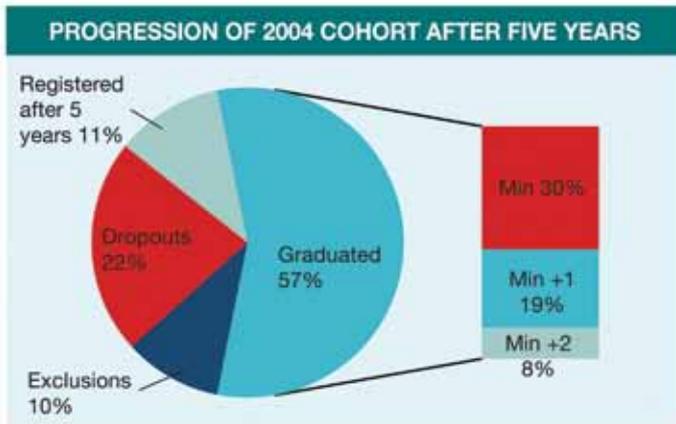


The number of African top-achieving students who study further has increased four-fold since 2007.



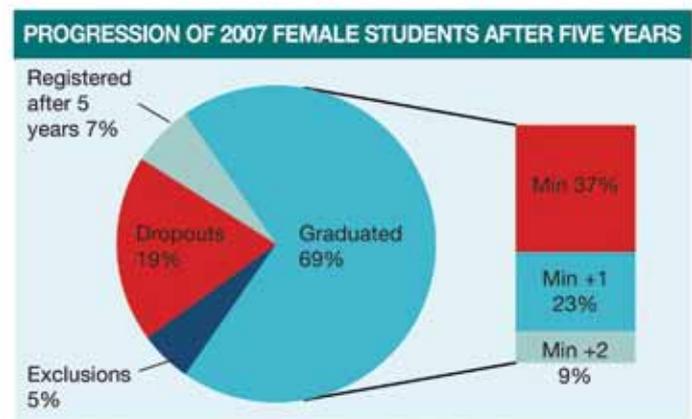
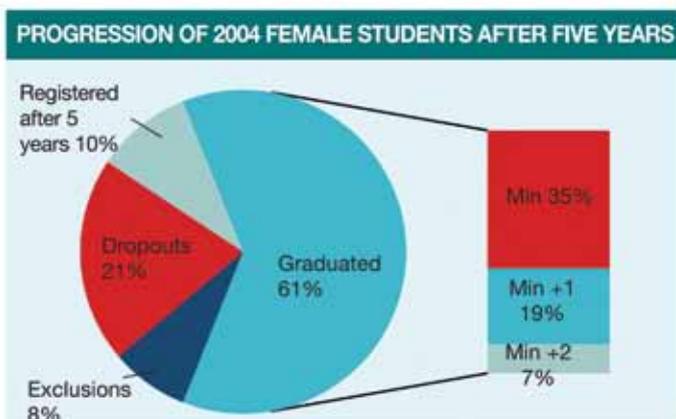
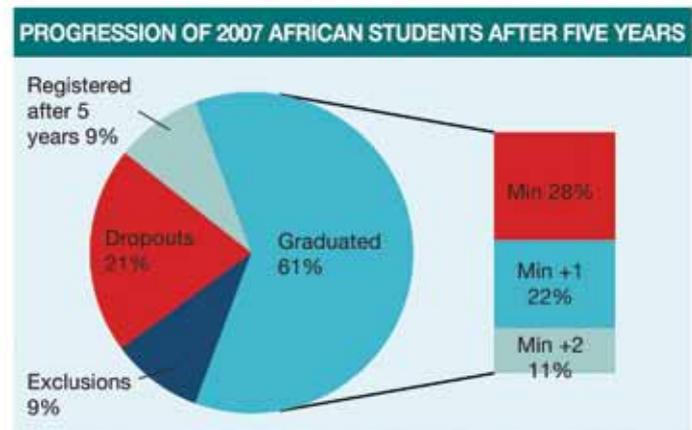
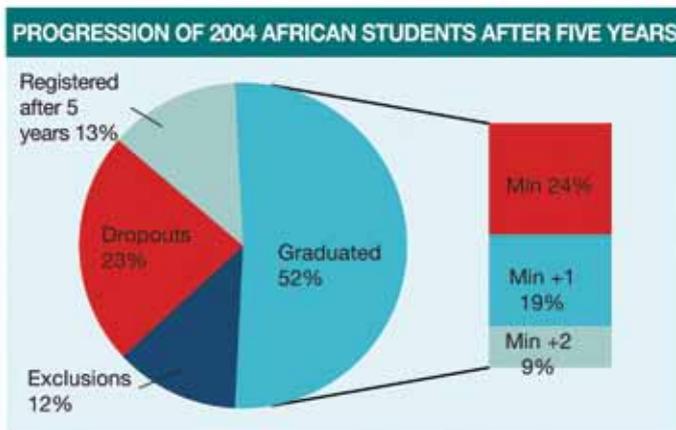
UKZN Undergraduate Cohort Comparison: 2004 vs 2007

Despite a 30% decrease in the number of enrolments from 2004 to 2007, there has been an improvement on every indicator when comparing the 2004 cohort with the 2007 cohort.



Progression of African and Female Students after Five Years

The number of African students increased from 41% in 2004, to 55% in 2007. Moreover the number of female students has remained consistent at 55-56%.



Academic Promotions (2009-2011)

A Report on Academic Promotions for the period 2009 to 2011 is warranted for a number of reasons. Firstly, faculty structures no longer exist following the College reorganisation process. Secondly, the era of promotions based on differential faculty-specific research criteria has come to an end. Senate has approved a new set of criteria for evaluating excellence and strength in research that came into effect across the University in 2012. Thirdly, it offers a gauge to the new Schools and Colleges of what has been achieved thus far and the challenges ahead in supporting academics to be promoted to higher academic ranks. Eighty-eight academics were promoted in the 3-year period.

Summary of Academic Promotions at UKZN (2009-2011):

- More than half the candidates who apply for promotions in the University are successful.
- More academics are promoted on the basis of excellence in teaching than excellence in research.
- Women academics are more successful than men in being promoted.
- African and Coloured academics are underrepresented in academic promotions, most acutely at professorial rank.
- At the lower ranks, especially lecturers, many more appointments are made as opposed to promotions and the reverse holds for senior lecturer to professorial ranks.

Academic Promotions Based on Excellence in Teaching and/or Research (2009-2011)



It has sometimes been claimed that teaching is not sufficiently valued in the University promotions criteria and evaluation processes. The analysis revealed that 40% of promotions were successful due to an evaluation of excellence in teaching and strength in research.



Those who succeeded on the basis of being judged excellent in both teaching and research (excluding professors) are added, the figure rises to 63%. An assessment of excellence in teaching enabled the majority of those at senior lecturer and below to be promoted.

Enrolment Planning (2014-2019)

In 2012, the DVC: Teaching and Learning began the coordination of the Enrolment Planning exercise (2014-2019) in collaboration with UKZN Executive, Deans and Information Communication Services (ICS). The exercise, which will continue in 2013, is mandated by the Department of Higher Education and Training (DHET) and has provided the University with an opportunity to improve along several dimensions while deepening its transformation.

The 2014-2019 Enrolment Plan notes that, following an initial

decline in enrolments during the merger, there has been a steady growth in total enrolments since 2008. In the 2011 to 2013 planning period, the University achieved 101% of its planned enrolment for 2011. Targets planned for enrolments of African students and females were also met in 2011, as were 99% of planned graduation rates, thereby contributing to transformation in terms of both access and success. The full-time equivalent (FTE) student to staff ratio for 2011 was achieved at 18:8, better than the projected

figure at 19:3. The publications outputs of staff (1250) exceeded the target (1165), an indicator of the University's progress towards its research-led status.

There are areas needing improvement in which the University has not met its targets. Most importantly, UKZN has not met overall postgraduate targets and has consequently not changed its postgraduate to undergraduate ratio. It has also not met its planned first entry undergraduate enrolment. While the University is addressing academic staff quality (41% have doctorates in 2011 against a target of 42%), the number of permanent and long-term contract research/instructional staff is less than the planned targets for 2011 (at 97%).

The 2014-2019 Enrolment Plan responds to the national imperatives (DHET Green Paper for Post-School Education and Training and the National Development Plan, 2012) to expand higher education and advance transformation of the sector. It is underpinned by five guiding principles, intended to fundamentally change the shape of the institution while increasing its size, so that it reflects the key characteristics of a research-led university:

1. UKZN commits to an overall increase in total enrolment of 10.1% (from its 2013 base), gradually increasing its size (to 48755 in 2019), through a differentiated enrolment approach, and continuing to enhance its lead in participation (as well as graduation rates) of African and female students;
2. Undergraduate overall enrolments will increase marginally to continue to support national imperatives, but will undergo a major shift in that undergraduate certificate and diploma enrolments will be replaced by concomitant enrolments into degree programmes and postgraduate qualifications;
3. Postgraduate enrolments will increase substantially at all levels to achieve an undergraduate to postgraduate ratio of 70:30 by 2019;
4. Quality will be progressively strengthened through the University's academic monitoring and support systems for both undergraduate and postgraduate programmes, and will be enhanced through a planned reduction in the student-staff ratio (to reach 16:6 by 2019), and improved academic staff quality (with 75% having doctorates and mandatory professional development); and

5. Availability of resources will impact enrolments. The range of DHET funding, together with Strategic Funding from the University's main fund budget have made it possible to realise the targets projected in past enrolment plans and will influence further growth. Further change in institutional size and shape to meet national, regional and global imperatives will require ongoing support. Enrolments will be reviewed in key priority areas as resources (physical and human) become available.

UKZN acknowledges that its success in achieving its transformation gains and the targets in this Enrolment Plan will continue to depend on critical state support in resourcing, such as student funding, teaching development grants and infrastructure and efficiency funding. A major area in which the University will require additional funding, as identified in this Enrolment Plan, is support to increase the overall academic staffing base to improve the key area of student-staff ratios to provide the envisaged levels of undergraduate and postgraduate access and success, and to stay abreast with other leading universities locally and globally while meeting our country's transformation goals clearly set out in the National Development Plan and the Green Paper for Post-School Education and Training.

Review of External Examiners Reports

External examiners reports serve a vital function in maintaining defensible academic standards and in ensuring that our pedagogies and assessment practices are evaluated by peers. The review of external examiners reports undertaken in 2012 for exit level modules raised awareness in Colleges that there is a need to revisit the existing tool used by external examiners.

The review process led to a recommendation that Schools should engage in a structured process of responding to external examiners reports, with the Academic Leaders for Teaching and Learning facilitating the process through the School Teaching and Learning Committees. The purpose of this exercise is to ultimately compile principles and procedures and to develop an institutional policy for external examination processes.



**TEACHING AND LEARNING
EXCELLENCE**

“The purpose of the Distinguished Teachers’ Award policy is to recognise and reward outstanding teaching. The Distinguished Teachers’ Award will suitably acknowledge and value the commitment of staff who, in prioritising teaching in the exercise of their duties, have excelled.” (Policy on Distinguished Teachers’ Award: 2008)



UKZN Distinguished Teachers’ Award

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 and in community engagement; demonstrated contribution to curriculum and/or materials development in the discipline; and/or demonstrated reflection on practice translated into the scholarship of teaching.

Distinguished Teachers’ Award 2012

A total of 10 nominations were received for the 2012 UKZN Distinguished Teachers’ Award and two academics were recommended for the Award:



Dr Anthony Collins

School of Applied Human Sciences (College of Humanities)

Dr Anthony Collins is a lecturer in the School of Applied Human Sciences, College of Humanities. In selecting Dr Collins as a distinguished teacher, the Committee noted that Dr Collins is an outstanding teacher who uses a variety of innovative methods, texts, visuals and online resources. Having recently completed his doctorate, he employs ground-breaking techniques that address gaps not only in the discipline of Applied Human Sciences but also within our society. He demonstrates deep emotional maturity, as is reflected in his teaching philosophy and practice and coordination of postgraduate Honours and Masters level courses. He was involved in the development of a textbook, contributed to a text in psychology and introduced online material translated into isiZulu. Dr Collins exemplifies the attributes of a UKZN distinguished teacher.

Dr Corrie Schoeman
*Science and Engineering, School of Life Sciences
(College of Agriculture)*

Dr Corrie Schoeman is senior lecturer in the School of Life Sciences, College of Agriculture, Science and Engineering. Reviewers were unanimous in assessing Dr Schoeman as an excellent teacher who is reflective and well organised. He has supervised postgraduate students and his current workload indicates that he performs above the norm. His evaluations by both students and peers demonstrate that he is recognised and respected within the discipline. Dr Schoeman uses a range of innovative multimedia teaching methods. This is supported by a range of teaching material that has been developed in support of his teaching strategies emanating from his philosophy of teaching. He strives to reach out to underprepared students to ensure that they also succeed. He has an excellent relationship with both staff and students. Using a range of tasks to assess students' learning, he is known to provide valuable feedback on assessment tasks.



Distinguished Teachers' Dinner

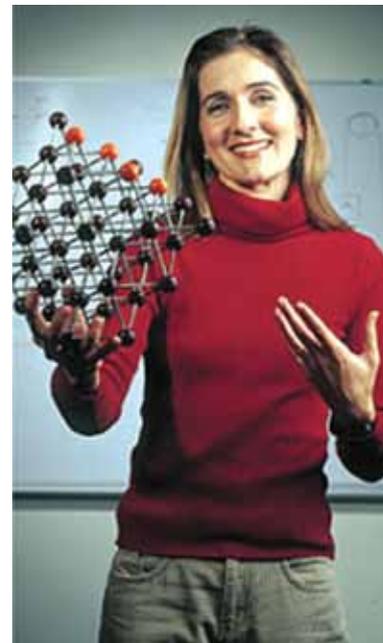
UKZN academics Professor Bice Martincigh and Dr Nyna Amin, Distinguished Teachers for 2011, received awards at a gala dinner held on the Westville campus and hosted by UTLO on 25 May 2012. Amin, a Senior Lecturer in the College of Humanities, was recognised for her innovations in the design and development of curricula in educational and research modules and also for her outstanding contribution to research supervision. Amin also received a commendation from the National Excellence in Teaching and Learning Awards Selection Committee of the Council of Higher Education. This was the first time that an academic from UKZN gained recognition from this national competition.

Martincigh, an Associate Professor in the College of Agriculture, Engineering and Science, 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.

The keynote address was delivered by Professor Delia Marshall, an Associate Professor in the Physics Department at the University of the Western Cape (UWC). "How might undergraduate teaching and learning help students to gain epistemological access to science disciplines? What role might teaching play in helping science students transcend their disciplinary borders, and in equipping graduates not only with disciplinary expertise and technical knowledge, but with capabilities to become critical citizens and agents of social good?" These were the questions that underpinned Marshall's keynote address. She drew on her experiences at the Physics Department at the University of the Western Cape to explore some 'border-crossings' in the context of teaching undergraduate physics – firstly, in helping students to 'cross into' or access the discipline itself, and then in helping students to move beyond disciplinary borders, and to view their studies in wider social, historical, ethical and environmental contexts.



Left to right: Prof. Bice Martincigh, Prof. Renuka Vithal & Dr Nyna Amin.



Prof. Delia Marshall.

“Exploring ‘bordercrossings’ in teaching undergraduate physics involves helping students to ‘cross into’ or access the discipline itself, then to move beyond disciplinary borders, and to view their studies in wider social, historical, ethical, and environmental contexts.”

UKZN Distinguished Teachers' Award recipients (2006-2011)

Name	School	College
2011		
Prof. Bice Martincigh	School of Chemistry	College of Agriculture, Engineering and Science
Dr Nyna Amin	School of Education	College of Humanities
2010		
Prof. Fatima Suleman	School of Pharmacy & Pharmacology	College of Health Sciences
Dr Helen Watson	School of Geography	College of Agriculture, Engineering and Science
Mr Mark Tufts	School of Physiology	College of Health Sciences
2009		
Prof. Deo Jaganyi	School of Chemistry	College of Agriculture, Engineering and Science
Dr Suzanne Francis	School of Politics	College of Humanities
Ms Kerry Frizelle	School of Psychology	College of Humanities
Ms Heidi Matisonn	School of Philosophy & Ethics	College of Humanities
2008		
Prof. T E Madiba	NRM Medical School	College of Health Sciences
Prof. Kriben Pillay	School of Leadership	College of Law and Management Studies
Dr Francesca Balladon	School of Languages	College of Humanities, Development and Social Sciences
Dr Robin W E Joubert	School of Occupational Therapy	College of Health Sciences
2007		
Prof. Pat Caldwell	School of Biochemistry, Genetics, Microbiology and Plant Pathology	College of Agriculture, Engineering and Science
Prof. Jenny M Lamb	School of Biological and Conservation Sciences	College of Agriculture, Engineering and Science
Prof. Heike Tappe	School of Linguistics	College of Humanities, Development and Social Sciences
Dr Busisiwe Bhengu	School of Nursing (Joint Award)	College of Health Sciences
Dr Petra Brysiewicz		
Dr Busisiwe P Ncama		
2006		
Prof. Michael Green	School of Literary Studies, Media and Creative Arts	College of Humanities, Development and Social Sciences
Prof. Trevor Hill	School of Environmental Sciences (Geography)	College of Agriculture, Engineering and Science
Prof. Delia North	School of Statistics and Actuarial Sciences	College of Agriculture, Engineering and Science
Dr Sally Hobden	School of Science, Maths and Technology	College of Humanities, Development and Social Sciences

UKZN Distinguished Students' Award

The two recipients of the new Distinguished Students' Award (DSA): Ms Qhelile Nyathi (BSc Honours – Financial Mathematics) and Ms Sophia Basckin (BA) were nominated by the University's staff and students. Each student was awarded:

- Fee remission for postgraduate study at UKZN;
- A certificate;
- R40 000 in Funding, which may be utilised towards supplementing their postgraduate study; for community engagement or University service; and
- An iPad.

Third runner-up, Mr Nkanyiso Madlala (BSocSc – Psychology), received an iPad. This new award, based on nominations from staff and/or students in the University, recognises and rewards outstanding academic achievement together with excellence in community engagement and/or University service as reflected in the vision, mission and goals of the University. The award gives concrete expression to the values implicit in African Scholarship that underpin our University.



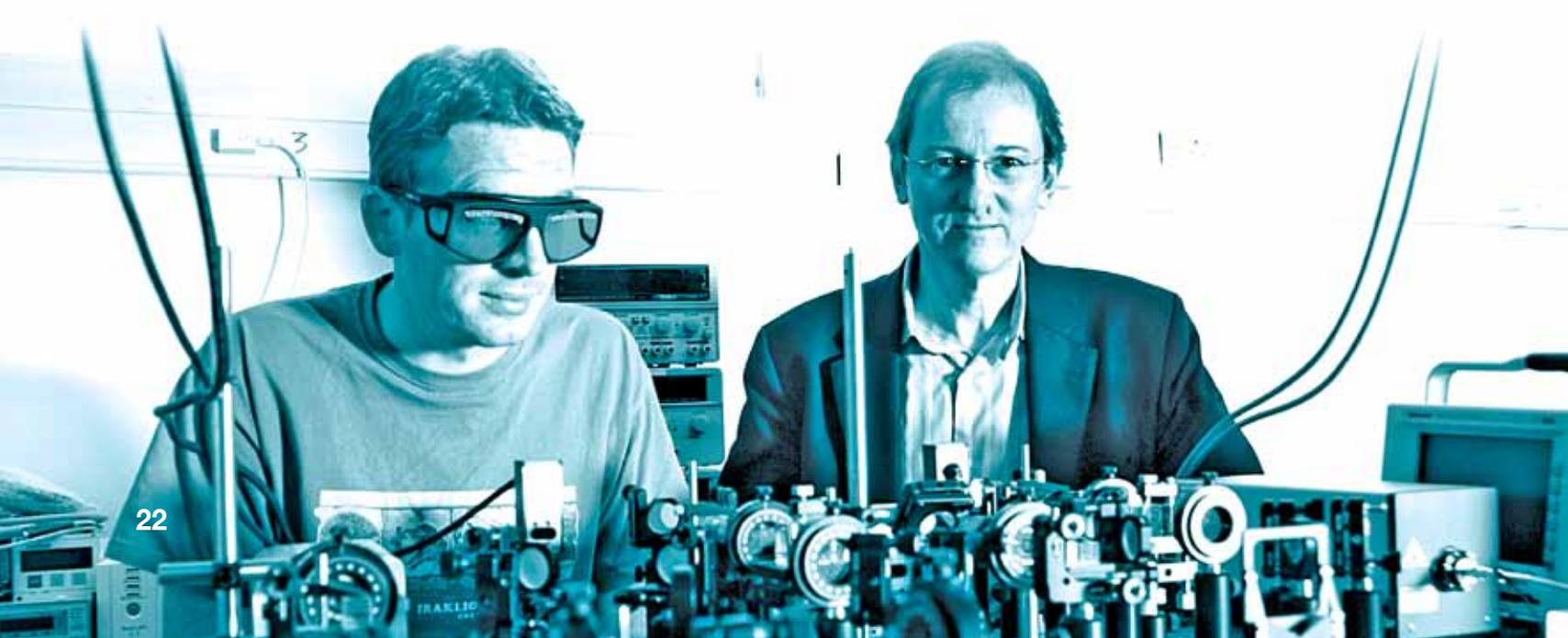
Deputy Vice-Chancellor of Teaching and Learning, Professor Renuka Vithal, flanked by 2012 DSA recipients: Ms Qhelile Nyathi (left), and Ms Sophia Basckin (right).

UKZN Student Scholarships

By August 2012 more than 3 000 awards (via scholarships and merit bursaries) to the value of R62m were distributed by UKZN, the most prestigious of which were awarded at a ceremony held at the University's Westville Campus on 22 August. A total of 70 prestigious scholarships were presented to the University's top academic student talent in three categories: undergraduate new entrant, undergraduate and postgraduate. For the first time, the scholarships included the Distinguished Students' Award, which recognised students who combined academic excellence with exceptional community engagement and/or University service and reflected the values of UKZN's mission, vision and goals.

Guest speaker and UKZN alumnus, Deputy Minister of Higher Education and Training, Mr Mduduzi Manana, commended the University for its progress in providing access to post-school learning, especially for previously marginalised sections of society.

“By August 2012 more than 3 000 awards (via scholarships and merit bursaries) to the value of R62m were distributed by UKZN, the most prestigious of which were awarded at a ceremony held at the University's Westville Campus on 22 August, 2012.”





TEACHING AND LEARNING STRATEGY GROUP



The position of Dean: College Teaching and Learning was created as part of the University-wide reorganisation process and launched in January 2012. Combined with the challenges brought about by the reorganisation, developing a character for the position provided new opportunities for Teaching and Learning, enabling the University to impact more directly on improved student progression and graduation. In an effort to promote and support student success, the Teaching and Learning Strategy Group identifies strategic goals through a systematic process of data review, research, discussion, planning and implementation.

The work of the Teaching and Learning Strategy Group is underpinned by the principle that student success is not the result of the implementation of one programme or approach, but rather the result of various initiatives applied in concert. Under the

leadership of the DVC: Teaching and Learning, Professor Renuka Vithal, a number of strategic areas have merged as the foci of the group's work. These include: providing an overall strategic direction for teaching and learning at the University; developing and revising teaching and learning policies; implementing Senate approved policies; and contributing to the promotion of the scholarship of teaching and learning across the University through a variety of scholarly fora and activities.

In addition to key functions of policy development and implementation, the Dean: College Teaching and Learning participates in various strategic initiatives including response to key national policy documents and position papers. In 2012, the Teaching and Learning Strategy Group responded to the revised Higher Education Qualifications Sub-Framework and the DHET Green Paper on Post-School Education and Training.



COLLEGE OF AGRICULTURE, ENGINEERING AND SCIENCE



Professor Frederick J Veldman, Dean: College Teaching and Learning

He holds a PhD in Human Nutrition from North-West University, Potchefstroom Campus. In 2004, he completed an additional MS degree in Epidemiology and Biostatistics, from Columbia University, as a Fellow of the Fogarty International HIV/AIDS and Tuberculosis Training Programme in the City of New York, after which he also completed a Masters Degree in Problem-Based Learning, Aalborg University, Denmark. It is during his experiences with Aalborg University that he realised his passion for Science and Engineering Education as his research created an awareness of the complexities of student learning.

It is the vision of the College Teaching and Learning Office to create an environment through which excellence in teaching and learning becomes possible, using a comprehensive array of interventions that recognises the diversity of its audience in all respects. This environment should nurture true African Scholarship based on the principle of ubuntu and the broader impact it has on the graduates that eventually become leaders in a contemporary South Africa. The College Teaching and Learning Office believes in evidence-based practices, which are holistic in nature and provide comprehensive professional and personal support targeting all levels of student life, including those factors that affect student performance outside the classroom.

It is these principles that inform the Comprehensive and Integrated Teaching and Learning Monitoring and Support Plan, developed by the Dean and implemented in 2012 to advance the quality of teaching capacity in the College. The Plan is analogous to the UKZN Transformation Charter and drives the additional training of teaching and support staff through workshops, research, conference

attendance and professional development. The College Teaching and Learning Office has sponsored the visits of two international experts in Higher Education, who provided training workshops to academic staff. In addition, a number of staff, including counselling staff, was supported to attend national conferences and seminars.

Together with the Academic Leaders: Teaching and Learning in each School, the College Teaching and Learning Office has broadened the understanding of Academic Monitoring and Support (AMS) within the College, with the goal being to entrench quality teaching practices. The allocation of Academic Development Officers to each of the Schools established new modalities for AMS, enabling staff to implement systems unique to each School, based on their years of practice and experience. In terms of collaboration with the student body, the most important achievement of 2012 was that of creating vibrant student learning communities, which is a way of utilising students' capacities to the benefit of their peers. At-risk students were also given additional personal attention through consultations, informing them of the range of services available to support them.

COLLEGE OF HEALTH SCIENCE



Professor Ntombifikile G. Mtshali, Dean: College Teaching and Learning

She holds a BCur (Hons), Masters and PhD. She started her career with the Department of Health (DOH) where she provided service in both urban and rural hospitals and then joined the former University of Natal in 2009 as a lecturer in the Department of Nursing. She then moved to serve the South African Nursing Council as a Senior Manager: Education and Training in 2010 and then re-joined UKZN in 2011. Her research and publications are in socially responsive health professionals' education, with the focus on community-based education. As part of a School that is designated as a World Health Organization (WHO) Collaborating Centre, Fikile Mtshali serves as a WHO consultant or Technical Advisor in developing Nursing and Midwifery Human Resources for the Africa Region.

The vision of the Dean: College Teaching and Learning is to grow the College Teaching and Learning Office into an internationally recognised centre of excellence in supporting innovative, evidence-based Health Sciences Education Programmes in the African Region, and to emerge as a leader in generating cutting edge scholarship in Health Sciences Education.

Globally, there is a paradigm shift from skills focused practitioner training to transformative and competency-based education that promotes interdependent learning, social accountability and the production of competent graduates who can respond to local health needs while being able to compete successfully globally. The College Teaching and Learning Office ensures that health sciences education programmes are aligned to these demands while responding to challenges of access.

In 2012, the College hosted the first National African Languages Colloquium for universities teaching Health Sciences. The College offers a Basic IsiZulu Language course to all staff

to facilitate bilingual teaching and learning. Bilingual teaching is also being piloted in some of the courses. The newly developed isiZulu terminology for Nursing and Anatomy is now available on the University's electronic terminology platform.

A Health Sciences Education Research Group involving the collaboration of researchers in Teaching and Learning across the four schools has been established. In addition, a unified Academic Monitoring and Support (AMS) Programme was launched, consolidating existing programmes and adopting best practices from former Faculties while establishing processes, procedures and structures to facilitate consistency in student support initiatives. Central to the new AMS programme are the students who are also encouraged to take responsibility for their academic progress. Moreover the College has a very active Peer Mentorship Programme and offers Supplemental Instruction (SI) programmes across the four Schools.

COLLEGE OF HUMANITIES



Professor Nobuhle Hlongwa, Dean: College Teaching and Learning
She holds a University Postgraduate Diploma in Education (UPGDE), BA (Honours), Masters and a Doctoral Degree in Onomastics. She is the former Head of the School of isiZulu Studies (2005-2007). She is the author of an academic text *Ukukhulwa Kolimi*, which translates as 'Language Planning'. Her research interests include, inter alia, language planning and policy, onomastics, multilingualism and second language teaching. She is an executive member of the International Council on Indigenous Place Names (ICIPN). She is currently the editor of a peer-reviewed journal, published in isiZulu, called *Izwi Lomzokazwe*. She has recently been appointed to the Ministerial Advisory Panel on the development of African Languages in Higher Education.

Effective teaching methods for student retention and throughput and the introduction of African Indigenous Knowledge Systems (AIKS) in the College are key to curriculum transformation. Communication is fundamental to the effectiveness of teaching and learning methods. To this end the Teaching and Learning Deanship engaged in a range of activities which resulted in a first year undergraduate pass rate of 80% in the first semester of 2012. The performance of 'At-Risk' students improved significantly, indicating the success of the academic monitoring and support programme for students in the College.

The College of Humanities has for the first time rewarded excellence in teaching and learning, thereby recognising staff members who have made a major impact in the College and at the University of KwaZulu-Natal.

The following were the award categories for teaching and learning: the best emerging teacher; outstanding contribution to teaching; the best teaching team; the most innovative or transformed curriculum at individual or group level; the most Africanised curriculum at individual or group level; and bilingualism/multilingualism award at individual or group level

Key teaching and learning strategic projects were facilitated within the College of Humanities aimed at the implementation of a University Language Policy.

The implementation of the Framework for Teaching Workload has begun in the College. A report was compiled and presented to the College Management Committee in October 2012. It has assisted the six schools in their staffing plans and strategies to meet enrolments.

COLLEGE OF LAW AND MANAGEMENT STUDIES



Professor Kriben Pillay, Dean: College Teaching and Learning

He obtained his qualifications from the University of Durban-Westville and the University of Fort Hare. He currently serves as an associate professor in the Graduate School of Business and Leadership, and as Dean: College Teaching and Learning in the College of Law and Management Studies. He was previously director of the Masazane Open School in East London (a project of the South African Institute of Race Relations), a lecturer in English at the University of Fort Hare, and senior lecturer in Drama at the University of Durban-Westville. Over the years he has been nominated for a number of literary prizes and awards, including the National Arts Council Grant for Literature, and a National Arts Council Grant for Theatre. His latest scholarly work is *Nondualism and Educational Drama and Theatre*. In 2008 he was one of four UKZN academics selected for the prestigious Distinguished Teacher's Award.

The College Teaching and Learning Office coordinates and implements teaching and learning initiatives and conducts teaching related research among staff and students in all the Schools of the College. The staff is actively engaged in enhancing the teaching and learning of academics and students in the College. The three sectors in the unit: Access, Academic Literacy and Academic Monitoring and Support (AMS), work collectively in achieving the vision, including: facilitating, supporting and coordinating developmental and innovative teaching and learning in an effective and organised manner; supporting the holistic development of students in a stimulating, challenging and nurturing academic environment; and engaging academics in sharing and learning from best practices, and to enhance the teaching practices of academics for the benefit of student progress, student retention and graduate output.

During 2012, the College Teaching and Learning Office was engaged in a variety of teaching and learning activities, such as

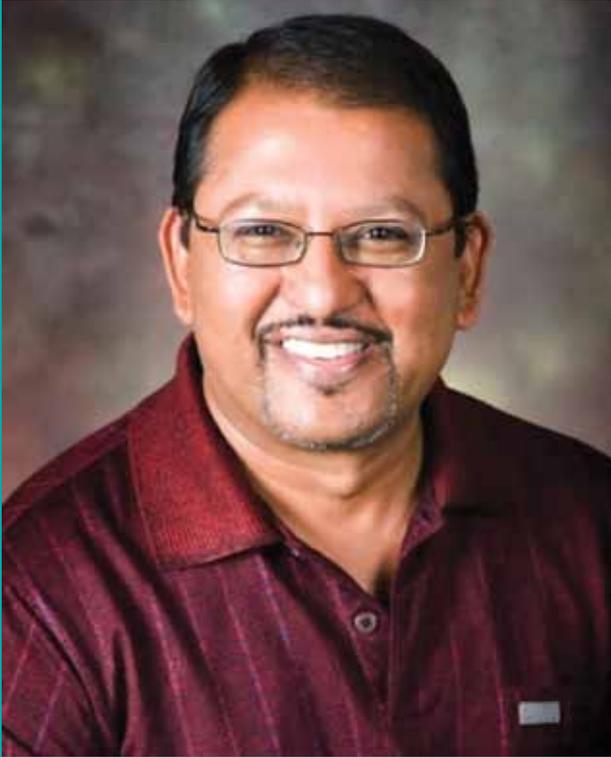
tutor workshops, AMS workshops, inquiries into best practices for writing coaches, supervisors and students, and the Enriched Management Studies Winter School. New initiatives to support retention and improve student throughput were launched and planted the seeds of improving teaching practice by providing feedback to those academic staff members who requested an evaluation of their classroom techniques.

Through the *College Teaching and Learning Forum Series*, a number of presentations were hosted throughout the year that either showcased the work of College academics (e.g. problem-based learning and e-learning), or presented the expertise of academics from other Colleges (e.g. presentational skills for the classroom). Attendance has been growing for these presentations and academics are finding these to be useful spaces for interacting with colleagues from other disciplines and engaging with different perspectives on teaching and learning practices.

UNIVERSITY TEACHING AND LEARNING OFFICE



UNIVERSITY TEACHING AND LEARNING OFFICE



Dr Rubby Dhunpath, Director: Projects, UTLO

He holds a PhD in Education from the University of KwaZulu-Natal, obtained through a three-year SPENCER Foundation Fellowship and a NRF scholarship. He is currently the Director: Projects in the UKZN Teaching and Learning Office, providing leadership in various teaching and learning support initiatives aimed at promoting scholarship in teaching and learning and institutional research. Prior to joining UKZN, he was the Head of the Centre for Language and Literacies Studies at the HSRC (Pretoria) and a Rockefeller postdoctoral fellow at the University of Illinois, USA. His previous awards include the SETI scholarship at the University of Ohio; the SANPAD scholarship for research trainers; and visiting fellowships to the University of Michigan and Stanford University. He has researched and published in education policy, language policy, life-history research and organisational ethnographies.

Since 2009, a significant portion of the Department of Higher Education Training (DHET) Teaching Development Grant funding has been deployed to develop, institutionalise and strengthen the academic monitoring and support policy, procedures and implementation systems to track student retention and throughput. The University's Academic Monitoring and Exclusions Policy is therefore based on a system of identifying and providing additional support for students who are at risk of exclusion. The Policy requires that Colleges offer a compulsory developmental programme, including academic counselling referrals for personal counselling, or have their curriculum modified.

While specific targets within Colleges vary according to their current benchmarks, two broad categories of intervention have been identified in achieving these targets. The first imperative is targeted staff professional development and pedagogic enhancement, while the second area of focus is student support programmes to reduce student dropouts and improve throughput. The table over the page reflects the distribution of funds across Colleges and the Support Sector to address these interventions.

“A shift in emphasis from the equity of access (students who are at risk of not gaining entry to Higher Education) to the equity of outcomes (students who are at risk of failure) means that in the future, for admission into Foundation Programmes, students will have to meet minimum statutory requirements for University entrance for the Bachelor's degrees as well as satisfy the University's minimum entry requirements for the specific qualification.”

Department of Higher Education and Training: Teaching Development Grant 2012

Teaching Development Grant Allocations

College/Division	Undergraduate	Postgraduate	Support Sector	Total
College of Agriculture, Engineering & Science	R3 000 000.00	R600 000.00	-	R3 600 000.00
College of Health Sciences	R3 000 000.00	-	-	R3 000 000.00
College of Humanities	R2 200 000.00	R800 000.00	-	R3 000 000.00
College of Law & Management Studies	R2 500 000.00	R600 000.00	-	R3 100 000.00
Student Services	-	-	R662 000.00	R662 000.00
University Teaching & Learning Office	-	-	R838 000.00	R838 000.00
TOTAL	R10 700 000.00	R2 000 000.00	R1 500 000.00	R14 200 000.00

Foundation Provisioning Programmes

The University Teaching and Learning Office offers leadership for Foundation Programmes in the College of Agriculture, Science and Engineering; College of Humanities; and College of Law and Management Studies. The Foundation Programmes are intended to offer additional support to students who are potentially at risk of failure as a consequence of their disadvantaged backgrounds.

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

- BSc: Augmented stream
- BSc: Foundation stream
- BA/BSocSc: Augmenting stream
- BCom: Foundation stream

Foundation Provision Funding

APPROVED FUNDING ALLOCATIONS FOR 2012				
State funded foundation programmes	Foundation student head-count intake into first year	Unweighted FTE foundation students	Weighted total of FTE foundation enrolments	Funding allocations (Rands thousands)
BSc: Augmented stream	110	84.0	168.0	1 764
BSc: Foundation stream	250	187.5	337.5	3 544
BA or BSocSc	200	178.8	202.8	2 129
B Com	150	93.8	108.8	1 142
TOTAL	710	544.1	817.1	8 579

In addition to the four programmes for which funding was received in the previous triennium, a fourth programme, BSc – Engineering, was designed and proposed for DHET Funding (to commence in 2014). The programme, to be offered by the College of Agriculture, Science and Engineering, will focus on Foundational Support for Engineering students.

The underlying principles defining the new Policy on Foundation Provision in Ministerially Approved Programmes sees

a shift in emphasis from the equity of access (students who are at risk of not gaining entry to Higher Education) to the equity of outcomes (students who are at risk of failure). In the future, for admission into Foundation Programmes, students will have to meet minimum statutory requirements for University entrance for the Bachelor's degrees as well as satisfy the University's minimum entry requirements for the specific qualification.

Foundation Provision Training Fund

In 2012, UKZN continued to build on its successful tradition of supporting the training needs of Foundation staff by utilising the DHET Foundational Provisioning Training Fund. This was done through various strategies, notably, by supporting teaching excellence, research productivity and related outputs of Foundation staff. Foundation Training and Support coordinated by the University Teaching and Learning Office included:

- A series of curriculum development and assessment workshops;
- Academic writing seminars and workshops by specialists to enhance the authorship expertise of Foundation staff;
- Funding to enable Foundation practitioners to convert their conference presentations into academic publications; and
- Providing opportunities and developmental spaces for younger academics and support staff to showcase their work at national and international conferences.

Foundation Provision Training Fund Allocations

Activity	Amount Disbursed
Staff Development and Training including workshops and Seminars	R22 576.00
Publications Development and Dissemination	R49 443.00
Support for conference attendance including the UKZN T & L conference	R77 981.00
TOTAL DISBURSED	R150 000.00

Scholarship of Teaching and Learning

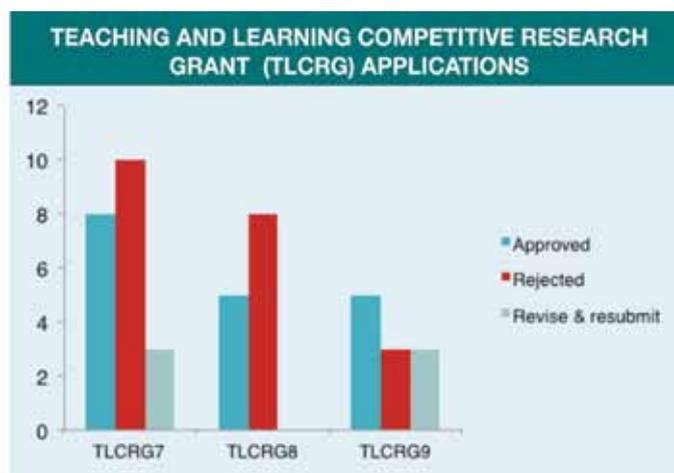
The Teaching and Learning Portfolio provides leadership in promoting and supporting the scholarship in teaching and learning, higher education research and institutional research. This focus resonates with the University's broader agenda of cultivating an evidence-based approach to teaching and learning which transcends conventional models of research. The University Teaching and Learning Office (UTLO) promotes four overlapping and interdependent forms of scholarship: discovery, application, integration and teaching, which have the potential to transform traditional understandings of academic work and enhance student performance.

An integral component in promoting an evidence-led teaching and learning approach, is the availability of a continuous cycle of dedicated support and funding for capacity development. To this end, the following activities, among others, have become well-established:

- The Teaching and Learning Competitive Research Grant;
- The Teaching Innovations and Quality Enhancement Grant;
- The Annual Teaching and Learning Conference;
- The UTLO Seminar Series; and
- Collaborations with various stakeholders.

Teaching and Learning Competitive Research Grant

The Teaching and Learning Competitive Research Grant (TLCRG), supports and promotes scholarship in University teaching and learning issues. In 2012, a total of 41 applications were subject



to a rigorous peer-review process. Since the UTLO adopts a developmental approach, eligible proposals which were rejected benefit from the reviewers' comments and proposers were asked to address reviewers' comments and resubmit their proposals. In total, 44% of applications were approved, 51% rejected and 5% of applicants were advised to revise their proposals and resubmit for funding. The main reasons for rejection included applicants who did not meet the eligibility criteria as per the TLCRG policy and proposals that did not focus on teaching, learning or institutional research. A total of R890 198.00 was disbursed.

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EDUCATION

ASOKA THEATRE / DRAMA

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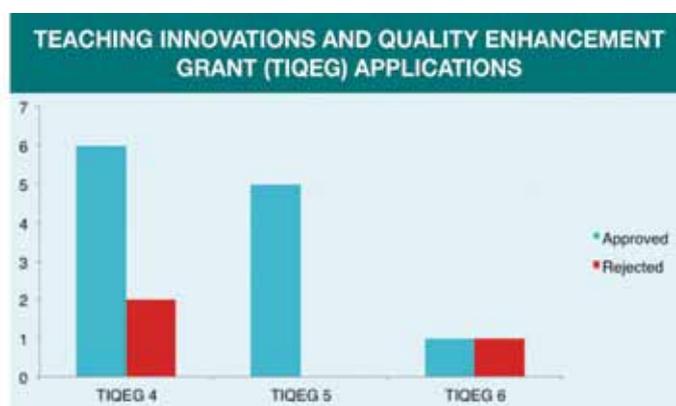
LIBRARY
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Teaching and Learning Competitive Research Grant Projects Funded in 2012

College/Topic	Amount
College of Agriculture, Engineering & Science	R148 271.00
An investigation of MScAgric student throughput in the School of Agricultural Sciences and AgriBusiness	R31 400.00
Effect of Supplemental Instruction (SI) on throughput rates in Chemistry	R36 400.00
Pedagogical practises of Pharmacy lecturers	R29 471.00
An assessment of the UKZN BAgri curriculum implemented at Cedara College of Agriculture	R51 000.00
College of Health Sciences	R235 700.00
Exploring the extent to which the undergraduate programme at UKZN prepares new graduate occupational therapists for clinical practice	R20 000.00
Learning processes and identity construction of newly qualified doctors: A narrative study	R15 700.00
Teaching of radiology should be modified to compensate for perception as a source of radiological error	R200 000.00
College of Humanities	R393 331.00
A case-study of a reading intervention in both isiZulu and English for Access level isiZulu students at UKZN	R45 182.00
Case studies of multi-disciplinary service learning teams operating through an adaptive leadership community development approach to community engagement	R70 391.00
Critical reflection in service-learning anything but safe?	R32 600.00
Exceptional academic achievement in Higher Education: A South African case study	R27 860.00
Opportunities and challenges of assessment and feedback in SA universities. A study of staff and student perspectives in two colleges at UKZN.	R77 698.00
Students' experiences of on-line supported learning in Business management education	R27 600.00
Unlocking university teachers' perceptions of student evaluations at UKZN: quality ritual or teaching and learning opportunity	R32 000.00
Levels of intervention: what kinds of strategies help students cope with the demands of assessment in a first year first semester Philosophy module?	R80 000.00
College of Law & Management Studies	R112 896.00
Higher education teachers' use of social computing in their teaching: The case of UKZN	R44 259.00
Information Systems Research methodology curricula – PhD study	R28 100.00
Teaching practices in Management Accounting and Finance (MAF)	R40 537.00
Grand Total	R890 198.00

Teaching Innovations and Quality Enhancement Grant

Launched in 2010, the Teaching Innovations and Quality Enhancement Grant (TIQEG) is intended to support academics wishing to experiment with innovative teaching methodologies and also develop an emerging band of specialists in teaching methodologies, curriculum design, assessment, and technology-driven teaching and learning. In 2012, a total of 15 applications were received, with 12 applications being approved and three applications rejected. A total of R353 300.00 was disbursed.

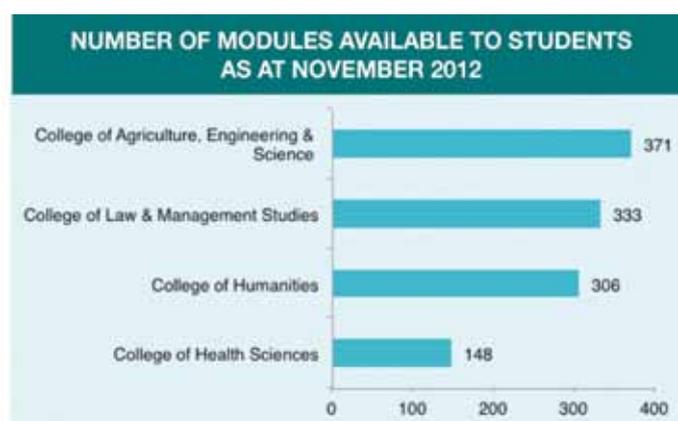


Teaching Innovation and Quality Enhancement Grant Projects Funded in 2012

College/Topic	Amount
College of Agriculture, Engineering & Science	R148 271.00
Analysing student performance across UKZN, using a competing risks method	R25 000.00
Continuation: web-based Teaching and Learning field based early warning system for real-time agricultural, earth and environmental science information	R49 500.00
Development and performance assessment of an automatic system for deployment of supplementary, streamlined teaching resources to voluntary students' mobile phones using SMS technology	R25 000.00
Encouraging discipline specific conversations around classroom enquiry	R25 000.00
Teaching Chemical Engineering through an integrated fundamental and applied process simulation approach	R29 000.00
College of Health Sciences	R66 000.00
Are there differences in learning styles and personality traits among students in health occupations	R16 000.00
Tracking professional and academic career paths and destinations of graduates from the College of Health Sciences, UKZN	R50 000.00
College of Humanities	R61 800.00
Investigating teacher learning: A MEd cohort support project	R11 800.00
New technologies for the constructivist pedagogy: Action research on the use of participatory e-learning and new social media in two university courses	R25 000.00
Re-visioning architectural education for the 21st century	R25 000.00
College of Law & Management Studies	R22 000.00
Situated entrepreneurial learning laboratory (SELL)	R22 000.00
Quality Promotion and Assurance	R50 000.00
Pilot Study of a student evaluation of modules in the School of Mathematics, Statistics and Computer Science, College of Agriculture, Engineering and Science at the University of KwaZulu-Natal	R50 000.00
Grand Total	R353 300.00

Learning@UKZN

The deployment of the online learning management system, *Learning@UKZN*, indicated increased use of technology to support teaching and learning. No direct comparison is possible between the previous Faculty and current College models, but the total number of active courses offered online increased from 843 in 2011 to 1 158 in 2012.



Learning Resource Repository Project

The Learning Resource Repository Project was initiated to develop an online workflow tool to upload and organise electronic information resources and to promote the development of an Open Education Resource (OER), for re-use and presentation in *Learning@UKZN* over consecutive years. The Project was conducted in collaboration with Academic Computing, Legal Services and the Library Services, having achieved four of the five major objectives in 2012:

1. Created a personal e-portfolio for the development of course materials;
2. Developed an automated workflow to request electronic information resources;
3. Linked licensed resources to modules in *Learning@UKZN*;
4. Promoted the development of Open Educational Resources that support African Scholarship; and
5. The fifth objective to be pursued in 2013 will involve the investigation of the relationship of access to information to improved student performance

Classroom Response Systems

The aim of the Classroom Response Systems Project was to investigate emerging mobile response technologies. While the Moodle platform provides for scheduled questionnaires, spontaneous classroom interaction has become a challenge, particularly when engaging with large numbered classes. The Project investigated numerous commercial options and set out to develop a sustainable locally-hosted classroom response system, which is web-enabled across multiple platforms and operating systems.

A preliminary exercise was conducted to evaluate commercial systems that enable classroom interaction. The project was subsequently subsumed in a visual learning initiative involving enterprise grade video streaming and video-on-demand to support remote meetings or classroom interaction.

Web 2.0 Learning Support

The Technical Centre for Agricultural and Rural Cooperation (CTA), in collaboration with Durban University of Technology, funded to contribute to increased engagement (long-term commitment and active participation) of UKZN as a key institution in adopting ICTs to influence Agriculture and Rural Development (ARD) policy processes and Value Chain Development (VCD). More specifically, the contract aimed to ensure that institutional capacity in the use of social media and Web 2.0 is enhanced in South Africa.

The programme was conducted on the Pietermaritzburg campus from 12-16 November 2012, facilitated by Nicholas Kimolo and was attended by 21 (of the expected 24) participants. The course covered a number of social networking Web 2.0 tools, including effective Google search options, Blogs, Wikis, Google Docs, Google Maps, Skype, Twitter, Facebook, LinkedIn, Imark, and the concept of Mashups. Participants were introduced to these applications and learnt how to use them hands-on. The Learning Opportunity also covered advanced online searching, getting information served via alerts and RSS, collaborating remotely using Wikis and Google Docs, using VoIP, online mapping and social networking.



Participants at the Web 2.0 Learning Opportunity, PMB campus, November 2012.

Enhancing Academic Success for Students with Disabilities

The Disability Support Units (DSU) across the University provide support to students with disabilities to ensure that students have equitable access to UKZN's teaching and learning environment.

The funds secured in 2012 were deployed in the DSUs located on Howard College, Edgewood, Westville and Pietermaritzburg campuses, to enhance academic success through reformatting academic materials and providing appropriate support during assessments, for student with disabilities.

Students with Disabilities per Campus as at December 2012

Campus	College(s)	Total students with disabilities	
		Number	Percentage (%)
Edgewood	Humanities	62	16.8
Howard College	Agriculture, Engineering and Science	9	2.4
	Law and Management Studies	4	1.09
	Humanities	168	45.7
	Health Sciences	0	.0
Medical School	Health Sciences	0	.0
Pietermaritzburg	Agriculture, Engineering and Science	18	4.9
	Health Sciences	2	0.5
	Law and Management Studies	11	2.9
	Humanities	24	6.5
Westville	Agriculture, Engineering and Science	27	7.3
	Law and Management Studies	33	8.9
	Health Sciences	9	2.4

Progress in Creating Accessible Academic Materials

- Individual students with disabilities were assessed and their special reformatting needs identified.
- Consultation was held with various Schools to ensure that the academic materials were sent to the Disability Units for reformatting.
- Academic staff were assisted to prepare test and examination materials in accessible formats.
- Meetings were held with the Examinations Departments centrally and on campuses to ensure that accessible venues were identified for students with disabilities.
- In certain cases support was provided to the Examination Departments to accommodate students in the event that they required hospitalisation.
- Support was provided to invigilators on all campuses to ensure that blind and partially sighted students that use Braille, Zoomtext (screen magnification software) or JAWs (screen reading software) were adequately accommodated.
- Scribes were made available to Schools to support students with learning disabilities or physical disabilities that needed scribing services.
- Transcribing services were provided during tests and examinations to ensure that scripts were converted from Braille to print for marking purposes.
- Course packs were photocopied in font sizes that were required by students with low vision.
- All blind and partially sighted students were orientated to their lecture, test and examination venues throughout the year.
- Students that use Braille and electronic means were also supported.

The nature of tasks undertaken to create these accessible academic materials included, among others:

- Scanning and editing of chapters, notes, course pack readings, text book, test pieces;
- Enlargement of notes and book chapters;
- Braille notes, tests and examinations;

- Tests that needed transcribing from Braille to MS Word;
- Taping of notes; and
- Special assistance to wheel chair users.

Enhancing the Agriculture, Engineering and Science's Web-Based Teaching, Learning and Research System

The UTLO-funded project on a web-based teaching, learning and research early-warning system for near real-time data and information for the Agricultural, Earth and Environmental Sciences was further refined in 2012. The system allows students and staff to access real-time data using the Internet, Bluetooth or cell-phone. The open system may also be accessed by the lay public (<http://agromet.ukzn.ac.za:5355>).

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 project, led by Professor Michael J Savage, agrometeorologist in the School of Agricultural, Earth and Environmental Sciences with assistance from his postgraduates, has grown from strength



The web-based system being demonstrated in the laboratory by Professor Savage to second-year students.

to strength, and continued to be supported by the UTLO in 2012. To date, four conference papers and two posters on system use and applications have been presented. One of the posters was presented at an international conference and two of the papers were based on honours student projects. The presentation by Savage was awarded the Board Floating Trophy for the best paper presented at the Combined Congress, the largest gathering of agricultural scientists in South Africa.

Based on the system, two articles on adverse weather were published in a local newspaper. A questionnaire conducted on system use revealed that more than 60% of the respondents indicated that they benefited from use of the system and that:

- Their ability to manipulate data in a spread sheet and/or display data in graphic or table form had improved;
- The system had improved their appreciation/awareness of global climate change and/or global warming aspects;
- The system had improved their appreciation/awareness of the graphical display, and trends, of agro-environmental and environmental data; and
- More than 80% of the respondents indicated that use of the system had improved their appreciation of the ranges of the various weather elements.

One significant innovation of the system includes the near real-time display of the surface energy balance, a first of its kind for the method used. The second innovation, still being finalised, is the use of the system as an early warning system for frost.



Access to the open system is via the Internet, Bluetooth or a web-enabled cell-phone.

UTLO Publications

Alternation Special Issue: 5th Teaching and Learning Conference (2011): Transformational Trends in Higher Education Scholarship and Curriculum

Alternation Volume 19, No 2, 2012	
ISSN 1023-1757	
Interdisciplinary Journal for the Study of the Arts and Humanities in Southern Africa	
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Book – Alternative Access to Higher Education – Underprepared Students or Underprepared Institutions? Edited by Rubby Dhunpath and Renuka Vithal. Published by Pearson Publishers

New book on higher education

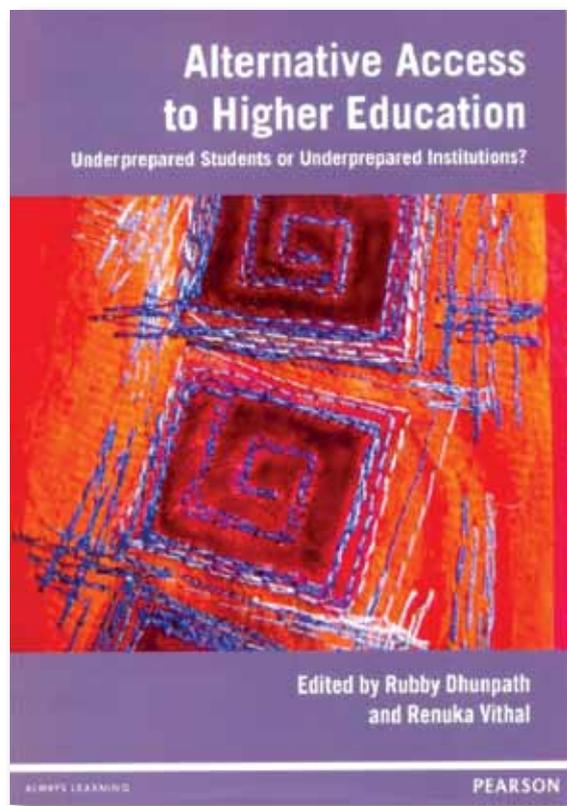
In response to the access and equity imperative in South Africa, universities have introduced a variety of access programmes, the most common of which are the state-sponsored Foundation Programmes, the success of which has never fully been investigated to assess their efficacy and impact. Based on empirical work of acknowledged experts in alternative access and Foundation provisioning in South Africa and using the University of KwaZulu-Natal as a case study, this book shifts the gaze, placing the allied question of institutional (under) preparedness under scrutiny.

Some of the main questions the authors address in the book:

- Is the policy framework underpinning the post-secondary sector sufficiently coherent to offer viable alternative access?
- Have universities transformed their curricula and institutional cultures to meet the demands of a rapidly changing student body?
- Has the increase in enrolments at universities resulted in a corresponding increase in graduations?
- Could the investment in Foundation support be better served by rethinking the funding model, the programmes themselves and the students they are meant to serve in relation to the mainstream, since the “mainstream” itself is changing?

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1. Alternative access to university – past, present and future: *Rubby Dhunpath and Renuka Vithal.*
2. Access, success and curriculum – Aspects of their organic relationship: *Ian Scott.*
3. The context of access and foundation provisioning in South Africa: *Sioux Mokenna.*
4. The significance of structure, culture and agency in supporting and developing student learning at South African universities: *Chrissie Boughey.*
5. Access – Equity and quality in higher education: *Salim Akoojee and Mokubung Nkomo.*
6. Accessing the efficacy of access programmes at UKZN: *Victor Borden, Renuka Vithal and Rubby Dhunpath*
7. Humanities access – Interrogating cycles of curricular change: *Penny Niven, Leonara Jackson and Dean Tyson.*
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9. Science Access – Theoretical framework and educational



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 11. Exploring access as dialogue in an education and development programme: *Anne Harley and Peter Rule.*
 12. Access to higher education through open distance learning (ODL): *Moeketsi Letseka and Victor Pitsoe.*
 13. On teaching reading for Epistemological Access: *Emanuel Mgqwashu.*

This book makes for compelling reading, for higher education policy makers, academics, researchers, funders and for all committed to a responsive and responsible higher education system.

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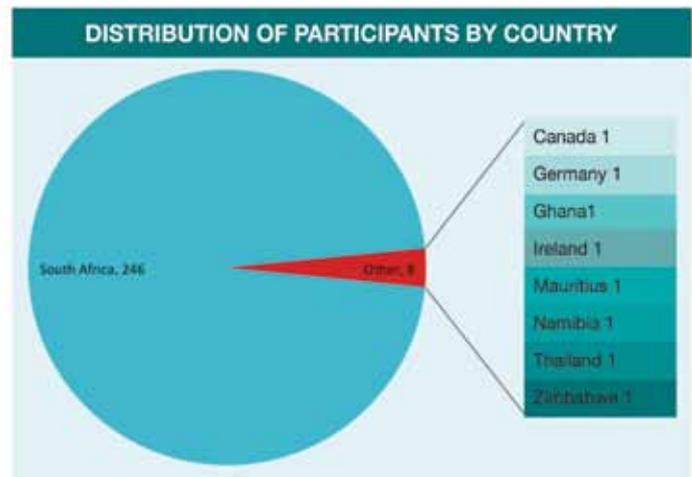
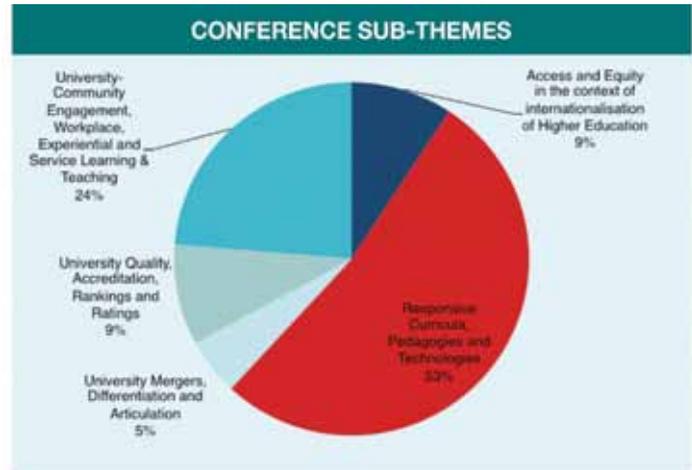
UKZN 6th Annual Teaching and Learning Conference

The Annual Teaching and Learning Conference (TLC) organised and coordinated by the University Teaching and Learning Office, is a gathering of academics, researchers and policymakers to showcase innovations, discuss issues and debate challenges relevant to teaching and learning in Higher Education. Submissions were invited from all disciplines in Higher Education institutions around the country from both experienced and novice researchers, scholars and practitioners. These submissions were reviewed by a panel of experts and vetted for quality.

In September 2012, UKZN's sixth annual Teaching and Learning Conference was held in Denis Shepstone Building, Howard College Campus, Durban. The Conference theme was "Higher Education in an Era of Reconstruction, Internationalisation, Competition and Cooperation" and the Conference set out to address the following sub-themes:

- University-community engagement, workplace, experiential and service learning and teaching;
- University mergers, differentiation and articulation;
- University quality, accreditation, rankings and ratings;
- Access and equity in the context of internationalisation of higher education; and
- Responsive curricula, pedagogies and technologies.

The Conference attracted 300 delegates (including those who participated in the video-streaming of the event) from across South Africa and abroad. The Conference was arranged around 15 sessions scheduled over two-and-a-half days covering keynote presentations, plenary discussions, workshops and oral presentations. It is generally acknowledged that various sectors and stakeholders bring differing strengths, resources and capacities to a conference. This variety enables the development of policies and the dissemination of specialised research which addresses higher education challenges and priorities. Another important outcome was the development of transnational research networks and institutional linkages.



Keynote Speakers

Professor Jamil Salmi, a Moroccan education economist and coordinator of the World Bank's network of tertiary education professionals, addressed both the opportunities and threats regarding the role of tertiary education in building up the capacity of developing countries to participate in the global knowledge economy. He elaborated on the emergence of new types of tertiary institutions and new forms of competition, inducing traditional institutions to change their modes of operation and delivery and take advantage of opportunities offered by the new information and communication technologies. He also cautioned against the danger of a growing digital divide among and within nations. He discussed the unresolved challenges of the sustainable expansion of tertiary education coverage, the reduction of inequalities of access and outcomes, the improvement of educational quality and relevance, and the introduction of more effective governance structures and management practices.



Professor Nico Cloete, the Director of the Centre for Higher Education Transformation (CHET) and Extraordinary Professor of Higher Education, University of the Western Cape, looked at output performance in the South African higher education teaching and learning system. The two main lenses, he argued, were: efficiency (throughput) and differentiation (high medium and low knowledge producing universities). He presented data that looked at two unique studies: the first ever longitudinal study (2000-2010) of all undergraduate students and the first longitudinal study of all doctoral students (2000-2010).



Professor Kenneth King is the former Director of the Centre of African Studies and Emeritus Professor at Edinburgh University. His research interests interrogated whether South African universities are exploring South-South partnerships with key universities in countries such as India and China. It was argued that South-South cooperation can be distinguished from traditional North-South cooperation through the following four dimensions: the assertion of a shared developing country identity; expertise in appropriate, successful development; rejection of hierarchical donor-recipient relations; and an insistence on win-win, mutual opportunity and mutual benefit. Finally, he explored the extent to which South Africa, which is itself becoming a non-Development Assistance Committee of the Organisation for Economic Cooperation and Development donor, is developing university partnerships with the rest of Africa.



NELSON R. MANDELA SCHOOL OF MEDICINE



Featured Plenary Panel

The Plenary Panel addressed the topic of University mergers, differentiation and articulation, and was moderated by Professor Jamil Salmi. Speakers included Professor Ahmed Bawa, the Vice-Chancellor of Durban University of Technology, Professor Relebohile Moletsane, the Dube Chair in Rural Education at UKZN and Professor Ian Scott, the Director of Academic Development at the University of Cape Town.

The Panel explored how mergers have impacted higher education in both anticipated and unanticipated ways, with some institutions reporting positively on the process and others now agitating for de-mergers. Yet others bemoan the destruction of a functional Further Education and Training (FET) sector. The plenary discussion revisited these questions and asked new ones such as: Has the higher education policy agenda delivered on its promise? What have we gained and what have we lost in this process? What have we learnt and what have we not learnt? What are the imperatives and challenges we now face to advance our gains and cut our losses?

Professor Ahmed Bawa

addressed issues around building a post-school education system and examined some of the key tensions – equity versus development, massification versus elitism and higher education and its relationship to society. He pointed out that participation rates in higher education since 1994 had not changed, and that the system is probably less sustainable now than it was then, partly due to the challenges of good governance and leadership, which have grown in complexity.



Professor Lebo Moletsane critically examined differentiation in the South African higher education system and considered its value as a tool for equality and social justice. She discussed the literature focusing on this issue which associates differentiation with benefits at individual, institutional and system levels. At the institutional (and system) level, differentiation is often regarded as significant in transforming the landscape for efficiency, accountability and responsiveness, while at the individual student level it aims

to help widen access and choice. However, in the context of socio-economic inequalities currently plaguing the country and its various social institutions, as well as the high stakes issues around student access, retention and success in higher education institutions, scholars in the field have questioned the extent to and ways in which differentiation contributes to real transformation in these institutions and/or to wider social change in society.



Professor Ian Scott questioned who will succeed in higher education from the point of view of system design. He argued that to many in the academic community, the educational process was something of a black box: if you put in the right students, a reasonable proportion of them will emerge successfully as graduates. But why is it that, in South Africa, half of the student intake never graduate, and why are only 5% of African youth succeeding in any form of higher education? He pointed out that prospects of improvement in the school sector's capacity to produce traditionally well-prepared candidates for higher education, in the substantial numbers required, are very poor. He concluded that by confronting the realities of students' backgrounds, and tailoring assumptions and practices to those realities, the higher education sector could make improvements.



The Conference Dinner

The conference dinner was one of the highlights of the Conference with the theme of “Mad-hatters Party”. It provided opportunities for celebration and comic relief. Drs Daisy Pillay and Nyna Amin served as entertaining comperes and encouraged diners to participate in the fun and games for the evening.



Conference evaluation

“I think it was a very relevant and important conference. You guys managed to get the T&L lot, at least temporarily, out of the trenches, and it made me aware of how in national policy we have to pay much more attention to institutional ‘realities’, and I think you can take credit for this. And your internationals were a great selection.” – Prof. Nico Cloete (CHET)



“I found the conference very worthwhile, and excellently organised, so my thanks to you and UKZN for inviting me”. – Prof. Ian Scott (UCT)

Workshops, Seminars, Colloquia and Symposia

Workshops

UTLO's much anticipated Seminar Series continued to influence conversations about Teaching and Learning amongst academic and support staff. In addition to 14 seminars, colloquia and workshops hosted, UTLO introduced its 'Candid Talk' series in an attempt to make more public discourses around higher education.

Workshop 1

Date:	15 February 2012
Topic:	Possibilities and Pitfalls in the Cohort Model of Doctoral Supervision
Presenters:	Professor Renuka Vithal (Deputy Vice-Chancellor: Teaching and Learning, UKZN) and Professor Michael Samuel (School of Education, UKZN)
Chair:	Dr Rubby Dhunpath

This workshop aimed to assist Colleges/Schools intending to implement a Cohort Model of doctoral research teaching and learning pedagogy as a complementary model to the traditional 'master-apprenticeship', one-on-one model of supervision. The workshop demonstrated how this model addressed under-productivity of doctoral graduands in higher education. The model involved drawing on the experiences of supervisors, staff and students as co-producers of knowledge involved in a research pedagogical process. The doctoral graduands that emerge are able to embrace their roles and responsibilities as researchers and knowledge constructors. Rather than the PhD being about individualistic learning, the Cohort Model attempts to infuse multi- and interdisciplinary notions of responsiveness to knowledge production in community and as collectives. Using an interactive approach, and concrete exemplars, the workshop provided insights into the pedagogy underpinning the doctoral Cohort Model, identifying strategies and tools to initiating and growing doctoral cohorts in Schools, highlighting possibilities and pitfalls in implementation.

Workshop 2

Date:	26 February – 2 March 2012
Topic:	Writing for Academic Publication
Presenter:	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, the UTLO hosted a five-day Writing for Publication Workshop for novice researchers conducted by the consultancy, Chris Kapp and Associates. The workshop was aimed at academic staff who were novice authors, had a limited publications record and were trying to improve their publication rate. Participants received step-by-step guidance and coaching directly related to publishing articles based on their research. They also received expert peer review and feedback from experienced critical readers and accredited language editors.

Workshop 3

Date:	5 July 2012
Topic:	Foundation Provisioning Programme – Planning workshop
Facilitator:	Dr Rubby Dhunpath

In 2012, the Department of Higher Education and Training (DHET) revised their Foundation Provision Policy and this workshop was conducted in order to define and reach a common understanding of the new Policy. The workshop included extensive discussions on the Provision models in the new DHET Policy, its implications for Foundation Provisioning and enrolment planning and quality considerations. UKZN representatives, from the various Foundation Programmes, Information Communication Services (ICS), QPA, UTLO and the Deans: College Teaching and Learning, all contributed to the discussion and planning the way forward.

Seminars

Seminar 1

Date: 5 March 2012
Topic: Supporting Self-Study of University Teaching and Learning for Professional Growth
Presenter: Professor Anastasia P. Samaras, Professor of Education at George Mason University, Virginia, USA

“What is the nature of our progress and development as academic staff invested in studying professional practice?” and “How do we as Faculty assess our personal professional development within a teaching and Learning collaborative?” These are the questions that underpinned the Scholars of



Anastasia P. Samaras

Studying Teaching Collaborative (SoSTC), a research initiative practicing self-study research within a multi-discipline learning community. The Seminar demonstrated that: teachers move towards higher mastery when they research something they care about; critical friends help in that process; enacting the self-study methodology reaffirms a commitment to improving teaching in a transparent and documented process with peer review; learning to appreciate and transfer insights from other disciplines to one's own enhances insight through a creative synergy; and Universities and schools benefit when they promote a multi-discipline and collective space for teachers to study their professional practice.

Seminar 2

Date: 16 May 2012
Topic: Supplemental Instruction (SI): A Tool for Enhanced Academic Development
Presenters: Annah Bengesai, Academic Development Officer, School of Engineering (College of Agriculture, Engineering and Science); and Suri Moodley, Academic Development Coordinator, College of Health Sciences; Dr Vino Paideya, Lecturer, School of Chemistry and Physics; and Dr Veena Singaram, Academic in the Teaching and Learning Office
Chair: Dr Rubby Dhunpath

This seminar presented an alternative approach to conventional models of teaching and learning, which has the potential to improve student retention throughput and quality. Supplemental Instruction (SI) is a peer assisted learning programme that targets ‘high risk’ courses rather than ‘high risk’ students to facilitate deeper understanding of course content while promoting the development of meta-cognitive skills. The seminar demonstrated that SI:

- Provides a social learning space offering opportunities for deep-learning, reflection and meaning making; and
- Equips students with critical competencies that are required to navigate higher education and the workplace.



Vino Paideya, Annah Bengesai, Veena Singaram and Suri Moodley.

“What is the nature of our progress and development as academic staff invested in studying professional practice?” and “How do we as faculty assess our personal professional development within a teaching & Learning collaborative?”

Seminar 3

Date: 17 July 2012
Topic: Supervising Quality Doctorates
Presenter: Professor Eli Bitzer, Centre for Higher and Adult Education, Stellenbosch University

South Africa aims to increase its doctoral output fivefold by 2025. Where knowledge production plays an increasingly important role, knowledge and capacity development for research at higher education institutions is imperative. At the same time, research is to be seen as relevant to the multiple needs of societies within a developing country such as South Africa. In order to improve research output of higher education institutions it also seems imperative that retention and success rates of doctoral candidates have to improve. One way of achieving these objectives could be to develop the knowledge, experience and skills of present and future supervisors. This interactive seminar was intended to contribute to a discussion of quality doctoral education by introducing to participants the complexity and challenges of doctoral education contexts, issues related to quality doctorates and to suggest a generic framework for doctoral supervisors to support their candidates towards quality doctoral work.



Eli Bitzer

Seminar 4

Date: 25 July 2012
Topic: Student Evaluations of Teaching: Do they matter?
Presenter: Dorothy Spiller, Head: Teaching Development Unit, University of Waikato, New Zealand

This seminar explored the findings and implications of a New Zealand research study which investigated academics' perspectives on student evaluations and the extent to which they impinge on academics' thinking and practices at all stages of the teaching and learning cycle.



Dorothy Spiller

The researchers were interested to find out whether academics perceived student evaluations as primarily institutional compliance measures or whether they also used them to enhance teaching and the student learning experience. The research study investigated the factors that influence academics' views of evaluations and makes recommendations to strengthen the use of student evaluations for professional development and authentic dialogue with students about their learning. Seminar participants were invited to reflect on their own perceptions of and engagement with student evaluations.



Seminar 5

Date: 21 September 2012
Topic: Education and Development in Africa: Lessons of the Past 50 Years for Beyond 2015
Presenter: Emeritus Professor Kenneth King, School of Education and School of Social and Political Studies, University of Edinburgh, Scotland

This presentation, based on joint work with Simon McGrath (University of Nottingham), proceeded through three stages. First, he revisited some of the historical shifts in debates about education, development and aid as a way of generating key questions about the current state and possible future directions of these major debates. Second, he briefly examined some of the perennial education and development debates of the past 50 years, highlighting the very great difficulty of resolving key educational tensions. Finally, he drew these together to insist on the complexities that these perspectives generate and what this means for the next round of international targets post-2015 as regard to higher education.



Kenneth King

Seminar 6

Date: 19 October 2012
Topic: Revisiting the Internationally Agreed Education for All Goals for Education: Making Rights Realities
Presenter: Professor Keith Lewin, Consortium for Research on Educational Access, Transitions and Equity, Centre for International Education, University of Sussex

The focus of this presentation, was on the UN member States commitment to Education for All (EFA) at World Conferences in Jomtien in 1990 and again in 2000 in Dakar. These developed six Education for All Goals which have been used to shape investment in education and development assistance from multi-lateral and bi-lateral aid agencies. The targets were set to be achieved by 2015. Professor Lewin's presentation explored the conceptualisation of EFA, commented on key aspects of progress, identified strengths and weaknesses of the approach adopted, and presented likely scenarios for the evolution of the goals and the framework of EFA.



Keith Lewin



Seminar 7 (Candid Talk)

- Date:** 26 November 2012
- Topic:** Does Assessment Matter in Teaching and Learning?
- Panelists:** Prof. Kriben Pillay, Dean: College Teaching and Learning, College of Law and Management Studies; Prof. TE Madiba, Nelson Mandela School of Medicine, College of Health Sciences; Prof. Bice Martincigh, School of Chemistry, College of Agriculture, Engineering and Science; Prof. Damtew Teferra, Director: Higher Education Training and Development; Dr Rubby Dhunpath, Director: UTLO; Dr Mary Goretti Nakabugo, Higher Education Training and Development; and Ms Kerry Frizelle, School of Psychology, College of Humanities
- Chair:** Prof. Mark Schofield, Dean of Teaching and Learning Development, Edge Hill University, UK

The Seminar was premised on the assumption that teachers in higher education are constantly challenged to develop a critical and reflective approach to teaching and learning underpinned by relevant professional practice, scholarship and research. In this UKZN staff were provided with an opportunity to share their views, perspectives and concerns in teaching, learning and assessment with a panel of higher education specialists. The event ran in the style of 'Question Time' used by the British Broadcasting Corporation (BBC). Audience members were invited to prepare and raise questions on teaching, learning and assessment to engage the panel. The panellists responded to individual questions and took responses and comments from the audience so that a lively, buoyant discussion ensued.

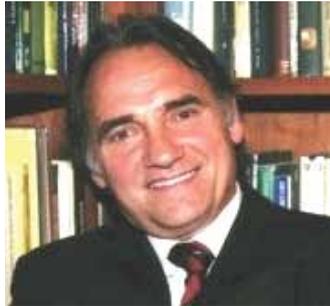


Candid Talk Panelists (from left to right): Prof. Mark Schofield, Dr Mary Nakabugo, Prof. Kriben Pillay, Ms Kerry Frizelle, Prof. Damtew Teferra, Prof. TE Madiba, Dr Rubby Dhunpath and Prof. Bice Martincigh.

Colloquia Colloquium 1

Date: 25 June 2012
Topic: Neoliberal Common Sense and the Challenge to South African Universities
Presenter: Professor Carlos Alberto Torres, School of Graduate Education & Information Studies, University of California, Los Angeles

This colloquium turned the spotlight on neoliberal globalisation and academic capitalism. Torres argued that “neoliberalism has utterly failed as a viable model of economic development, yet the politics of culture associated with neoliberalism is still in force, becoming the new common sense shaping the role of government and education. This ‘common sense’ has become an ideology playing a major role in constructing hegemony as moral and intellectual leadership in contemporary societies. Neoliberal globalisation, predicated on the dominance of the market over the state and on deregulatory models of governance, has deeply affected the university in the context of ‘academic capitalism’.” Does this assessment hold true for South African higher education and what are the associated challenges and implications for transformation?



Carlos Alberto Torres

Colloquium 2

Southern African Research Colloquium (UTLO, UKZN Research Office and IAKS Department)

Date: 23 November, 2012
Topic: Methodologies and Epistemologies for Integrating Indigenous African Knowledge Systems (IAKS)

Southern African academic and research institutions are increasingly designing initiatives to integrate Indigenous African Knowledge Systems (IAKS) into research, teaching and community engagement in line with regional and continental aspirations of an African-led globalisation. These initiatives are also driven by the need to make higher education more relevant to the socio-economic developmental challenges of a continent, characterised by poverty and social inequalities. The achievement of these goals requires a critical interrogation of the relevance and appropriateness of existing methodologies, epistemologies, knowledge production, teaching, learning and community engagement in higher education.

To bring these debates into the spotlight, the University of KwaZulu-Natal, in collaboration with the National IKS Office (Department of Science and Technology), the New Partnership for Africa’s Development (NEPAD), South African Qualification Authority (SAQA) and Institute for African Renaissance Studies, will host a Southern African Regional colloquium focusing, among others on the following sub-themes:

1. Integrating IKS in Higher Education Research, Teaching and Learning;
2. The Impact of Culture and Language on Research, Teaching and Learning;
3. The Role of African Intellectuals in the Indigenisation of Higher Education;
4. Technologies and IKS Research, Teaching; and
5. Research and Teaching into Higher Education.



Presenter	Organisation	Topic
Professor Catherine Odoro-Hoppers	University of South Africa (UNISA)	IKS and Transformation of Higher Education: The Challenges of Methodologies and Epistemologies
Professor Muxe Nkondo	Department of Water Affairs	Reflections on Technology and Methodologies in IKS Research, Teaching and Community Engagement
Professor Yonah Seleti	National IKS Office, Department of Science and Technology	IKS Policy Development in South African Higher Education
Professor Aggrey Ambali	New Partnership for Africa's Development (NEPAD)	IKS in NEPAD's Science and Technology Agenda
Professor Joe Teffo	Institute of African Renaissance Studies (UNISA)	Afro-centric Approaches in Higher Education
Professor Osmond Mwandemele	University of Namibia	IAKS in Agricultural Research: The NEPAD Context
Professor Kingo Mchombu	University of Namibia	The Challenges and Prospects of Integrating Information Science into IKS Research, Teaching and Community Engagement in Higher Education
Professor Nceba Gqaeleni & Dr Renee Street	University of KwaZulu-Natal (UKZN)	Bridging the Gap in Public Health: The Role of Education in African Traditional Medicine
Professor Franco Frescura	UKZN	Sex, Lies and Field Work
Mr Dugmore Mphuthing	South African Qualification Authority (SAQA)	Challenges and Prospects of SAQA Recognition of Indigenous Knowledge Holders and Practitioners in Higher Education
Dr Rosemary Kalenga	UKZN	Gender and Leadership in Indigenous African Communities: The Case of the Lamba People in Zambia.
Dr Munyaradzi Murove	UKZN	Indigenisation as Liberative Epistemological Imperative in Postcolonial Worldviews
Dr Lokesh Ramnath Maharaj	UKZN	Spiritually Centred Wisdom of African Philosophy
Professor Hassan O. Kaya & Dr Leonce Rushubirwa	UKZN	Promotion of Indigenous African Knowledge Systems and Africa – led Globalisation through Indigenous African Languages: The Case of Kiswahili
Professor P Kabudi	University of Dar es Salaam, Tanzania	Culture, Human Rights and IPR Issues in IKS Research, Teaching and Community Engagement in Higher Education

Symposia
Symposium 1

Date: 3 April 2012
Topic: UKZN's Response to the Department of Higher Education and Training's Green Paper for Post-School Education and Training
Presenters: Professor Kriben Pillay, Dean: College Teaching and Learning, College of Law and Management Studies; Professor Fikile Mtshali, Dean: College Teaching and Learning in the College of Health Sciences; Professor Frederick Veldman, Dean: College Teaching and Learning, College of Agriculture, Engineering and Science; Professor Nobuhle Hlongwa, Dean: College Teaching and Learning in the College of Humanities; and Mr Thembari Khumalo, Central SRC President – UKZN.

In 2012, the Department of Higher Education and Training (DHET) released, for public comment, the Green Paper for Post-School Education and Training. The purpose of the Green Paper was to create a policy framework that enables the DHET to shape its strategies and plans for the main pillars of our post-school system (Universities, FET Colleges, NSFAS, the SETAS together with the

related quality assurance, advisory and regulatory institutions).

This symposium focused on, among others: coherence, articulation and differentiation between the various post-school sectors; prospects for increased participation in higher education; responsiveness of the post-school sector to socio-economic development; and a critical assessment of the Green Paper in providing an effective regulatory framework for Higher Education.





UNIVERSITY LANGUAGE PLANNING AND DEVELOPMENT



Implementing Bilingualism at UKZN

The University Languages Board (ULB), chaired by the DVC: Teaching and Learning, continued to drive the implementation of the bilingual Language Policy in 2012. Although ULB faced considerable challenges in appointing a suitably qualified Director for the Language Planning and Development Department being established in the Teaching and Learning portfolio, ULB has made significant progress in supporting the implementation of the University Language Policy and Plan in both the academic and professional services sectors, with approximately R3.9m disbursed from the strategic funds allocated to the DVC: Teaching and Learning portfolio. Some examples of initiatives currently being supported include:

- Translation of College Handbooks and marketing material into isiZulu;
- Development of isiZulu terminology in a range of disciplines (e.g. Health Sciences and Law) and an online isiZulu terminology platform;
- Offering modules and tutorials in isiZulu (e.g. Education, Psychology, Economics);
- Translation and validation of teaching materials;
- isiZulu staff development programmes; and
- The installation of a bilingual University switchboard.

isiZulu/English Writing Competition

An isiZulu-English writing competition in partnership with the Independent Newspaper Group and UKZN Press was successfully launched. The competition generated 353 entries of poems, essays and short stories.

Three winning pieces have been selected by a panel of eminent authors, and some twenty entries have been selected to appear in a volume to be published by UKZN Press, which will be launched at the UKZN Time of the Writers Festival in 2013.

In December 2012, the three entries judged the best in the different categories were announced and each winning writer was awarded a cash prize at a special function. The winners were: Khayelihle Mnguni for the Best Short Story, Thandanani Mabaso for the Best Poem, Khethiwe Mkhize for the Best Essay.

The panel of expert judges included internationally renowned storyteller, Ms Gcina Mhlophe, Dr Nakanjani Sibiyi, Professor Otty Nxumalo and Dr Gugu Mazibuko. More than two thirds of the entries received were poems. Most of the entries were in isiZulu only. Although entrants varied greatly in terms of age and experience, the judges noted a large number of entries from school age writers.



Left to right: Mr Mnguni, Mrs Mabaso and Ms Mkhize.

isiZulu terminology and Corpus Development

UKZN has initiated an ambitious plan to elevate and recognise the status of the Zulu language as an official language at par with the English language. This recognition of the Zulu language as an official language of the University comes with a huge challenge of expanding the hitherto limited use of the Zulu language to more scientific and often specialised areas of research and teaching.

The immediate task to achieve this goal is to develop specialised glossaries and terminological dictionaries for certain scientific fields which hitherto have not been taught in the Zulu language. This task will be undertaken through the creation, popularisation and standardisation of specialised (discipline-specific) terms. In order to accomplish this, the Language Project seeks to contribute towards the creation and documentation of linguistic terminology in the Zulu language through (i) the creation of the first Zulu National Corpus, (ii) institutionalising the compilation of specialised terminological dictionaries, e.g. medical terms dictionary, legal terms dictionary, mathematical terms dictionary, musical terms dictionary, linguistics terms dictionary, etc. (iii) developing Zulu spell-checkers, thesaurus, machine translation, etc. (iv) transforming the Zulu language into a language of wider communication (LWC). The University of KwaZulu-Natal is ideal for a proposed project of this magnitude, not least because it sits at the heart of where the Zulu language is predominately spoken.

To support the terminology and corpus development process, ULB supported the design and creation of an isiZulu-English Terminology Development Platform. This in-house system development was initiated by a staff member from the College of Health Sciences in collaboration with UTLO and UKZN Information and Communication Services. The Platform will allow staff and students to access available terminology and upload new terminology they have developed in various projects. The ultimate aim is to make the Platform available as a national resource.

isiZulu and English Language Requirement in all Undergraduate Degree Programmes

ULB advocates and supports the principle that all students should acquire and demonstrate isiZulu and English competences (speak, read, write and listen) as an outcome of all undergraduate degree programmes. Since the bilingual policy and plan have already been approved, the University has the obligation to ensure that students have appropriate levels of proficiency relevant to their professions and workplaces.

Led by the isiZulu discipline in the College of Humanities, in collaboration with UKZN Extended Learning, various models of implementing the bilingual Plan are being explored to allow students to access appropriate competency in their disciplines, including on-line and part-time programmes.

“The recognition of the Zulu language as an official language of the University comes with a huge challenge of expanding the hitherto limited use of the Zulu language to more scientific and often specialised areas of research and teaching.”



Distinguished Visiting Scholars

Linguistic and Cultural Genocide and Crimes against Humanity in Education was the focus of a seminar featuring distinguished scholars Professor Tove Skutnabb-Kangas, an Emerita and guest researcher at the Department of Languages and Culture, University of Roskilde, Denmark and visiting professor at Åbo Akademi University, Finland, and Professor Robert Phillipson, Emeritus Professor at Copenhagen Business School's Department of English.

They contend that the expansion of English worldwide as a 'global' 'lingua franca' has dire consequences for other languages, particularly indigenous/tribal/minority/minoritised languages. Skutnabb-Kangas and Phillipson, who have studied language policy issues worldwide and written extensively on language policy, linguistic imperialism, linguisticism and critical applied linguistics, combined micro and macro level analysis to reflect on developments in Africa and South Africa.

They argued vociferously that submersion education can be seen as genocide according to the definitions in the UN Convention on the Prevention and Punishment of the Crime of Genocide. Linguistically, psychologically, sociologically, educationally, and economically it can also be seen as a crime against humanity.

The highly respected scholars said that despite the universal tendency for assimilationist subtractive submersion programmes, UKZN had made significant progress in giving substance to its bilingual language policy through strategic implementation of its language plan.



Robert Phillipson



Tove Skutnabb-Kangas

“Respected scholars, Phillipson & Skutnabb-Kangas said that despite the universal tendency for assimilationist subtractive submersion programmes, UKZN had made significant progress in giving substance to its bilingual language policy through strategic implementation of its language plan.”





QUALITY PROMOTION AND ASSURANCE



QUALITY PROMOTION AND ASSURANCE



Dr Luvuyo Lumkile Lalendle, Director: QPA

He has worked for the Council on Higher Education as Director of Institutional Audits. He is a graduate of the universities of Fort Hare, Venda, Iowa and Michigan State. His academic career started at the Butterworth College as a lecturer, and then joined the University of Venda as a lecturer, thereafter promoted to be a Senior Lecturer and Head of Department of Music in the School of Human and Social Sciences. He has collaborated on a number of Quality Assurance and Promotion initiatives within the continent and with international agencies. He is a member of a specialist advisory panel to the National Heritage Council. He also serves on the Board of Trustees of Thohoyandou Victim Empowerment Programme (TVEP). He has published on a wide range of topics in higher education.

Quality Promotion and Assurance (QPA) offices are located on the Howard College Campus and on the Pietermaritzburg Campus. It employs fourteen staff members dedicated to supporting the quality promotion and assurance function. In April 2012 Dr Lalendle was appointed to the position of Director. In July 2012, an organisational review of QPA was conducted. The review examined the impact of the reorganisation of the University of KwaZulu-Natal into what is known as the 'College Model' and the proposed establishment of a number of other entities at the University, including Higher Education Training and Development (HETD) and the proposed Business Intelligence Unit.

The review involved staff reflections around the opportunities and challenges faced by QPA. The process involved assembling a team of experts to review QPA's work and structure. The review presented an opportunity for QPA to take stock of its role

in a new complex organisational structure and to re-examine its own organisational structure in an attempt to build a team that could strategically position quality promotion and assurance as an integral part of day-to-day practices at the University. This exercise provided an impetus for QPA staff to collectively reflect on a number of areas that are critical to the success of their work at the University.

College Reviews

QPA provided support to the College disciplines undergoing reaccreditation by the Higher Education Quality Committee (HEQC) and professional bodies. These have included Accounting, Social Work, Architecture, Housing and Planning. In the Support Sector the Risk Management Services, Residence Management and Quality Promotion and Assurance have undergone reviews.

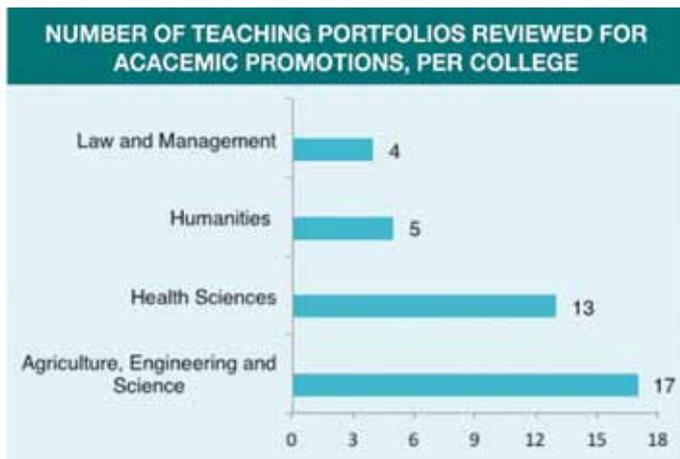
Number of Reviews Conducted Per Sector

College/sector	No of reviews
Support Sector	3
Law and Management	2
Humanities	1
Health Sciences	0
Agriculture; Engineering and Science	0
TOTAL	6

QPA has identified the production of reports as an area that needs focused attention. Reports emanating from the reviews should ideally follow a standard format. This was not possible at times as different report writers tend to bring a variation in this practice.

Teaching Portfolios

The teaching portfolio is a primary piece of evidence for academics, which provides the Deans and Heads of School and the College Academic Promotions Committee with comprehensive evidence on the individual academics' endeavours in striving for teaching excellence. QPA assists academic staff in compiling their teaching portfolios and advises all the College teaching portfolio evaluation sub-committees. In 2012, QPA evaluated 39 portfolios for academic promotion. Teaching Portfolios are also an important source of evidence required when evaluating academics nominated for the Distinguished Teachers' Award.



Institutional Research

Institutional Research surveys aim to collect, synthesise and analyse institutional data to fulfil the University's quality agenda, as well as offer accurate, timely and digestible research. Surveys are important in providing evidence-based information that assists the University to improve quality, institutional effectiveness and student satisfaction by identifying areas of excellence, and those that require improvement. The surveys are also used for the purpose of identifying and reinforcing good practices across the University. In 2012, QPA undertook the Graduate Opinion Survey, Student Housing Survey and Masters and Doctoral Students Experience Survey.

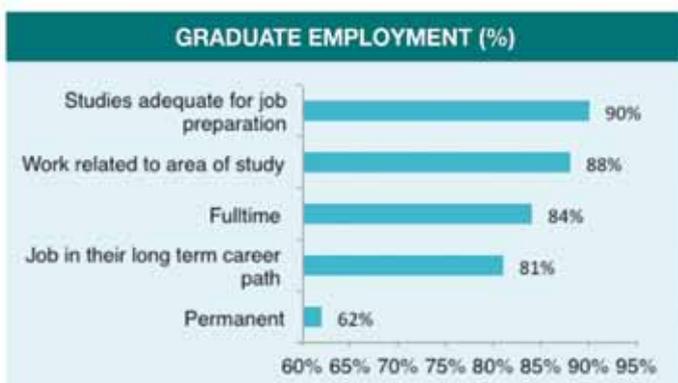
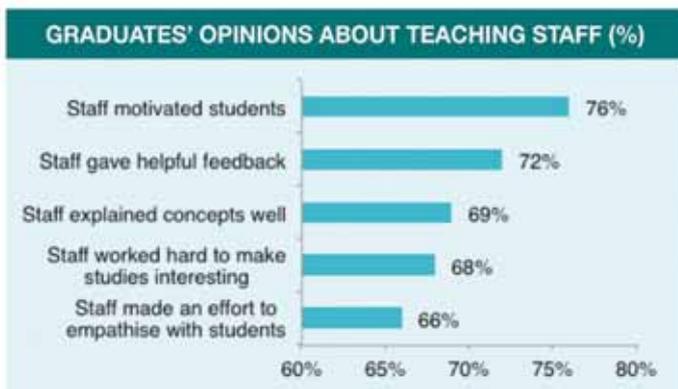
Graduate Opinion Survey

During the University's graduation ceremonies, graduating students complete a survey to determine their opinions on the quality of education provided by the University. The 2012 Graduate Opinion Survey was taken by 4 226 respondents, which represented 48% of students who graduated.

Highlights of the 2012 Graduate Opinion Survey are:

- 72% of graduates reported that the environment at UKZN helped them study effectively;
- 87% of graduates were satisfied with the overall quality of their degree/diploma;
- 34% of graduates were studying further;
- Between 85% and 89% of graduates felt they had developed the following skills: problem-solving, analytical, written and oral communication, and an ability to work as a team member; and





- A disturbing finding with regard to assessment practices was that 52.6% of graduates felt that all they needed to perform well was a good memory, while 48.1% of graduates thought that it was possible to get through modules by working hard at exam time.

Student Housing Survey

QPA conducts External Quality Assurance Reviews to provide a systematic means of assuring the continuous improvement in service quality of the University's Support Divisions. UKZN's Department of Student Residence Affairs underwent an external review in accordance with the University's Policy of External Reviews for the Support Sector. 1204 students completed an on-line survey, with an even split between male and female students, the majority being undergraduate African students (95%). Preliminary results show that:

- 72% were unhappy with the availability of residences
- 58% of students were dissatisfied with the safety at residences
- 61% were dissatisfied with the security.

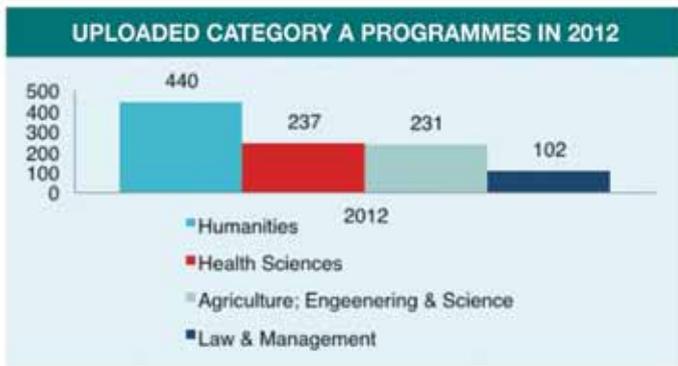
Survey on Experiences of Masters, Doctoral and Post-doctoral Fellows

At the request of the Executive Management and Deans Forum, QPA undertook a survey to collect data on the perspectives of Masters, Doctoral and Post-doctoral fellows on their research training experience and quality of supervision. The study also investigates the intellectual and social climate at the University including the infrastructure as enabler or dis-enabler for their research training. QPA collaborated with the Research Office and Information Communication Services (ICS). In 2012, QPA conducted three meetings to conceptualise the project and adapt aspects of an existing international instrument. Subsequently, the survey was sent to Masters, Doctoral and Post-doctoral Fellows at the University. The study will report on the experiences of 1162 Masters and Doctoral students and 165 Post-doctoral Fellows. The study will be concluded in 2013.

Higher Education Qualification Framework Alignment Process

In 2012, programmes requiring minimal changes to be aligned to the Higher Education Qualifications Framework (HEQF) were identified and loaded to the Council on Higher Education spreadsheet. It provided UKZN with an opportunity to further engage with the programmes and re-categorise these into A, B, or C categories, thereby minimising missing data and verifying the data submitted.

Number of Programmes Uploaded onto the HEQF Online System by College:



In total, 1010 programmes have been uploaded on the HEQF-Online system from the four Colleges. Although the process has been viewed as exhaustive and time consuming, there were also those academics who claimed that the process was empowering. These academics took time and interest to learn aspects that pertained to programme development rather than a task approach to the project. Some disciplines (Architecture, Development Studies, Population Studies, Sport Science, and Dietetics and Human Nutrition) used HEQF to critically reflect on their offerings. There were extended debates about the purpose, rationale, naming, entry requirements, outcomes and credits of programmes. The HEQF alignment process continues to be useful in many respects.

Programme Development and Support

Quality Consultants spend a large proportion of their time running workshops and supporting programme coordinators and individual lecturers with the technical aspect of what it means to develop a programme and what issues need to be considered in that process. The majority of Colleges have been supported with workshops on the HEQF alignment process. Furthermore in 2012, the Council on Higher Education accredited the Advanced Certificate in Foundation Phase Teaching in the School of Education.

Student Evaluation of Teaching Quality

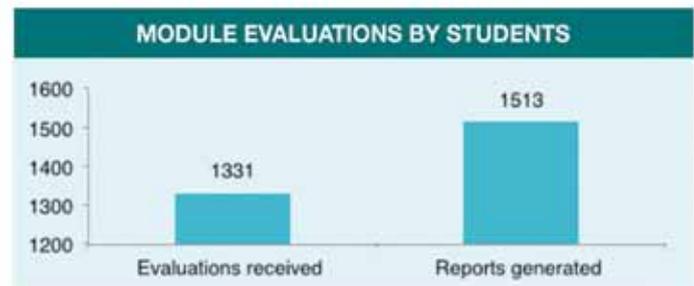
QPA received 1331 module evaluations from students and it is evident from the numbers that academics are increasingly subjecting their modules and teaching to student evaluations. QPA has set a revised turnaround benchmark of 90 days for 2012. QPA also provides guidance to individual staff members and Schools in the development of appropriate evaluation instruments.

A set of core questions to be used across the University to elicit Student Feedback on Teaching Quality was introduced. The online Student Feedback system at module level using Moodle (a computer based platform) was implemented in 2012, and to date 163 evaluations either on the module, lecturer or both have been conducted via Moodle. This marks a 31% improvement from the

2011 uptake of module evaluations using the Moodle on-line system.

In a bid to improve the reporting regime in this area, QPA has worked closely with Professor Delia North from the School Mathematics, Statistics and Computer Science, who developed a new reporting format for student evaluations. The findings of this study are designed to 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 the University surveys from paper-based evaluation to computer-based surveys on Moodle or similar platforms.

In 2012, as part of the pilot study, 98 modules were evaluated using the Moodle on-line system, which contributed to the increased numbers of modules evaluated on-line. Although a lot of work has been done in this area, there have been some shortcomings in the reports as academics found them difficult to interpret, or understand what some of the measures meant, especially the average score in each question. In addressing some of the concerns to improve the reports, a project was commissioned to investigate ways of improving the reports at the end of 2012.



There has been a slow but gradual improvement in the uptake on student evaluation of teaching quality. In this area the uptake has fluctuated with increases ranging from 11% in 2011 to 39% in 2012.

World University Rankings

UKZN, through its commitment to excellence in teaching and learning and research, participated in the QS and Times Higher Education World University Rankings. UKZN was ranked for the first time among the top 400 universities in the world, and was among a handful of ranked universities in the continent. The QPA Director continues to participate in shaping the University strategy and response in this area. The Director has also joined the International Academic Advisory Committee of QS Rankings and has participated in meetings held in September 2012, in Dubai, United Arab Emirates. He attended the QS MAPLE Conference and the International Academic Advisory Committee meeting held in Bali, Indonesia in October.



HIGHER EDUCATION TRAINING AND DEVELOPMENT

HIGHER EDUCATION TRAINING AND DEVELOPMENT



Prof. Damtew Teferra

He joined the University of KwaZulu-Natal in August 2012 as Professor of Higher Education Training and Development. He has been the Director of the International Network for Higher Education in Africa, at the Center for International Higher Education (CIHE), Boston College, USA, which he founded almost 10 years ago. Professor Teferra was the former director for Africa and the Middle East of the Ford Foundation International Fellowships Program in New York. He was founding (former) Editor-in-Chief of the *Journal of Higher Education in Africa*. He is the author of *Scientific Communication in African Universities: External Assistance and National Needs* (2003, Routledge Farmer) and lead editor of the award-winning book *African Higher Education: An International Reference Handbook* (2003, Indiana University Press). His new edited book, entitled *Higher Education Funding in Africa* is being published by Palgrave Macmillan. The books are outcomes of studies undertaken under his leadership through a grant from major foundations and development agencies.

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

Research projects in assessment of student learning, University-community engagement, research supervision and student development are underway. The review and approval of two major postgraduate programmes in Higher Education have been completed and students have already been admitted. HETD now offers a revitalised Postgraduate Diploma in Higher Education, a Masters in Higher Education (Teaching and Learning) and a Masters in Higher Education (Student and Professional Services), the Masters in Higher Education (Research only) and the PhD

programme continue. Staff development and capacity building through both formal and informal processes are seen as key activities, fostering research-based practice while consolidating technical input and assistance. HETD has developed and offers four courses in the University's Education Induction Programme.

HETD is committed to excellence in all aspects, and across all levels and forms, of higher education through national, regional, institutional and individual collaboration and networking. HETD anticipates becoming one of the leading African higher education research, communication and advocacy centres in the continent and the world. It is in the process of hosting the International Network for Higher Education in Africa, which has been based at the Center for International Higher Education, Boston College, USA, one of the leading higher education centres in the world. The hosting of the International Network, one of the leading African higher education research and advocacy bodies in the region and globally, is hoped to raise the profile of HETD and the University at large. This is expected to expand and promote the research as well

as teaching and learning capacities in the HETD, which anticipates to expand PhD programmes in higher education studies targeting students inside the country and regionally.

HETD has embarked on a new initiative entitled “African Flagship Universities Project” to explore and analyse the role and contributions of select major universities in Africa. Currently work is underway to establish an international periodical called *International Journal of African Higher Education* in joint partnership with the Association of African Universities. The Unit has already received financial support from UTLO, and is expecting to generate more from regional and international funders.

University Education Induction Programme (UEIP)

The University's Education Induction Programme aims to promote the professional development of UKZN academic staff. In 2012, the Programme was conducted by HETD staff and administered by UKZN Extended Learning (UEL). The four modules which correspond with those in the PGDip(HE) programme are compulsory for all new UKZN academic employees and those currently at lecturer level and below. The table below reflects the number of UKZN staff who undertook the programme in 2012.

Participants in UEIP per College

College	Modules				Total
	Supervising research	Assessing learning	Designing and evaluating curricula	Teaching and learning	
Law and Management Studies	11	3	8	12	34
Agriculture, Engineering and Science	3	2	6	7	18
Humanities	4	6	8	9	27
Health Sciences	11	14	16	19	60
TOTAL	29	25	38	47	139

Postgraduate Qualifications Offered in Higher Education

Postgraduate Diploma in Higher Education

Modules taught in 2012	Date	No. of students completed	Facilitator/s
Higher Education Curricula Design and Evaluation (2012: 1 semester)	March 2012	2/2	Dr Frances O'Brien
Assessing Learning in Higher Education (2012: 2 semester)	November 2012	6/10	Dr Goretti Nakabugo
Researching in Higher Education (2012: 2 semester)	August & October 2012	2/5	Dr Goretti Nakabugo & Prof. Damtew Teferra
Teaching and Learning in Higher Education (2012: 2 semester)	August & September 2012	5/5	Mr Nick Munro

Masters in Higher Education

Master of Higher Education Students – 2012	Topics
Moya Bydawell	Exploring South African Lives: An Investigation into the Daily Lives of Six University of KwaZulu-Natal Third-Year Students
Tatenda Chinoda	Stakeholders' Perceptions on the Role of Student Affairs in University Education at Midlands State University
Dimakatso Kortjas	A Postgraduate Certificate in Education (PGCE) Programme as Preparation for Foundation Phase Teachers: The Experiences of Novice Teachers in KwaZulu-Natal primary Schools
Ishana Gangaram	An Exploration of the Aspirations and Motivations of Midlevel Administration Staff at a Higher Education Institution
Musawakhe W. Ngcobo	Students' Perceptions of Assessment Feedback – Lessons from a Higher Education Institution
Jotsana Roooram	Exploring My Role Head of Department, My Auto-ethnography
Ingrid Schofield	Job Satisfaction, commitment and alienation amongst Teaching Staff at a KwaZulu-Natal Higher Educational Institution
Verna Yearwood	An Investigation into the Students' Perceptions of Using Case Studies to Enhance Learning at DUT
Limpho Mochaba	Acquiring Academic Literacy through Writing: A Case Study of First Year Fashion Students' Writing Experiences in a University of Technology
Jabulani Zikhali	Students' Learning Experiences in Second Year Augmented Economics

In 2012, two Masters programmes were reviewed and revised, and modules and have been approved by the University. These programmes are expected to be offered in 2013.

Masters of Education in Higher Education: Teaching and Learning	Masters of Education in Higher Education: Student and professional services
Core modules	Core modules
Research discourses and methodology	Research discourses and methodology
Research proposal development	Research proposal development
Discourses in higher education	Discourses in higher education
African higher education in a global context	African higher education in a global context
Elective modules: MEd HE TL (choose 2)	Elective modules: (MEd HE SAPS) (choose 2)
Pedagogies in higher education	Diversity in higher education
Curriculum development & evaluation in higher education	Governance, leadership and institutional development in higher education
Student development & learning: Theories & practices	Professional services in higher education
Module from other programme related to education	Student development and learning: Theories and practices
	Student services in higher education
	A module from another discipline, chosen in consultation with the School

PhD in Higher Education

HETD offers a PhD in Higher Education using the Cohort model of supervision. Fifteen students were enrolled in the programme in

2012 and attended six PhD cohort seminars over weekends. The majority of students in this Cohort are at the data analysis and writing stage.

PhD (Higher Education) Candidate	Topics
Craig Blewitt	Student Design and Use of a Facebook Learning Space
Cynthia Khethiwe Dongwe	Quality Practices in Teaching Amongst Academics in Higher Education
Julie Douglas	Leadership, Managerial Practices and Politics in a Historically Black University: A Case Study of the Vice-Chancellors at the Former University of Transkei (UNITRA) from 1976-2004
Subbalakshmi Govender	Students' Construction of Academic Success in Higher Education
Jenny Kerchhoff	The Construction of Academic Literacies in Postgraduate Public Health
Brian McArthur	Information Systems Research Methodology Curricula
Muntu Mtshali	Students' Experiences of Online-Supported Learning in Business Management Education
Vincent Mtyende	Power and Disempowerment in African Youth Literature: A Case Study of Reader-Response to the Pacesetters Series Youth Novels (1977-2000)
Nicholas Munro	Exceptional Academic Achievement in South African Undergraduate higher education
Nokwe Ndlazi	First-year Engineering Students' Concept Development of Integral Calculus at a University of Technology
Sylvia N. Nkanyuza	Examining the Oral English Teaching Praxis of Foundation Phase Teachers
Dawn Pillay	In Search of a Sustainability Marketing Curriculum: A Critical Exploration
Rose Quilling	HE Teachers' Use of Social Computing in their HE Teaching
Vanessa Singh	Pedagogical Practices of Lecturers in Pharmacy Education
Nicholas Wood	Teaching practices in Management Accounting and Finance

Ongoing Research Projects Undertaken by HETD Staff

Staff involved	Project
ALL HETD Staff	Opportunities and Challenges of Assessment and Feedback in South African Universities: A Study of Staff and Students' Perspectives in Two Colleges of UKZN
Mr Nicholas Munro	Food Insecurity amongst University Students
Dr Frances O'Brien	University/Community Engagement for the Generation and Utilisation of Knowledge
Dr Frances O'Brien	Recognition and Reward of Community Engagement
Dr Goretti Nakabugo	Unlocking University Teachers' Perceptions of Student Evaluations at UKZN: Quality Ritual or Teaching and Learning Opportunity?
Dr Goretti Nakabugo	Examination of Locally and Externally-Initiated Teacher Professional Development Programmes for Science and Mathematics Teachers in Ugandan Secondary Schools
Prof. Damtew Teferra	African Flagship Universities

UKZN EXTENDED LEARNING



UKZN EXTENDED LEARNING



Mr Simon Tankard, Chief Executive Officer: UEL
He joined UKZN Extended Learning in 2012. He was awarded a Rio Tinto scholarship to study Industrial Psychology at the University of Natal, before building a career in the human resources and learning and development profession across the mining, engineering, beverages and fast moving consumer goods sectors, where he was ultimately group head of human resources. Companies he worked for include South African Breweries and the Anglovaal group. He completed his BCom at the University of South Africa, and subsequently completed his MBA at Warwick Business School in the UK, before gaining international experience with the University of Oxford's Said Business School as director of its MBA careers service. In 2008, he was appointed Director of Executive Education at the Gordon Institute of Business Studies (GIBS) at the University of Pretoria, where he was responsible for executive education programmes and conferences. He has travelled widely in Europe, North America and Asia, and is currently completing a doctorate with his alma mater, UKZN.

The concept and practice of continuing education is applied through the activities of UKZN Extended Learning (UEL). In 2012 full operations commenced, with UEL functioning as the wholly-owned subsidiary short course provider of the University. During the first six months UEL focused on the development of processes and systems to support the growth and generation of a sustainable business, and in the latter half of the year the focus shifted to the development of a portfolio of courses. UEL worked closely with Quality Promotion and Assurance (QPA) at UKZN to ensure that all course offerings were of the highest standard. Quality assurance encompasses course design, accreditation, assessment and logistics. In 2012, no fewer than 1600 delegates attended more than thirty courses and events. Graduation ceremonies were held and attended by Deans and Heads of School, as well as academic and support staff and stakeholders in business and the community involved with the course.

Selected Courses Offered in 2012

A Nutrition Advisors Programme (NAP), customised for and sponsored by the KZN Department of Health and the School of Agriculture, Environment and Earth Sciences (SAEES), involving 400 delegates across 12 locations in KZN, over a period of 12 months, and complemented with practical work-based experience at Schools and Clinics.

Intellectual Property and Access to Medicine (IPAM), sponsored by the Foundation Open Society Institute (FOSI), based in New



Colleagues responsible for the Nutrition Advisors Programme, representing KZN Department of Health, SAEES and UEL.



Professor Paulus Zulu (UKZN), colleagues from Mpumalanga municipalities and traditional leaders meeting to discuss opportunities for collaboration.

York. The delegates attending the two-week course represented no less than 12 countries in Africa and Europe (including Croatia and Russia).

An open course Certificate in Business Administration (CBA), co-hosted with the School of Management, IT and Governance, repeated over two semesters and attended by more than 100 delegates from diverse organisations. The course provides potential access to further formal undergraduate degree studies (BAdmin, BCom, BBusSci) at UKZN.

An open Applied Population Studies and Applied Research (APSTAR) course, run in conjunction with the Department of Social Development and the School of Built Environment and Development Studies (BEDS), and attended by more than 40 delegates from a number of independent organisations. A highlight for the course was the publication of the latest census statistics for South Africa, and a strategic evaluation of the implications of the report for the country.



UKZN academic staff representing all four Colleges, share their learning experience during a module of the UEIP.

Commencement of a Curriculum Design and Change Management programme sponsored by the ETDP SETA, for principals and senior management team members at 45 schools in the Vryheid and Ixopo districts.

The launch of a series of development courses for academic staff at UKZN, the University Education Induction Programme (UEIP), run in conjunction with UKZN Higher Education Training and Development. A course on Leadership and Good Governance (LGG), run in conjunction with the School of Social Sciences (Maurice Webb Centre), under the auspices of Professor Paulus Zulu, and sponsored by the KZN Department of Economic Development and Tourism, has been widely recognised for its value, particularly for traditional leaders across many districts who have attended the programme.

Community Engagement



Colleagues from UKZN Extended Learning visiting LIV Village, north of Durban, to meet with children attending classes on Mandela Day 2012.

The UEL team visited LIV Village, an NGO based north of Durban, on Mandela Day 2012 to learn more about the incredible support being provided for orphaned children, including a full range schooling and accommodation in the form of unique family units. The UEL team distributed education and school equipment to the pupils to support their studies.



Caroline Harben, Chair: Alumnus Association (Europe) and Simon Tankard, CEO: UKZN Extended Learning.



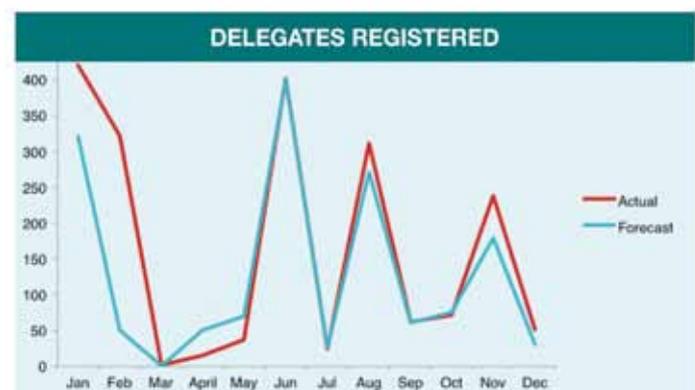
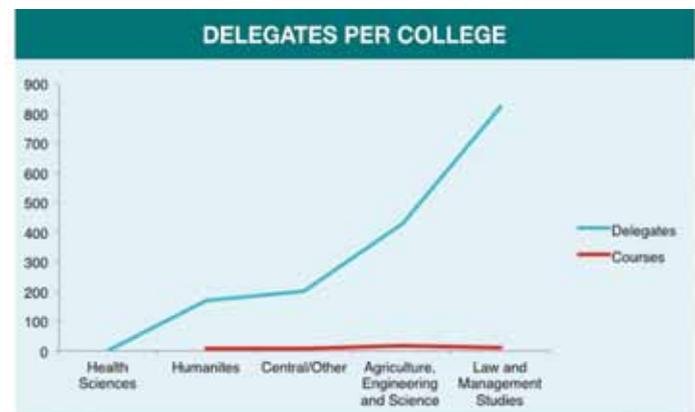
Dr Imtiaz Sooliman, Founder of Gift of the Givers and alumnus of UKZN, shares his experience with delegates from Africa attending the Food Security programme.

International Outreach

- UEL's CEO met with the UK-based head of Alumni for Europe (Caroline Harben) in August 2012 to discuss opportunities for collaboration.
- In 2012, UEL offered a course on intellectual property and access to medicine in conjunction with the Foundation Open Society Institute (FOSI), based in New York, and the School of Law. Twenty-two delegates were drawn from across Africa and Europe.
- UEL, with UTLO and merSETA (as co-sponsors), coordinated the International Partnership Network (IPN) global conference held at the Moses Mabhida Stadium in Durban in September 2012. The conference was attended by 250 delegates from 30 countries.
- A food security course co-hosted with the School of Agricultural, Earth and Environmental Sciences was attended by 14 delegates from eight countries in Africa. Sponsored by SADC, a highlight of the course was an address by Dr Imtiaz Sooliman, the founder and CEO of the NGO 'Gift of the Givers', who is also an alumnus of UKZN.

UEL Operations

The operations team is responsible for delegate registrations and the co-ordination of courses, from initial advertising to course completion and evaluations by delegates. In 2012, planned registrations varied significantly during the year, depending on the course offerings. The figures below show the delegate participation.



In 2012, UEL partnered with eight of the 19 Schools of UKZN in providing both open and customised short courses to over 1 600 delegates. UEL has also met with all the 19 Deans and Heads of

Schools, with a positive consensus and interest being expressed in collaborating with UEL to develop short courses of relevance to their chosen subject and research areas of interest.

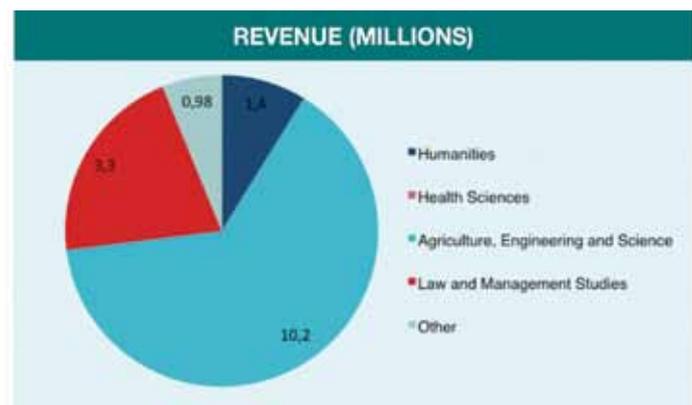
College	School/Department	No. of delegates	No. of courses
Humanities	Social Sciences	106	3
	Built Environment and Development Studies	54	2
	Education	8	1
	Sub total	168	6
Agriculture, Engineering and Science	Mathematics, Statistics and Computer Sciences	14	1
	Agricultural, Earth and Environmental Sciences	415	14
	Sub total	429	15
Law and Management Studies	Management, IT and Governance	712	8
	Law	21	1
	Graduate School of Business and Leadership	90	1
	Sub total	823	10
Other	Higher Education, Training and Development	122	4
	Human Resources	79	3
	Sub total	201	7
Grand Total		1 621	38

Finance, Human Resources, Administration and Systems

In 2012, UEL has operated as a going concern, using the revenue generated through sales of courses to fund its operations and to repay half of the bridging finance received from UKZN to assist it with the commencement of start-up operations.

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

The UEL staff complement increased from 12 to 17 in 2012, a significant growth in line with strategic plans for the development of UEL. Further plans for expansion and a commensurate increase in the number of staff have been endorsed by the UEL Board.



UEL Board Members

Name	Role
Professor Renuka Vithal	Chair
Professor Jane Meyerowitz	Member
Mr Mxolisi Manyakanyaka	Member
Mr Simon Tankard	CEO

Open Learning Network

The primary responsibility of Open Learning Network (OLN) is the establishment and management of off-campus learning centres and quality assurance in relation to the logistics of the delivery

of the distance programmes and conducting of examinations at the learning centres. This includes the provision of feedback to Schools regarding on-site delivery.

In 2012, OLN supported the Schools of Education and Nursing in the delivery of 39 distance courses at 14 sites, targeting a cumulative total of 1 729 students. The School of Education offered three academic programmes i.e. Advanced Certificate in Education (ACE), National Professional Diploma in Education (NPDE) and Post Graduate Certificate in Education (PGCE). The School of Nursing and Public Health also offered three academic programmes i.e. Bachelor of Nursing Advanced Practice (BNAP), Bridging Nursing and Nursing Management. The learning centres have been set up in remote areas in the KwaZulu-Natal and Mpumalanga provinces. In 2012, there were sixteen (16) operational learning centres run by OLN.

School of Education

Programme	Modules	Number of students
Advanced Certificate in Education (ACE)	ACE: Language Education	90
	ACE: Maths FET	60
	ACE: Maths, Science & Technology	60
	ACE: School Leadership	383
	ACE: School Library	125
	ACE: Technology	25
	ACE: Values & Human Rights	151
Subtotal		894
National Professional Diploma in Education (NPDE)	NDPE: General Education & Training (GET)	326
	NDPE: Vocational Training (VT)	115
Subtotal		441
Post Graduate Diploma in Education (PGCE)		138
TOTAL		1 473

School of Nursing and Public Health

Programmes	Number of students
Bachelor of Nursing Advanced Practice (BNAP)	18
Bridging Course	83
Nursing Management	42
Primary Health Care (exams only)	73
Midwifery (exams only)	40
TOTAL	256

“In 2012, OLN supported the delivery of 39 distance courses at 14 sites across KZN.”

STAFF PUBLICATIONS



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STAFF PROFILES

Office	Name	Designation	Qualifications
Office of the DVC: Teaching & Learning	Professor Renuka Vithal	Deputy Vice-Chancellor: Teaching & Learning	BA(Hons); UDHE(UDW); BEdHons(Natal); MPhil (Cambridge); 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)
UTLO	Dr Rubby Dhunpath	Director: Projects	BA (UNISA); BEd, MEd (UKZN); UDE (UKZN); CEMT (Cambridge); PhD (UKZN)
	Ms Reshma Subbaya	Researcher	BSc (UNISA); MBA (UKZN)
	Mr Sbusiso Clarence Gwala	Administrator (till July 2012)	BCom (UKZN); Foundation Management Certificate (GIBS)
	Ms Luleka Duma	Intern	BCom (UKZN)
	Ms Shahieda Kraft	Administrator (from August 2012)	NDip Office Admin (Technikon Witwatersrand); Cert in PR (Damelin)
QPA	Dr Luvuyo Lumkile Lalendle	Director	PhD (Michigan State University)
	Mrs Leanne Browning	Quality Consultant (Health Sciences)	BAHons; HDE; BEd; MEd (Natal)
	Mrs Rani Chunder	Student Evaluation Co-ordinator	BAHons (UDW); Cert in Basics of TQM (UNISA)
	Ms Thandeka Mkhize	Quality Consultant (Law & Management Studies) (on sabbatical till 2014)	BCom; MCom
	Mrs Tilly Moodley	Quality Consultant (Humanities)	DipEd; DipHE; BA (UNISA); BEd; MEd (UDW)
	Mr Rajen Padayachee	Quality Consultant (Law & Management Studies) as at 1 June 2012	BSc (UKZN); NHD (DUT); PDip (UNISA); BScHons (UP); MSc (UP)
	Mrs Meena Paramanund	Administrative Officer	Cert in Comp App (Tata InfoTech)
	Ms Nonhlanhla Manana	Assistant Administrative Officer	NDip – PR Management (Technikon SA); BTech – PR Management (UNISA)
	Dr Florence Southway-Ajulu	Quality Consultant (Agric, Eng and Sc)	BSc (Lesotho); MSc; PhD (Sussex)
	Mrs Alison Walker	Quality Consultant (Support Services)	BSocScHons; MSocSc (Natal)
	Ms Angela Luthuli	Personal Assistant to the Director	Diploma in Computer Literacy (UKZN - Unischool) Reception & Secretarial Techniques (Durban Commercial College)
HETD	Prof. Damtew Teferra	Director & Professor	BSc (Addis Ababa); MPhil (Stirling); PhD (Boston)
	Mr Nicholas Munro	Lecturer	MSocSc (UKZN)
	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)
	Ms Sheryl Jeenarian	Senior Assistant Administrator	BSocSc (UKZN)
UEL	Mr Simon Tankard	Chief Executive Officer	BCom; BA(Hons)
Open Learning	Mrs Dumile Gumede	Co-ordinator	BA Comm Dev (UKZN); BTech – Business Admin (DUT)
	Mrs Ntombenhle Ndlela	Administrator	BA Comm Dev (UKZN); PGDip in Rural Resource Management (UKZN)
	Miss Snenhlanhla Jali	General Administrative Assistant	Diploma (Executive Secretarial Computer Studies)



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