

Teaching & Learning ANNUAL REPORT 2019/20

ENRICHING TEACHING AND LEARNING
WITH TECHNOLOGY



INSPIRING GREATNESS



UNIVERSITY OF
KWAZULU-NATAL[™]
INYUVESI
YAKWAZULU-NATALI



EVERY STUDENT MATTERS

UTLO – PROVIDING
INSTITUTION-WIDE
SUPPORT

ADVANCING 21ST CENTURY
TEACHING & LEARNING

ENHANCING TEACHING &
LEARNING IN COLLEGES

TEACHING & LEARNING ACADEMIC
CAPACITY ENHANCEMENT

ACADEMIC MONITORING & SUPPORT

QUALITY PROMOTION & ASSURANCE

LANGUAGE PLANNING & DEVELOPMENT



Teaching & Learning

ANNUAL REPORT 2019/20

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CONTENT CONTRIBUTORS

Deputy Vice-Chancellor for Teaching & Learning:

Prof Sandile Songca

UKZN Teaching & Learning Office:

Prof Rubby Dhunpath, Mr Abdulbaqi Badru, Dr Loyiso Maciko, and
Mr Jasper Cecil

Academic Computing:

Mr Vasu Chetty

Scholarships Office:

Mr Michael Davids

Quality & Promotion Assurance:

Dr Thiruvani Moodley and Mr Khaya Mhlongo

University Language Planning & Development Office:

Dr Rosethal Lolie Makhubu-Badenhorst and Mr Siyabonga Nkontwana

College of Agriculture, Engineering & Science:

Prof Naven Chetty, Dr Dalia Varghese and Ms Nozipho Hlalukane

College of Law & Management Studies:

Prof Msizi Mkhize, Dr Annah Bengesai and Dr Siphiwe Mqadi

College of Health Sciences:

Prof Sinegugu Evidence Duma, Dr Rene Khan and Dr Zama Msibi

College of Humanities:

Prof Ruth Hoskins, Prof Sarah Gibson, Ms Xoliswa Zulu

TABLE OF CONTENTS

CONTENT CONTRIBUTORS	2	ACADEMIC MONITORING & SUPPORT COLLOQUIUM	34
LIST OF ACRONYMS, FIGURES & TABLES	5	Attendance	35
PREFACE – PROFESSOR NANA POKU	6	Welcome Address	36
MESSAGE FROM THE DEPUTY VICE-CHANCELLOR (DVC): TEACHING & LEARNING – PROFESSOR SANDILE P SONGCA	8	Presidential Address	36
UKZN'S TEACHING & LEARNING ORGANISATIONAL STRUCTURE	12	Keynote Address	36
UKZN TEACHING & LEARNING COMMITTEE	14	Workshop	37
UNIVERSITY TEACHING & LEARNING OFFICE	18	Panel Discussion 1	38
Teaching & Learning Excellence Award	19	Panel Discussion 2	39
UKZN Distinguished Teachers' Award for 2019	19	Winners of Best Paper Presentation Awards	40
Grants Acquisition	19	Feedback from the Participants	42
Kresge Student Success Grant	19	Critical Reflections: AMS Colloquium 2019	43
Student Support Initiatives	19	UKZN EXTENDED LEARNING	44
Tutor Development & Training	19	QUALITY PROMOTION & ASSURANCE	48
Teaching Development for PhD Students Programme	20	Programme & Qualification Mix	49
Technology Enhanced Teaching & Learning	21	Automated Curriculum Management System	49
The University Technology Enhanced Learning (UTEL) Project	21	National Review of Doctoral Qualifications	50
First-year Student Orientation on the use of Learning Technologies	24	Student & Peer Evaluations	50
Technology approaches to mitigate COVID-19 Teaching & Learning challenges	24	Institutional Research: Graduate Opinion Survey	51
Educational Technologies at UKZN	25	Students' Access to & Use of Learning Materials (SAULM) Survey	51
Analytics on the use of Educational Technology	27	LANGUAGE PLANNING & DEVELOPMENT	52
Staff Digital Literacy Training	27	Implementation of the Language Policy & Plan	53
Institutional Research Initiatives	28	DR9 Rule Implementation	54
Siyaphumela Activities	28	Terminology Development	55
The Dream Conference	29	<i>Bua Le Nna</i> Project	55
Access & Success Advisory Forum (ASAF)	29	Corpus Project	55
AMS Institutional Report	30	Bilingual Tutorial Workshops	56
		Language Services	56
		Research Projects	56
		Stakeholder Relations: International Translation & Dictionary Day celebrations	57
		UKZN SCHOLARSHIPS	58
		Student Funding – Purpose, Values & Mandate	59

COLLEGE OF AGRICULTURE, ENGINEERING & SCIENCE	62	COLLEGE OF LAW & MANAGEMENT STUDIES	80
Digital Teaching & Learning Series	64	Teaching Excellence	81
Curriculum Transformation	64	Transforming UKZN's Academic Sector	82
Teaching & Learning with Technology	65	Academic Monitoring & Support Initiatives	82
Teaching innovations	65	First-Year Experience	82
Use of JoVE Video Platform for Practical Modules	66	Writing Place	83
Virtual Design Studios	66	Curriculum Transformation Workshops	83
Curriculum Development	67	Academic Development Officers	84
Language Transformation	67	Tutor Training	84
Community Engagement	67	Mentor Training Workshop	84
Research in Teaching & Learning	67	Writing Place Workshops	84
Academic Monitoring & Support	68	Community Engagement	85
Supplemental Instruction Sessions	68	School Visits	85
HOT Seat Tutorials	68	Career Development Seminar: Ohlange Community Library (Inanda)	85
The Writing Place	68	Mandela Day Charity Drive	86
Peer Mentorship Programme	68	Mathematics & Accounting Support	86
Residence Tutorials	68	Research	87
Academic Consultations with Academic Development Officers	68	COLLEGE OF HUMANITIES	88
Workshops for Students	68	Teaching & Learning Workshops	89
COLLEGE OF HEALTH SCIENCES	70	Curriculum Transformation	90
Teaching & Learning Training/Workshop	71	Implementation of the UKZN Language Policy	91
Teaching & Learning Symposium - Innovative Best Teaching Practices	71	Community Engagement	91
UTLO Workshop Series	73	Academic Monitoring & Support	94
Curriculum Transformation & Development	73	The Writing Place	94
Clinical Supervision Workshop	74	Peer Mentorship Programme	95
Laboratory Construction / Refurbishment	75	Academic Development Officers	95
Online Learning	75	Foundation Programme (BSS4)	95
Student Support Services Report	76	Awards & Achievements	95
Awards & Achievements	76	Research in Teaching & Learning	95
Excellence in Teaching Awards for CHS Academics	76		
Blended Learning Study Scoops Award at Research Day (2019)	76		
Top Achievers Honoured for their Academic Achievement	77		
Family Medicine Focuses on Social Return on Investment	78		
Global Shapers of UKZN Spearhead Health Awareness Drive	79		
UKZN Medical School Class of '69 holds 50-Year Reunion	79		

LIST OF ACRONYMS	
4IR	Fourth industrial revolution
ADO	Academic Development Officer
AMS	Academic Monitoring and Support
ASAF	Access and Success Advisory Forum
CAES	College of Agriculture, Engineering and Science
CCMS	Centre for Communication, Media and Society
CHE	Council on Higher Education
CHS	College of Health Sciences
CHUM	College of Humanities
CLMS	College of Law and Management Studies
CMS	Curriculum Management System
DVC	Deputy Vice-Chancellor
FTEN	First Time Entering
HEQC	Higher Education Quality Committee
ICS	Information and Communication Services
LMS	Learning Management System
MCS	Media and Communication Studies
QPA	Quality Promotion and Assurance
UCDP	University Capacity Development Project
UEL	UKZN Extended Learning
UKZN	University of KwaZulu-Natal
ULOP	UKZN Learn Online Portal
ULPDO	University Language Planning and Development Office
UTEL	University Technology Enhanced Learning
UTLC	University Teaching and Learning Committee
UTLO	University Teaching and Learning Office
UTOP	UKZN Teach Online Portal
WP	Writing Place

LIST OF FIGURES	
<i>Figure 1.</i>	<i>UKZN's Teaching & Learning Organisational Structure</i> 12
<i>Figure 2.</i>	<i>Partnerships with Colleges</i> 13
<i>Figure 3.</i>	<i>University Teaching & Learning Committee</i> 13
<i>Figure 4.</i>	<i>Course evaluation: Snapshot of tutor responses</i> 20
<i>Figure 5.</i>	<i>Some of UTEL activities (offerings and values)</i> 21
<i>Figure 6.</i>	<i>Digital archive activities</i> 22
<i>Figure 7.</i>	<i>Students learning video production in the UTEL Studio</i> 23
<i>Figure 8.</i>	<i>Teach and Learn Online Portals Web Analytics</i> 25
<i>Figure 9.</i>	<i>Use of Educational Technology Analytics</i> 27
<i>Figure 10.</i>	<i>First entrant enrolment: 2014-2020</i> 30
<i>Figure 11.</i>	<i>First entrant enrolment by matriculant points</i> 32
<i>Figure 12.</i>	<i>First entrant by school quintile</i> 32
<i>Figure 13.</i>	<i>First entrant by home language</i> 33
<i>Figure 14.</i>	<i>Designation of participants in the 7th UKZN AMS Colloquium</i> 35
<i>Figure 15.</i>	<i>ULPDO Projects</i> 53
<i>Figure 16.</i>	<i>DR9 Submission Process</i> 54
<i>Figure 17.</i>	<i>2019 Scholarships and fee remissions – number of students</i> 60
<i>Figure 18.</i>	<i>2019 Scholarships and fee remissions – award amount</i> 60
<i>Figure 19.</i>	<i>2020 Scholarships and fee remissions – number of students</i> 61
<i>Figure 20.</i>	<i>2020 Scholarships and fee remissions – award amount</i> 61
<i>Figure 21.</i>	<i>Before and after refurbishment of Medical School laboratory</i> 75

LIST OF TABLES	
<i>Table 1.</i>	<i>Workshops for academic staff</i> 27
<i>Table 2.</i>	<i>UKZN Graduates and % dropout: 2014 Cohort</i> 30
<i>Table 3.</i>	<i>Winners of the curriculum transformation best paper presentation award</i> 41
<i>Table 4.</i>	<i>Winners of the Academic Monitoring and Support best paper presentation award</i> 41
<i>Table 5.</i>	<i>Winners of the curriculum transformation dynamics best paper presentation award</i> 41
<i>Table 6.</i>	<i>Winners of the concepts in curriculum transformation best paper presentation award</i> 41
<i>Table 7.</i>	<i>Number of Qualifications on the UKZN PQM as at December 2020</i> 49
<i>Table 8.</i>	<i>Programmes awaiting a response from the HEQC</i> 49
<i>Table 9.</i>	<i>Programmes accredited by the HEQC</i> 49
<i>Table 10.</i>	<i>Series of paper presented by ULPDO staff</i> 56
<i>Table 11.</i>	<i>CAES Digital Teaching & Learning series workshops/ training in 2020 semester 1</i> 64
<i>Table 12.</i>	<i>Writing Place Consultations 2019-2020</i> 83
<i>Table 13.</i>	<i>ADO Online Support Template - 2020</i> 84

PREFACE

Vice-Chancellor and Principal
Professor Nana K Poku



I am delighted to introduce the University's *Teaching & Learning Annual Report 2019-20*, produced by our excellent Teaching & Learning Office (UTLO), to their usual, impeccable standard. Teaching and learning is the *raison d'être* of higher education and within these pages is a full and detailed account of UKZN's dedication to support our students across a remarkable span of established activities, continuing developments and new initiatives. Taken together, these are at the heart of what makes UKZN an outstanding institution.

The vital importance of UTLO is clear in Goal 1 of UKZN's Strategic Plan for 2017-21, which is Excellence in Teaching and Learning. The University not only aims to attract high potential students, but also to offer them support for their many and diverse needs. The profile of the UKZN student body has changed dramatically in recent years, and the learning and teaching experience is shifting to be better positioned to address the needs of our students. As the central driver of teaching and learning support for students, Colleges and Schools, the UTLO's units capacitate staff and students to enhance the teaching and learning experiences and achievements; promote the use and intellectualisation of isiZulu; facilitate the transformation of learning and teaching environments to embrace the latest technological enhancements; promote best practice through research and reflection; and ensure that UKZN's academic offerings are of the highest quality – meeting or exceeding national standards. A few examples will suffice.

The Language Planning and Development Office is a trailblazer in advancing isiZulu as a language of education and business. During 2019/2020, it continued to promote bilingual tutorials, a critical development for students whose first language is isiZulu. The Corpus Project, which consists of oral and a text resources, reached a milestone of more than 30 million running words.

The UTLO also continued to facilitate tutoring and mentorship of students from less privileged educational backgrounds to develop their capabilities to learn effectively. PhD candidates attended a programme to equip them with teaching skills and support, and academic staff across the four Colleges were provided with tailor-made training.

The COVID-19 pandemic, with its accompanying lockdown and restrictions, has accelerated the use of Information Technologies for teaching and learning. UKZN had to adopt new, robust technologies to meet the need for remote learning, which in turn necessitated the development of training programmes for both academics and students. Academic staff quickly migrated to digital delivery platforms. At the same time, the University Technology Enhanced Learning (UTEL) project developed educational technology training programmes for academics and students, including videos and guides to new platforms and online repositories of resources to support academics and students in transitioning to online modes. The UKZN Teach Online Portal and Learn Online Portal have been established as the primary hub for online teaching and learning resources at the University. These and related initiatives have ensured that we have been able to minimise disruption to teaching and learning and to maintain the integrity of our courses and degrees.

“ The vital importance of UTLO is clear in Goal 1 of UKZN's Strategic Plan for 2017-21, which is Excellence in Teaching and Learning. ”

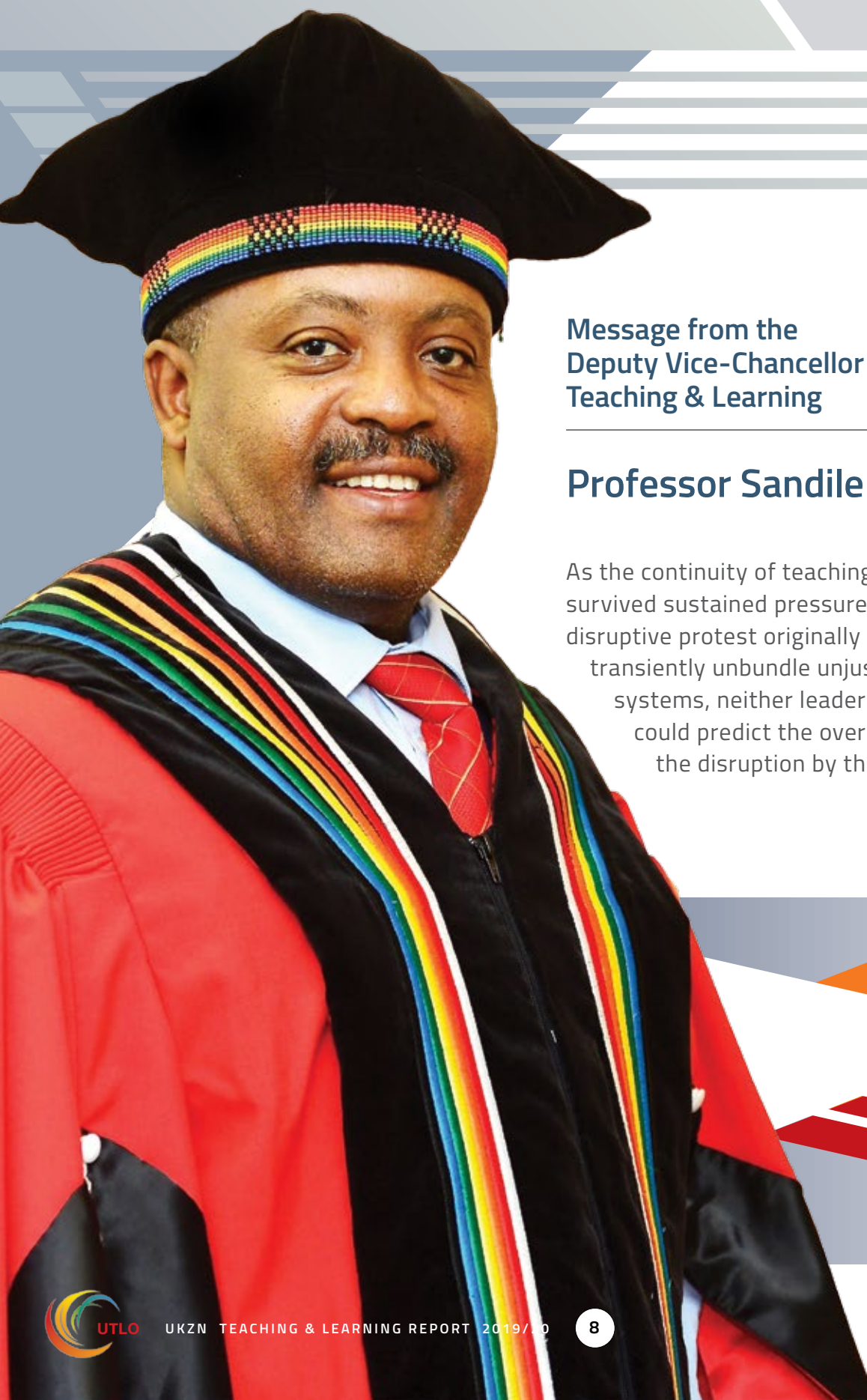
UKZN Extended Learning, the wholly owned continuing education subsidiary of the University, made significant progress in harnessing education technology as an enabler to offer blended and purely online courses across a broad continuum of client development requirements. Aligned with the University's broader strategic plan, this will continue. A further strategic area of focus is the design of customised courses with clients.

The Quality Promotion and Assurance (QPA) unit plays a vital role in supporting the goals of UKZN's Strategic Plan by ensuring excellence in teaching and learning through the programme and qualification mix; automated curriculum management system; national review of doctoral qualifications; student and peer evaluations; and institutional research, including the University's annual graduate opinion survey.

Finally, the UTLO's flagship annual colloquium on Academic Monitoring and Support (AMS) continues to promote best practices at UKZN by bringing academics together to reflect on student support and academic monitoring and showcase the Institution's innovations to support students. This has become an established event on the higher education calendar, attracting participants from universities across the country.

The few examples I have highlighted demonstrate the professionalism and dedication of the UTLO staff in pursuit of excellence in teaching and learning. They are to be commended for not only rising to the challenge of the difficulties presented by the COVID-19 pandemic but doing so in a timely, innovative, and creative manner. Indeed, many of these innovations will add value to UKZN's offerings in the future. It gives me great pleasure to commend this report to the entire University community.

Professor Nana K Poku
Vice-Chancellor and Principal



Message from the Deputy Vice-Chancellor (DVC): Teaching & Learning

Professor Sandile P Songca

As the continuity of teaching and learning survived sustained pressure mainly due to disruptive protest originally devised and used to transiently unbundle unjust colonially derived systems, neither leaders nor practitioners could predict the overwhelming scale of the disruption by the current pandemic.

The planning focused on digital migration and online automation to introduce efficiencies and agility to track and meet the rapidly changing needs of society, circumvent disruption and forecast the trends emerging from technologies of the fourth industrial revolution in the workplace by means of the fourth education revolution in higher education. Higher education rankings are now starting to focus also on teaching quality and identify the courses for which different universities are well known. It is accepted that the best-prepared students and highest performing academic staff will be attracted to higher education environments offering the best teaching, learning, research, innovation, industry engagement and livelihood generating experience for them. Hence the drive at UKZN to advance the efficiencies of its internal teaching and learning organisations and their interactions with externally based partners in advancing student learning.

The relative novelty at UKZN and among most other universities of focusing on and elevating student learning is among the most important and key success factors that will play important roles in the determination of the brand prominence and preference by industry and society of the university in the future. However, it is the current internal politics and scrambling for resources that determine in meaningful ways the progress made in this regard. The content of teaching and learning strategy – in the strategic and turn-around framework of the university in pursuit of the transformation required for continuity – has to be the basis upon which any university builds a student learning culture that puts the student at the centre of the pedagogy.

“ The paradigm shift that the UKZN teaching and learning organisation embarked upon was to internalise technology in teaching, learning, and administration to prepare students now for adequate response and relevance in the world of work and service that they will enter in three to seven years. ”

Apart from the realization that student learning is the objective of higher education, which influenced the advancement of student learning in the reporting period intervening between 2019 and 2020, the pursuit of efficiencies from digital migration and online automation was the fundamental passion even before being compelled by the world colonisation of the severe and acute respiratory syndrome viruses which broke out subsequently as the mother of all disruptions. In this way even as we could forecast efficiencies and continuity of student learning through the integration of the technologies of the fourth educational revolution in the digital migration and online automation project, we could not predict that a disruption of this nature would further buttress such an executive-level paradigm shift. Thus COVID-19 would also help in strengthening the UKZN drive towards the elevation of the internal organisation to advance student learning through the internalisation and application of many critical technologies of the fourth educational revolution to meet the demands of the advancing fourth industrial revolution in the workplace. The paradigm shift that the UKZN teaching and learning organisation embarked upon was to internalise technology in teaching, learning, and administration to prepare students now for adequate response and relevance in the world of work and service that they will enter in three to seven years.

“ Digital migration and online automation also emerge as the underpinning key success factor for the curriculum project; both in terms of the planned development, management, review and implementation through the evolving emergency remote teaching towards full online learning. ”

There would be sufficient maintenance of the practices that had come to characterise the student learning support in the reporting period with the academic monitoring and support taking its first steps towards digital migration and online automation by adopting the student dashboards in the procedural principles. The re-emergence of the teaching and learning committee of Senate from the ashes of the Teaching & Learning Strategy Group, would be an institutional milestone for the elevation of the internal organisation of the University for student learning. This is to be distinguished from elaborating organisation under the Teaching & Learning theme; which amounts to lobbying for escalation of teaching and learning as a higher priority among several internal kingdoms. The deceptive lure to such kingdom formation; a common flaw found in the corporate organisational culture, is avoided in the re-imagination and elevation of the student learning internal organisation at the UKZN by the elaborate establishment of the permeating cross-cutting structure and reflective praxis, which consists of decentralisation of the cornerstone activities such as scholarship of teaching and learning; the academic monitoring and support colloquium; tutorship; mentorship; language; writing; reading; and the intentional online learning module based development of the student learning proficiencies. In addition to this, although it was withdrawn and paused from Senate consideration, the cornerstone of the UKZN teaching and learning strategy was the cross-cutting structure that positioned the think-tank for student learning, digital migration, online automation and technology

enrichment as a virtual cross-cutting platform for open innovation by school-based participants including students, staff, government, labour, industry, business, and societal champions. The importance of the advancement of isiZulu to achieve the level of its use as a language of teaching and administration over the next 10-15 years, was met by the great strides made by the University Language Promotion and Development Office with developments such as the isiZulu term bank and corpus, the digital and online automated translation application, as well as the publication of various books aligned to this strategic goal.

The curriculum review process continuing from the cyclic approach to review the entire program and qualification mix was taken over by the project renewal which also aims to effect a complete overhaul of the curriculum for better internal and external alignment, relevance and responsiveness. This also aligns with external reviews such as the recent doctoral review now coming to the implementation phase of the approved improvement plan following the national peer-review of the UKZN doctoral offerings based on the virtual site visit and self-evaluation report submitted by the University. The tremendous effort of Professor Dunpath was rewarded with the award of the Krege Grant for the Siyaphumelela Project which was centred around the development and advancement of the UKZN data analytics for student learning improvement and curriculum review. Clearly, during this period the overhaul of the curriculum not only took centre stage, but was afforded multiple viewpoints for re-imagining the UKZN academy in line with local and global skills demands initially for purposes of economic growth, but more recently for the recovery after COVID-19 sponsored economic melt-down. Digital migration and online automation also emerge as the underpinning key success factor for the curriculum project; both in terms of the planned development, management, review and implementation through the evolving emergency remote teaching towards full online learning.

The evolutionary emergence of the digital migration, online automation, and the higher educational colonisation by the technologies of the fourth industrial and educational revolution, and their application towards the integration of teaching, learning, assessment and especially community engagement for the external alignment of the organisational arrangements for student learning in the corporate culture of the UKZN is by far the issue of highest impact for the 2019 and 2020 reporting cycle. The containment of what could have been a chaotic concomitant institutional response into a plan with a semblance of order, strategy and vision, is largely due to the combined efforts of the multiplicity of interests harnessed through the combination of

high-level think-tank activities with broad stakeholder engagements, which took care to centralize the student voices and interests. The UKZN continues its efforts to elevate the internal organisational arrangements for student learning through a multiple-threaded fabric permeating the university organisational structure at schools, colleges and professional support services to specifically avoid the silo and kingdom formation paradigm and maximise the impact on the advancement of student learning at UKZN.

Professor Sandile P Songca

Deputy Vice-Chancellor: Teaching and Learning



UKZN'S TEACHING & LEARNING ORGANISATIONAL STRUCTURE: PROVIDING INSTITUTION-WIDE SUPPORT

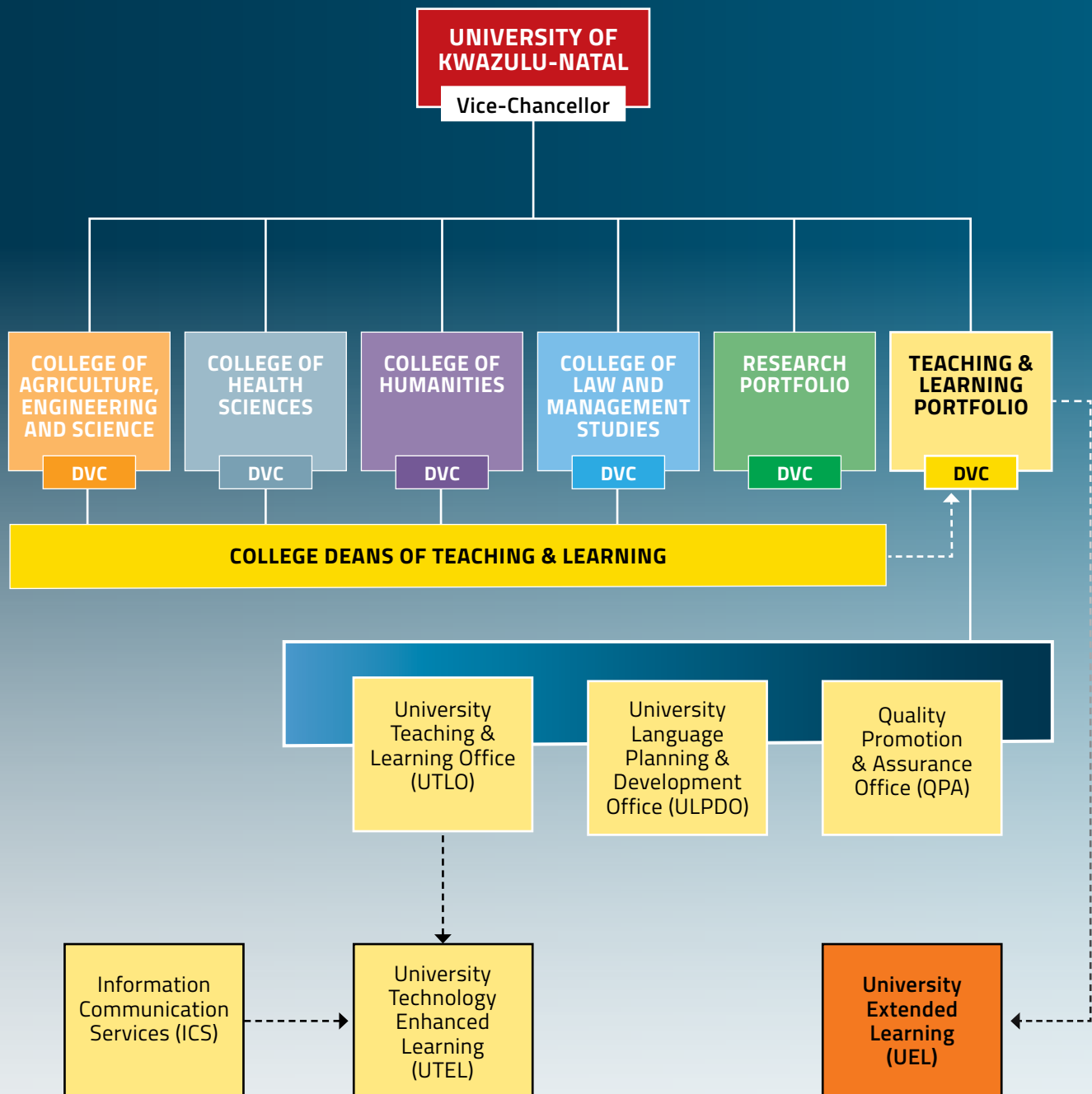


Figure 1. UKZN's Teaching & Learning Organisational Structure

Partnerships with Colleges

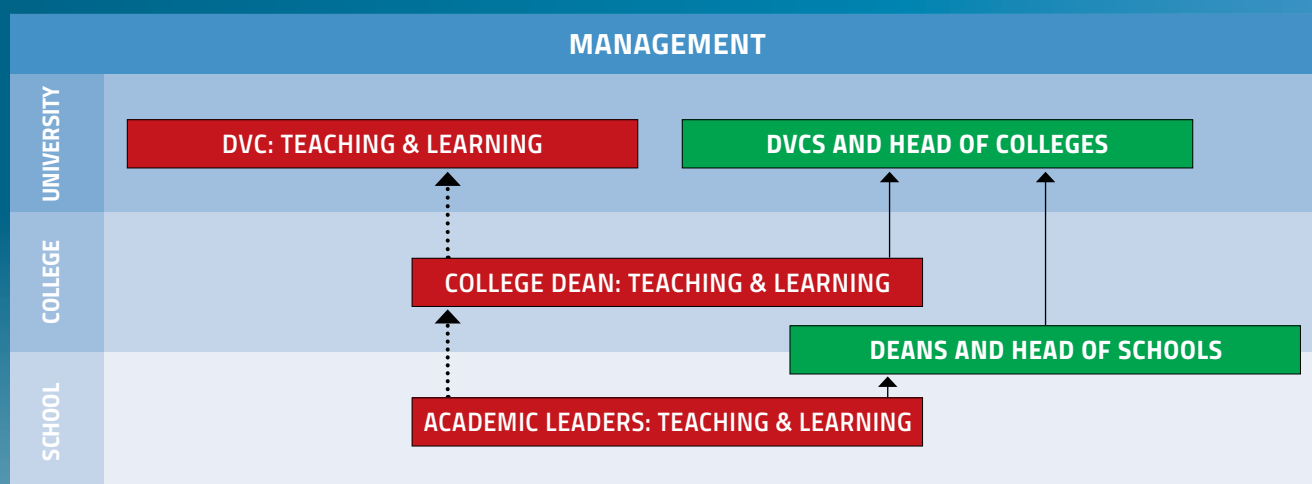


Figure 2. Partnerships with Colleges

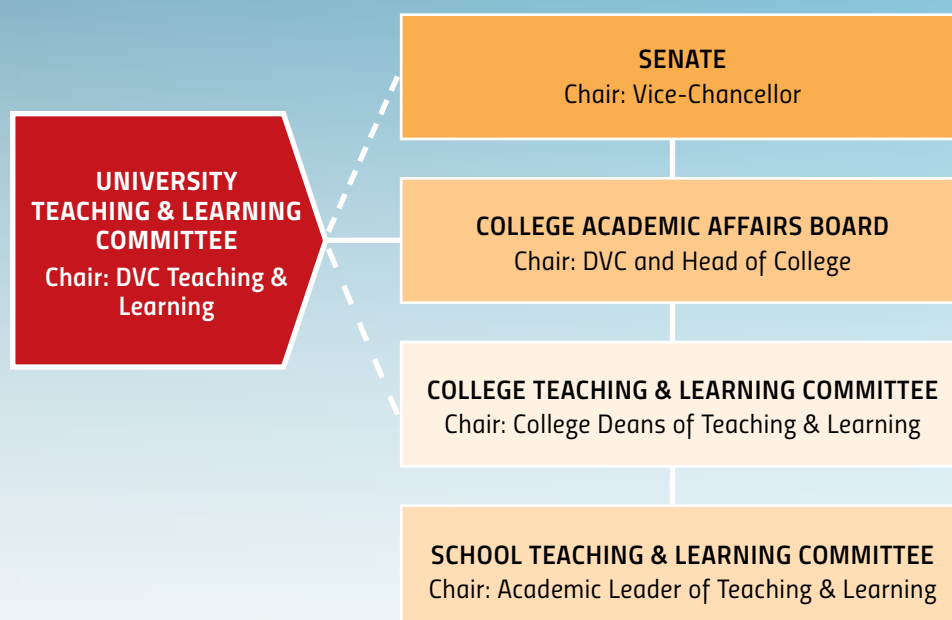


Figure 3. University Teaching & Learning Committee

UKZN TEACHING &



PROFESSOR SANDILE P SONGCA
DVC: TEACHING & LEARNING
CHAIRPERSON



PROFESSOR MOSA MOSABELA
ACTING DVC: RESEARCH & INNOVATION



PROFESSOR DERESH RAMJUGERNATH
DVC: RESEARCH & INNOVATION
2019 - 2020



DR TILLY MOODLEY
DIRECTOR: QUALITY PROMOTION
& ASSURANCE



MR MBONGENI SHANDU
CIO: INFORMATION &
COMMUNICATION SERVICES



DR KATHLYN ELENA CLELAND
REGISTRAR
REGISTRAR'S OFFICE



MR MARK TUFTS
ACTING DIRECTOR OF STUDENT ACADEMIC
ADMINISTRATION: REGISTRAR'S OFFICE



PROFESSOR ALBERT MODI
DVC: COLLEGE OF AGRICULTURE,
ENGINEERING & SCIENCE



PROFESSOR NAVEN CHETTY
DEAN OF TEACHING & LEARNING



MR MANDLENKOSI MDHLULI
ACTING DIRECTOR: COLLEGE
PROFESSIONAL SERVICES

University Teaching & Learning Committee members

The University Teaching & Learning Committee (UTLC) is comprised of the Deputy Vice-Chancellor (DVC) Teaching & Learning; DVC Research and Innovation; DVCs and Heads of College; College Deans: Teaching & Learning; Director of Quality Promotion and Assurance

LEARNING COMMITTEE



PROFESSOR BUSISIWE PURITY NCAMA
DVC: COLLEGE OF HEALTH SCIENCES



PROFESSOR SINEGUGU EVIDENCE DUMA
DEAN OF TEACHING & LEARNING



PROFESSOR FANIE BOTHA
DIRECTOR: COLLEGE PROFESSIONAL
SERVICES



PROFESSOR NHLANHILA MKHIZE
DVC: COLLEGE OF HUMANITIES



PROFESSOR RUTH HOSKINS
DEAN OF TEACHING & LEARNING



DR PHUMELELE ZAKWE
ACTING DIRECTOR: COLLEGE
PROFESSIONAL SERVICES



PROFESSOR BRIAN MCARTHUR
ACTING DVC: COLLEGE OF LAW &
MANAGEMENT STUDIES



PROFESSOR MSIZI MKHIZE
DEAN OF TEACHING & LEARNING



MS ALIYA VAID
ACTING DIRECTOR:
COLLEGE PROFESSIONAL SERVICES

or nominee; and the Director of Information and Communication Services or nominee. As a sub-committee of Senate, it has a broader institutional mandate. One of the Committee's most important mandates is to ensure policy development and review as well as consistent application across Colleges. This was evidenced in the UTLC's response to the migration to remote learning.

COVID-19 TEACHING AND LEARNING DOCUMENTS DEVELOPED FOR A SMOOTH TRANSITION FROM A FACE-TO-FACE MODE OF DELIVERY TO ONLINE PEDAGOGY

- Principles of the Teaching and Learning Project Plan during the COVID-19-related restrictions for students and for academic staff.
- Teaching and Learning Project Plan during the COVID-19-related restrictions.
- Teaching and Learning Catch-up Plan during the COVID-19 related restrictions.

Principles of the Teaching and Learning **Project Plan** during the COVID-19-related restrictions for students and for academic staff



Teaching and Learning **Project Plan** during the COVID-19-related restrictions

Prof. SP Songca
Deputy Vice Chancellor: Teaching and Learning
University of KwaZulu-Natal



Teaching and Learning **Catch-up Plan** during the COVID-19 related restrictions

Prof. SP Songca
Deputy Vice Chancellor: Teaching and Learning
University of KwaZulu-Natal







Every Student Matters

UNIVERSITY TEACHING & LEARNING OFFICE



As the central driver of teaching and learning support for students, Colleges, and Schools, the University Teaching & Learning Office (UTLO) launched a number of initiatives; including staff professional development, student support, and institutional development. UTLO is committed to enhanced quality through evidence-based initiatives and interventions while ensuring staff is appropriately rewarded for exceptional performance.

Teaching & Learning Excellence Award

UKZN DISTINGUISHED TEACHERS' AWARD FOR 2019

Simon Khoza is an Associate Professor in the School of Education in the College of Humanities (CHUM) with specialisations in Curriculum and Education Studies. The Committee noted that in his motivation for the award Professor Khoza provided evidence of the theoretical depth which underpins his teaching and research. This is also reflected in his choice and development of teaching materials, which demonstrate the interaction between student, teacher and society. Professor Khoza has served as the Academic Leader for Teaching Practice and Academic Leader for Research in the School of Education. His scholarship of teaching and learning includes numerous publications as well as keynote addresses and conference presentations. His ongoing scholarly endeavours scored highly, reflecting rigour in his postgraduate throughput and his ability to mentor peers and students.



Professor Simon Khoza

Grants Acquisition

KRESGE STUDENT SUCCESS GRANT

To strengthen UKZN's capacity to enhance student access and success, the Kresge Foundation, through the Siyaphumelela initiative, awarded the University a grant of UD\$100 000 for three years for various programmes, including building institutional research and data analytics capacity.

One of the conditions of the grant is that UKZN will implement the AutoScholar Advisor as an evidence-led student success intervention, and share its experiences with other institutions in the Siyaphumelela network. The AutoScholar Advisor is an online artificial intelligence-based system that uses principles from Data Science and Artificial Intelligence to provide automated advice to staff and students in support of teaching and learning with higher rates of persistence and graduation.

Student Support Initiatives

TUTOR DEVELOPMENT AND TRAINING

In 2018, the Teaching & Learning Office in collaboration with College representatives, initiated a Tutor Training and Development Project with an online training and support programme for existing and aspirant tutors. In 2019, 45 tutors received certificates of completion, while the figure for 2020 stood at 153.

In their evaluation of the course, the majority of the tutors indicated that they found it valuable and that their engagement was productive and contributed to the acquisition of new skills. All the tutors indicated that they would recommend the course to their peers and given the opportunity, would attend a similar online course.

Report Snapshot

The participants' positive evaluation of the course is reflected in their strong agreement with the following:



COURSE IS
VALUABLE



PRODUCTIVE LEARNING
EXPERIENCE



COURSE INCREASED THEIR
KNOWLEDGE AND SKILLS

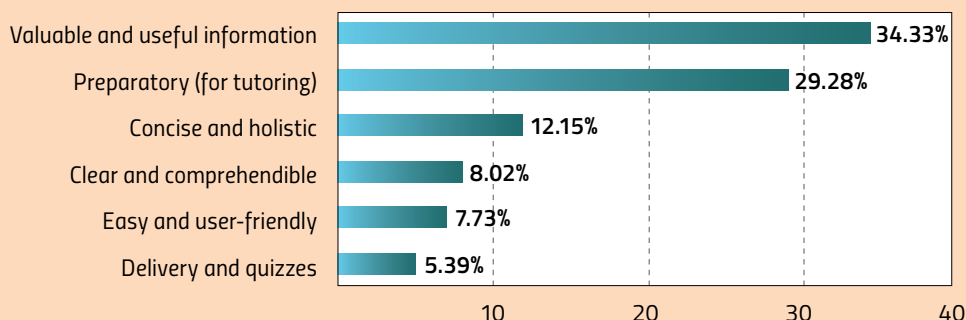


THEY WILL RECOMMEND
THE COURSE TO OTHERS



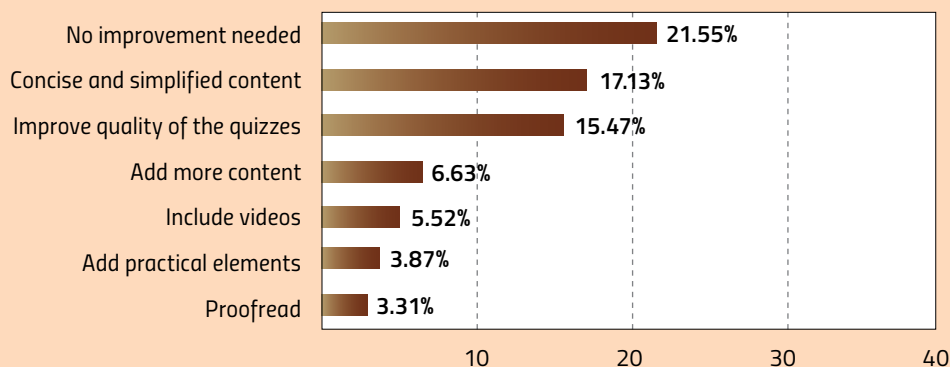
THEY WILL ATTEND
ANOTHER SIMILIAR COURSE

PARTICIPANTS' THOUGHTS ABOUT THE STRENGTH OF THE COURSE



The majority of tutors credited the course as valuable, useful, holistic, and well structured. They also found the delivery method convenient, easy to navigate, and user-friendly.

PARTICIPANTS' OPINIONS ON HOW THE COURSE CAN BE IMPROVED



The majority of tutors believe the course is satisfactory as is, while some indicated the course's quality could benefit by adding content in the form of video and practical activities.

Figure 4. Course Evaluation: Snapshot of tutor responses

TEACHING DEVELOPMENT FOR PHD STUDENTS PROGRAMME

The UTLO hosted a workshop from 19 to 27 February 2020 to enhance the pedagogic competence of PhD students, focusing on strengthening and consolidating their knowledge of teaching, learning, designing and evaluating curricula and assessments in the higher education context, as well as developing their capacity as research supervisors.

PhD candidates were invited to attend a seven-day programme aimed at empowering currently enrolled PhD

students with teaching skills so as to increase the number of staff with teaching capabilities and to enable them to make informed choices on whether to pursue an academic/teaching career in higher education. Due to high demand for the programme in 2019, not all PhD students who indicated interest could attend. The 2019 waiting list was used to invite PhD candidates to the 2020 session. The programme was attended by 20 participants, comprising 19 African and one white candidates, of whom 14 are male and six female.

Technology Enhanced Teaching & Learning

UNIVERSITY TECHNOLOGY ENHANCED LEARNING (UTEL) PROJECT

As part of Academic Monitoring and Support (AMS) in cooperation with College representatives, UTLO plays a leading role in professionalising technology-enhanced teaching and learning. UTLO collaborated with the Information and Communication Services (ICS) division to champion staff capacity development in digital teaching and instructional design, as well as equipping the UTEL facilities to support remote teaching and learning. The impetus given to digital transformation and the move to online learning during the COVID-19 lockdown saw academic staff quickly migrating to digital delivery of materials. UTEL reopened its facilities in April 2020 and saw a steady stream of users.

UTEL was initially established to redesign and repurpose the Westville studios and make them available to capture lectures, produce teaching videos and disseminate digital

content through our Learning Management System (LMS) for students. This has been achieved and is ongoing. It currently provides a suite of technology-rich teaching and learning solutions and innovative pedagogies using e-learning, online learning, blended learning, and the flipped classroom approach.

Several departments also made use of UTEL's services to record and distribute: discussion panels; seminars; student and staff presentations; in-studio medical simulations; instructional videos; welcome videos; "live" Skype presentations, subtitling, and animation; PowerPoint presentations with voice-over and other high-level teaching and learning programmes. The migration to online teaching necessitated the production of a range of customised training materials.

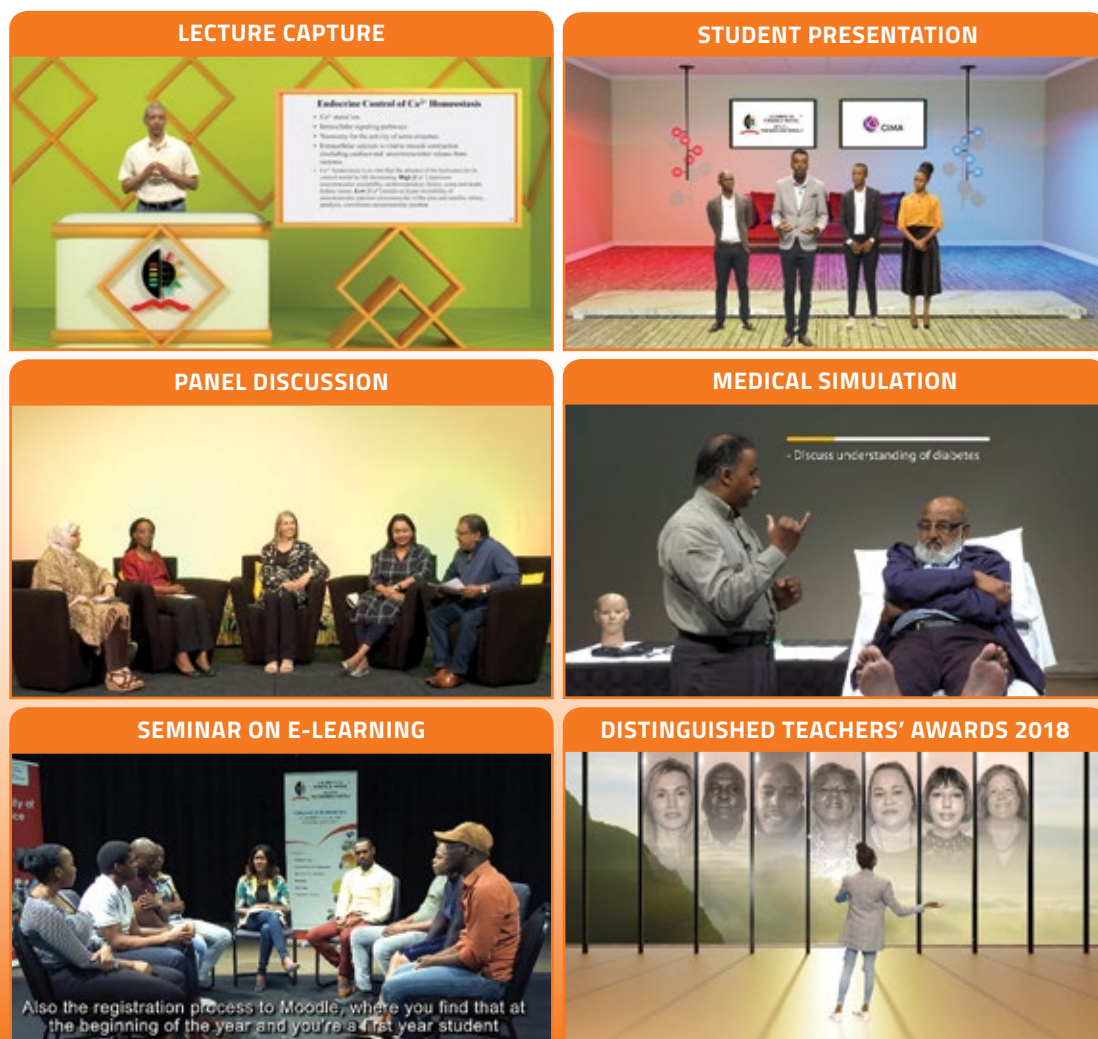


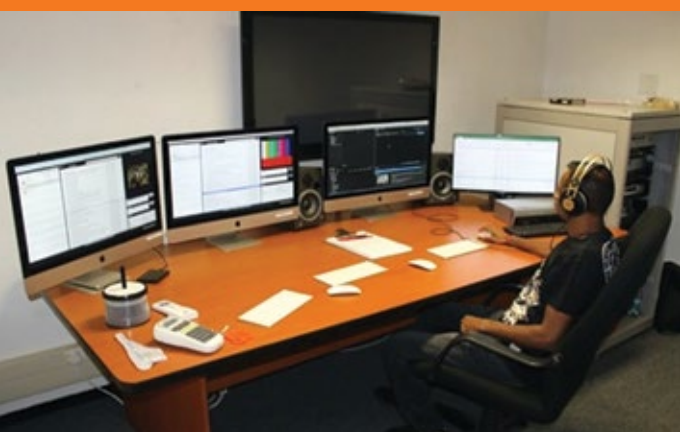
Figure 5. Some of UTEL activities (offerings and values)



Above: A section of the AV tape archive



Above: Capturing details of the AV Collection's substantial cache of tapes for the catalogue.



Above: Recording keywords and metadata while digitisation, editing, and formatting archive material

Figure 6. Digital archive activities

Project Offerings and Value

Lecture Capture

Although the University was closed during the periods of lockdown in 2020, and UTEL services had to cease, its staff reopened the centre as 'essential services' to provide facilities for recording and dissemination of digital lectures. Various lectures were recorded, edited, and delivered to students electronically during this period.

The Lecture Capture facility is used regularly by academic staff from all Colleges. UTEL creates its own unique virtual sets and places the academics in these sets using chroma key technology. The video is edited so that the final output contains a combination of interesting materials, angles, and shots to capture the student's interest. Recorded lectures (and other video productions) are uploaded to Moodle or sent to academic staff; some of whom distribute through personal accounts for their students to download.

Beyond standard lecture capture, UTEL produces other types of materials such as in-studio seminars and presentations by guest lecturers; some with a small studio audience. UTEL also records and facilitates live connections between the studio and other centres using multiple video monitors and sound feeds.

Creating a Digital Archive (Archival and Digitisation)

UKZN has fallen behind with archiving and distributing this content digitally to students and teachers. Digitisation – one of UTEL's key objectives, creates the platform for the unit to convert video, photographic and audio materials from the various University archives into a digital format for online publishing. Digitisation is critical to guard against deteriorating media materials and to address poor accessibility to archives.

The process began with the indexing and catalogue of more than 3 000 tapes, CDs, and DVDs in UTEL's archive. The Library subsequently appointed UTEL to digitise 710 tapes from its various special collections and to create DVDs for preservation. This commenced in October 2019 and by June 2020, 233 tapes were completed for the Documentation Centre and 170 for the Campbell Collections.

This service was also used to salvage valuable historical recordings of University of Durban-Westville theatre productions. After capturing the materials, UTEL employed restoration and corrective processes before conversion into usable digital files. Many of these videos have been published on YouTube and have attracted significant interest.

UTEL installed EVO Shared Storage Server for collaborative video editing, project sharing, and digital formatting for dissemination, preservation, and storage of material. The digitisation project is set to become a highlight in UKZN's digital transformation, with UTEL's archival efforts playing a valuable role in preserving history.

Production of Teaching and Promotional Videos

UTEL operates two television studios; the smaller one for lecture capture and the larger studio for recording panel discussions using multiple cameras. This studio is also used for larger-scale teaching and demonstrations, such as student presentations, seminars, interviews, medical and technical demonstrations, international greetings, Vice-Chancellor's presentations, and various promotions.

Sound and Music Production

The sound studio is regularly used for voice-over work, narration, translations, and Voice-to-PowerPoint recordings. The studio is also used to teach sound engineering techniques and operations to media students.

Training and Teaching

For the second year, UTEL ran highly successful programmes for Media and Communication Studies (MCS) students. The third-year students completed a series of sessions in which they participated in multi-camera studio exercises and performed different roles in studio.

The honours students' 12-week programme included lectures and instruction, exercises and assignments before producing final videos that were screened to an invited audience. Progression to the next stage required each student to complete individual practical work and have participated in group work using the various UTEL facilities. UTEL staff supervised the use of editing stations and studios, and accompanied students on shoots, including recordings off-campus and after hours. Positive feedback was received from staff and students on the high quality of the programme.

Other UTEL activities included training sessions and seminars for departments, technical training on video downloads, and the addition of sign language to existing videos.

Project Outcomes

During student protests in 2019 and early 2020, UTEL was kept busy with studio bookings.

A large number of academics sent videos of "missed lectures" to their students, resulting in UTEL staff working after hours to meet deadlines. More than 320 lectures were recorded, edited, and electronically delivered to students.

Many that used the facility, or had video materials produced by UTEL, expressed satisfaction with the process and quality of the work. Numerous positive comments express that users are very impressed with their final videos and compliment UTEL staff on their professionalism, courtesy, and patience. Comments indicate that the videos exceeded expectations and those who were nervous about using this medium remarked that, "the staff gently eased them into being comfortable to deliver their materials". Many academics return to do more work or encourage their colleagues to use the facility.



Above: A group of MCS honours students editing their final group project in UTEL's editing room.



Below: Third-year MCS students performing multi-camera exercises in TV Studio 1.

Figure 7. Students learning video production in the UTEL Studio

FIRST-YEAR STUDENT ORIENTATION ON THE USE OF LEARNING TECHNOLOGIES

Each year, the University's ICS division works with first-year students during orientation to help them to familiarise themselves with the various ICS systems they will use throughout their studies. The 2020 orientation was held shortly before the lockdown and Colleges arranged face-to-face workshops and employed mentors to assist students.

In 2021, the University continued with remote teaching and learning and adopted multiple technologies. Colleges invited ICS to their online orientation to demonstrate the use of these technologies, including Moodle – the University's official learning management system, Zoom, and TEAMS. Students were also assisted with installing and configuring GlobalProtect.

Colleges had to think of innovative ways to welcome first-year students. For example, the College of Agriculture, Engineering and Science (CAES) created interactive videos in English and isiZulu to provide important information to their students.

“The global impact of COVID-19 has accelerated the use of Information Technologies for teaching and learning.”

TECHNOLOGY APPROACHES TO MITIGATE COVID-19 TEACHING AND LEARNING CHALLENGES

The global impact of COVID-19 has accelerated the use of Information Technologies for teaching and learning. Most institutions, including UKZN, had to adopt new robust technologies to meet the need for remote learning, which necessitated the development of educational technology training programmes for academics and students.

Staff and Student Training

During the period June 2019 – July 2020, training was offered on request. Professional services and academic staff required specific training for staff and students in their Colleges.

Moodle, Kaltura, PowerPoint, VLC, and Handbrake documentation were developed to help staff acquire relevant skills to teach online. Short instructional videos and guides are available on the UTOP website <http://utlo.ukzn.ac.za/utop>

Academic computing consultants assisted with the online research seminar hosted by the University Capacity Development Project (UCDP)/Research Office and presented introductory sessions on NVivo and IBM® SPSS® for statistical analysis. They also provided after-class technical support to students.

Development of Teach and Learn Online Portals

In response to the need for alternative modes of teaching and learning as a result of the COVID-19 lockdown, online repositories of resources were developed to support academics and students in the transition to online.

The UKZN Teach Online Portal (UTOP) and Learn Online Portal (ULOP) constitute the primary hub for online teaching and learning resources at the University. The development of the online portals has capacitated both staff and students with various tools and options to navigate the online teaching space. Since the official publication of the portals, there have recorded been over 100 000 views from staff and students.

- Link to ULOP: <http://utlo.ukzn.ac.za/ulop>
- Link to UTOP: <http://utlo.ukzn.ac.za/utop>

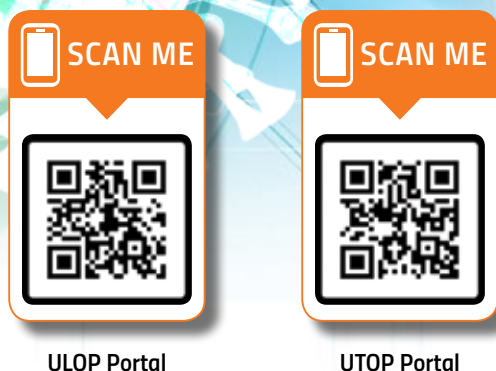
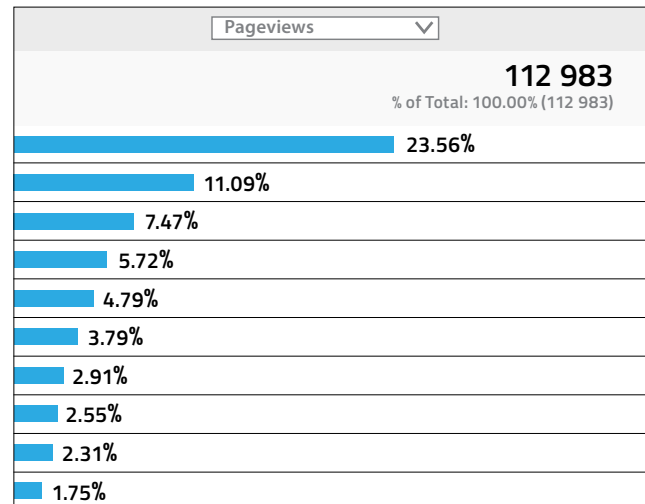




Figure 8. Teach and Learn Online Portals Web Analytics



Data Provisioning

With the substantial number of staff and students working from home, ICS negotiated with different service providers for the most cost-effective agreements and zero-rating for data packages for students and staff. Staff received 4G wireless ZTE global router devices. All registered students and staff who use Vodacom, MTN, Cell C, and Telkom networks do not incur charges on the first 500MB accessed per day. Furthermore, students receive 10GB day and 20GB night data, while the staff is provided with 40GB MTN from the 22nd of each month. A router and a sim card were provided to all staff that qualified for data to work from home.

UKZN GlobalProtect™ VPN Client

GlobalProtect™ VPN Client allows users to remotely access local network resources via a secure and authenticated pathway by encrypting all network traffic and giving the user the local network's appearance when off-campus.

Staff and students were encouraged to install and authenticate via Client.

EDUCATIONAL TECHNOLOGIES AT UKZN

Roll out of the online teaching & learning solution – Kaltura

To enable the distribution of UKZN online teaching and learning videos, the UTLO and ICS implemented the Kaltura MediaSpace – a portal where all video materials are published. UTEL was instrumental in the selection, design, and setup of Kaltura. The project began with various technical activities and online staff training from April 2020 till May 2020.

Kaltura assists the development and dissemination of teaching and learning video materials for UKZN's Learning Management System (LMS). With over 8 900 videos uploaded to Moodle, users can now search and find video materials using proxy videos and key search words. The impressive analytics indicate Kaltura is likely to become UKZN's "YouTube".

While integrating Kaltura with Moodle, UTEL edited and migrated more than 350 videos. UTEL staff developed skills for uploading videos to Kaltura and Moodle, including tagging and metadata, converting videos to make them downloadable and adding closed captions. UTEL continues to provide technical support to academic staff engaged in online teaching.

Kaltura's live and on-demand video transforms teaching and learning in the lecture hall and beyond. Recorded content is invaluable for students in the remote learning context. Beyond capturing lectures, video learning can incorporate assignments, quizzes, recorded demonstrations, professor introductions, feedback, and flipped classrooms. These are a few of the numerous video resources available to make the classroom more personalised, accessible, and interactive. Integration with every major LMS makes videos a seamless part of the learning experience.

- Kaltura Capture has screen capture capability that is shared with ease via various platforms. After a quick download and installation of the app, Kaltura Capture can record anything on the computer screen, along with audio and video.
- Kaltura Capture has been used as an online learning tool to help academics record lectures and PowerPoint presentations. At the beginning of the lockdown, ICS consultants trained UKZN staff from the various Colleges to use Kaltura. This involved step-by-step guidance on recording a lecture and uploading lectures and presentations to a media gallery within Moodle for online learning.
- Migration to Kaltura called for the creation of resources and training for staff. Super-users were identified in Colleges to provide first-level support for their colleagues. With the onset of the hard lockdown, consultants at Academic Computing provided technical support for Dr Upasana Singh's webinar series on online learning and assessment. Multiple sessions were held for interested School and Discipline staff. Staff representatives from each section were selected as Kaltura champions to train and help others with these tools.

ZOOM

Zoom is a cloud-based video or web conferencing service that can be used for one-on-one training sessions or group training, meetings, and lectures. It provides HD video and audio to facilitate a host of functions, such as recording and transcribing meetings; screen sharing; co-annotation for interactive team meetings; and streamlined calendar integration for scheduling support. Zoom is an indispensable tool for UKZN to keep in touch and continue its operations remotely. As members of UKZN, employees are allocated Zoom licenses for unlimited meetings for an unlimited time, with a maximum of 300 participants. Zoom has also been integrated into Moodle to help with online teaching and learning.

Microsoft Teams

With staff scattered over different geographic areas, a unified collaboration tool is essential. Microsoft Teams proved to be such a tool. Teams are part of the Office 365 suite that UKZN subscribes to. Personnel had to ensure that they had the software installed and online training sessions were set up to equip users. To supplement the training sessions, other training videos were uploaded to the UTLO website.

Chatbot

UKZN developed the Msizi Chatbot to enhance the student and visitor experience for 2021 online registration. Launched at the beginning of February, the Chatbot is a computer programme designed to mimic human conversation and provide predetermined answers by interpreting words given to it in the chat interface.

Named *Msizi* – isiZulu for “helper” – the bot was developed to assist those accessing the UKZN website. It is found in the bottom right-hand corner of the screen, appearing as a blue icon. The chatbot is customised to respond to frequently asked questions (FAQs) which are categorised as follows: Undergraduate student; postgraduate student; applications and information; student finance; student funding (scholarships, bursaries, and the National Student Financial Aid Scheme (NSFAS)); student residence; ICS student computing; international students and the Disability Support Unit. Created by the ICS division, Msizi Chatbot also has a “chat with us” feature, which enables students or visitors to have a live chat with a staff member.

Moodle – UKZN Learning Management System

As an alternative to traditional classroom learning, UKZN has developed an online learning strategy that enables classroom activities to be conducted on the internet through the Moodle LMS. All course materials are available for modules in different forms, including: PDF, PowerPoint slides, video recording, and Podcast. Discussion forums have been set up to engage asynchronously with lecturers and peers. Also available are course assignments in different forms, including short quizzes, time-based quizzes, research papers, and course announcements, which serve as a notice board to view important notices.

- Moodle can be accessed at:
<https://learn2021.ukzn.ac.za>



Learn2021

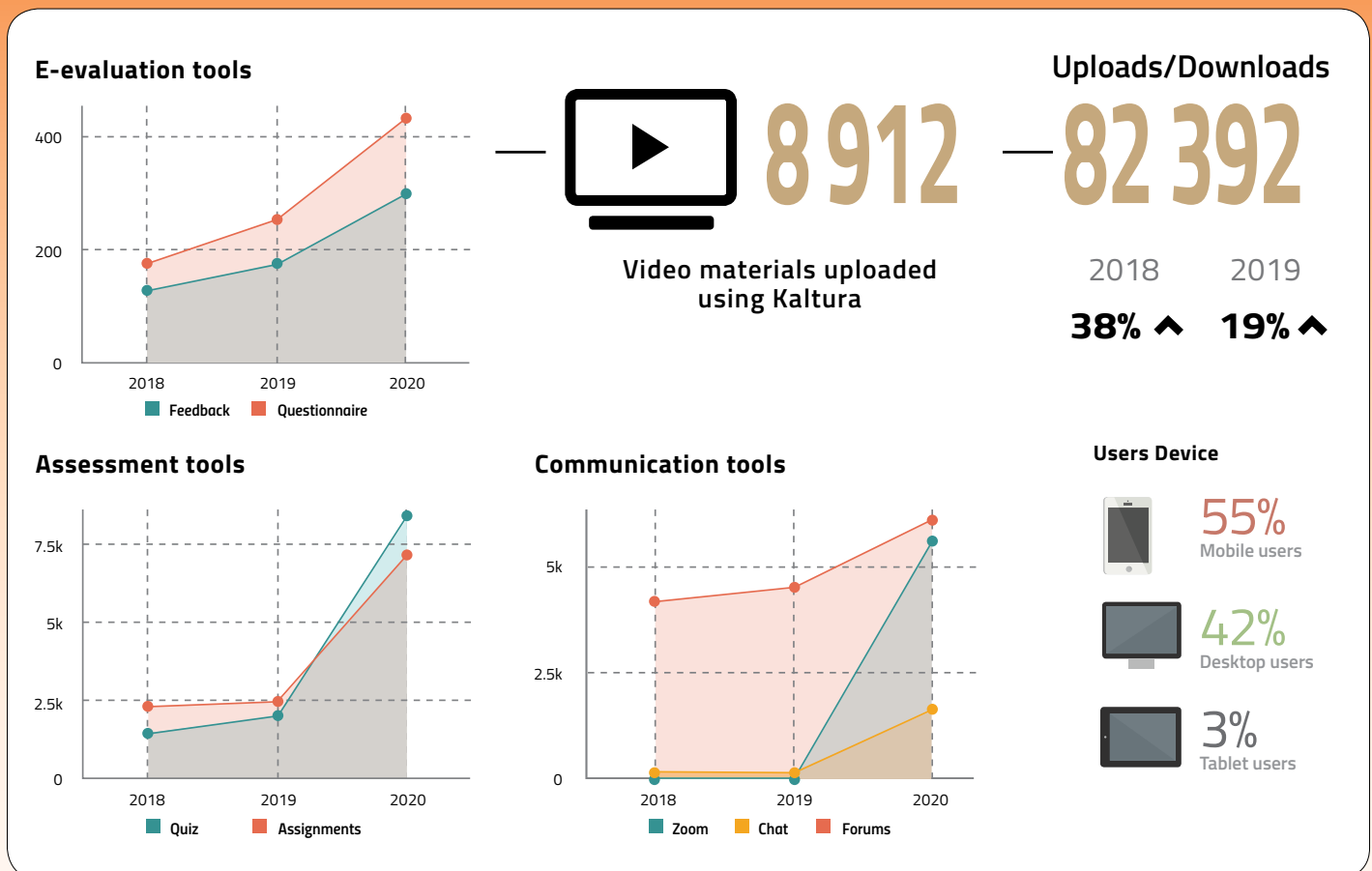


Figure 9. Use of Educational Technology Analytics

ANALYTICS ON THE USE OF EDUCATIONAL TECHNOLOGY

Analytics on the use of teaching and learning technology illustrated here as part of technology-enhanced teaching and learning shows upward trends in the use of technology tools for assessment, communication, and monitoring and evaluation during the review period.



STAFF DIGITAL LITERACY TRAINING

In response to the need to provide alternative modes of teaching and learning as a result of the COVID-19 lockdown, UTLO in conjunction with ICS hosted a series of online teaching and learning training sessions via ZOOM attended by 1 462 staff members.

WORKSHOP	
1	Online assessment of MCQs with Moodle Quizzes
2	Understanding the assignment and discussion forum tools in Moodle
3	Google Classroom (an alternative to Moodle)
4	Recording lectures in PowerPoint

Table 1. Workshops for academic staff

Institutional Research Initiatives

SIYAPHUMELA ACTIVITIES

In 2020, UKZN was awarded a three-year grant by the Kresge Foundation. Known as Siyaphumelela, ("we succeed") the initiative is supported by the South African Institute for Distance Education (SAIDE), and informed by student success innovators across the world, such as the University Innovation Alliance and Achieving the Dream Network. Siyaphumelela reform efforts are undertaken by partner institutions, which include a number of the initial grantees (Universities of the Witwatersrand, Pretoria and Free State, Nelson Mandela University, and the Durban University of Technology). New partner institutions include UKZN and the Universities of the Western Cape and Cape Town. The network will continue to make use of data to develop tools for both their institutions and the higher education sector. It also documents lessons learnt to improve the student experience and success across the sector. The initiatives support the latest advances in technology and production, to identify cost-effective methods to deliver high-quality postsecondary education.

This grant is intended to support and strengthen UKZN's capacity to enhance student access, success and quality, through a variety of programmes, including building institutional research and analytics capacity; data coaching; and participation in regional, national and international learning collaborations.

Know Your Data Workshop Series

UKZN attended the Siyaphumelela Know your Data Workshop in October 2020. The three-day workshop involved a series of interrelated engagements that focused on the use of data for student success; data visualisation; and development of indicators for institutional researchers. On the final day, all the universities presented a report on what was learnt during the workshop and how their university is using data to inform student success decisions. UKZN illustrated how it processes and analyses continuous streams of data to enable the University to improve student academic performance. Its presentation also explored the Autoscholar functionalities.

- Video Presentation:
<https://www.youtube.com/watch?v=zv1by8I2Ve4>
- Team UKZN Siyaphumelela
KYD Report | Password:
UTLO2020



THE DREAM CONFERENCE

UKZN sent delegates to the DREAM 2021 Conference, enabling them to engage with peers from across the country and internationally. Themes that emerged during the discussions included:

- I How do we enact the culture of professional learning?**
- II Culturally relevant pedagogies:** Cultivating social and emotional life skills and a sensing and thinking approach to pedagogy.
- III Creating an epistemic culture** that values a set of knowledge frames which are interwoven into the cultural diversity of our society.
- IV Evidence-based data approach** to conceptualisation of initiatives and interventions.
- V Institutionalising a data analytics culture:** Monitoring and support frameworks like UKZN's AMS can help close the loop and provide feedback towards improving interventions.

Key themes emerging from Dream 21 included:

- I Align curriculum with labour market needs:** Higher education should meet the diverse needs of learners and employers in a skills-based economy.
- II Student-centered curriculum:** Curriculum transformation through intelligent and intentional design – “we spend much time socialising students into university systems rather than building systems around students”.
- III Student-centered institutional planning is crucial:** We need to listen to students' voices – at all levels of the institution; provide support beyond entry-level to all levels of their learning trajectories. Students' knowledge and experiences can be used to help them become more conscious, critical and creative, rather than adopting a prescriptive or technical approach to value formation.
- IV Students should be made aware of programmes** that lead to social and economic mobility.

ACCESS AND SUCCESS ADVISORY FORUM (ASAF)

The UTLO, which hosts the Siyaphumelela project and provides leadership, has assembled a team of academics, professional staff and student representatives to constitute the ASAF. This forum actively participates in decision-making related to the UKZN/Siyaphumelela programme and spearheads the implementation of specific projects at school and discipline/department levels. The ASAF promotes student success through the support of data analytics. The philosophy is one of data-driven decision-making and close monitoring of outcomes to ensure student success.

ASAF participants have held rigorous discussions on various concerns relating to student success at UKZN. Key points of the discussion revolved around building a culture of data for decision making; developing systems for student success; a curriculum that enhances student success; aligning the curriculum to promote valued graduate attributes; the role of students in promoting student success; and supporting postgraduate student success. Seven themes for institutional research emerged from these discussions:

- I Evaluating the efficiency and effectiveness of** student support systems at UKZN
- II At-risk identification of students, courses and** programmes
- III Aligning the curriculum to advance valued graduate** attributes
- IV Assessment policy and practices**
- V Institutional efficiency – enhancing the student** experience
- VI Graduate attributes, readiness, tracking and** alumni culture
- VII Supporting postgraduate student success**

AMS INSTITUTIONAL REPORT

2014 to 2020 First-Time Entering Cohort Study

This section reports on first-time entering (FTEN) undergraduate students from 2014 to 2020. The criteria for data analysis included: First-entrant undergraduate students enrolled in three- and four-year (including Medicine) undergraduate degree programmes, full-time, and contact and distance. Figure 10 shows that there was a significant decrease in FTEN undergraduate students, from 10 949 in 2014 to 8 086 in 2020

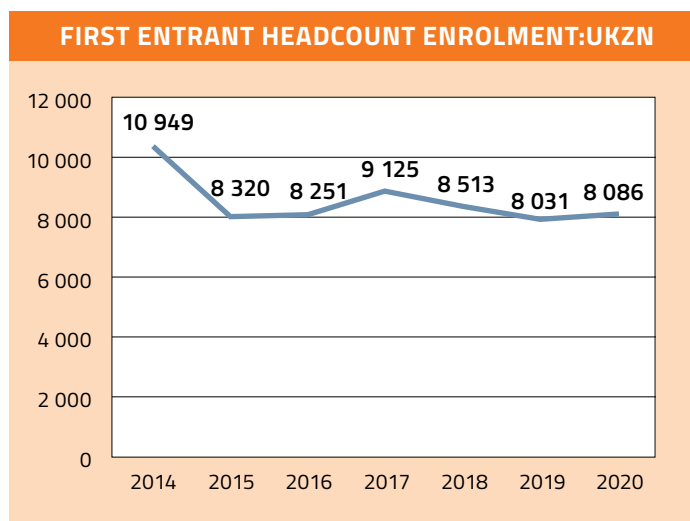


Figure 10. First entrant enrolment: 2014-2020

Table 2 reports on all FTEN UKZN undergraduate diploma and degree students, including contact and distance mode from 2014 to 2020. The number, race and gender of FTEN students are presented, followed by the combined overall graduates and dropouts for the cohorts covered. These include three-year diplomas and degrees, and four-year degrees as well as any undergraduate degrees such as in medicine and surgery, which normally take up to six years to complete.

UKZN GRADUATES AND % DROPOUT: 2014 COHORT										
RACE	GENDER	INTAKE	GRADUATED		EXCLUDED		DROPPED OUT		CONTINUING	
			NUMBER	%	NUMBER	%	NUMBER	%	NUMBER	%
African	Female	4 270	2 561	60%	299	7%	1 297	30%	113	3%
	Male	3 246	1 569	48%	377	12%	1 183	36%	117	4%
	Total	7 516	4 130	55%	676	9%	2 480	33%	230	3%
Coloured	Female	154	101	66%	3	2%	45	29%	5	3%
	Male	67	36	54%	2	3%	27	40%	2	3%
	Total	221	137	62%	5	2%	72	33%	7	3%
Indian	Female	1 805	1 222	68%	60	3%	497	28%	26	1%
	Male	1 125	692	62%	91	8%	318	28%	24	2%
	Total	2 930	1 914	65%	151	5%	815	28%	50	2%
White	Female	143	105	73%	0	0%	37	26%	1	1%
	Male	128	76	59%	4	3%	48	38%	0	0%
	Total	271	181	67%	4	2%	85	31%	1	0%
Other	Female	2	1	50%	0	0%	1	50%	0	0
	Male	9	3	33%	2	22%	3	33%	1	11%
	Total	11	4	36%	2	18%	4	36%	1	9%
Total	Females	6 374	3 990	36%	362	3%	2 210	20%	145	1%
	Males	4 575	2 376	22%	99	1%	1 579	15%	144	1%
Overall		10 949	6 366	58%	461	5%	3 789	35%	289	2%

Table 2. UKZN Graduates and % dropout: 2014 Cohort

An overall profile of the 2014 cohort admitted to undergraduate studies at UKZN shows that of the 10 949 students enrolled:

- I** 69% are African, 27% Indian, 2% White and 2% Coloured.
- II** 58% graduated, 35% dropped out, 5% were excluded and 2% are still enrolled.
- III** 6 374 are women and 4 575 men.
- IV** 3 990 women graduated compared to 2 407 men.
- V** 20% of students who dropped out are women; while 15% are men.

UKZN's graduation rate for the 2014 cohort tracked until 2020 appears to be low (58%). When this data is disaggregated by race, Africans (55%) are the worst affected. This can be explained by the steady increase in African enrolments. Table 2 shows that of the 10 949 undergraduate students who enrolled at UKZN in 2014, 3 789 (or 35%) dropped out.

“ An overall profile of the 2014 cohort admitted to undergraduate studies at UKZN shows that of the 10 949 students enrolled 69% are African, 27% Indian, 2% White and 2% Coloured. **”**

Summary of Findings 2020

The 2020 cohort admitted to undergraduate studies at UKZN shows that of the 8 086 new students enrolled for Bachelor's degrees:

- I** 85% are Africans, 12% are Indians, 1% Coloureds, and 1% Whites
- II** 60% are females
- III** 71% have between 25 and 34 matriculant points (See Table 2)
- IV** 58% are from non-fee-paying schools (Quintiles 1, 2 and 3) (See Table 3)
- V** 78% speak isiZulu as their home language (See Table 4)
- VI** 21% are enrolled in foundation provisioning (access) programmes
- VII** 39% are in residence
- VIII** 44% have NSFAS funding

Disaggregating first entrant admissions to undergraduate degree programmes by matric points in 2020, shows that the bulk of students with:

- I** Less than 30 matriculant points entered the Bachelor of Social Science,
- II** Between 30 and 39 matriculant points entered Bachelor of Education
- III** More than 40 matriculant points entered Bachelor of Medicine and Bachelor of Surgery

The race and gender demographics of first entrant enrolments by qualification shows that:

- I** Women are most under-represented in Engineering, Agriculture, Computer Science, Land Surveying, Business Science, Architecture, Bachelor of Arts (Visual Arts), Bachelor of Theology and Bachelor of Social Science in Housing.
- II** African students are under-represented in Engineering (Chemical, Computer and Mechanical), Speech and Language Therapy, Bachelor of Business Science in Finance, and Architectural Studies.

FIRST ENTRANT ENROLMENT BY MATRICULANT POINTS

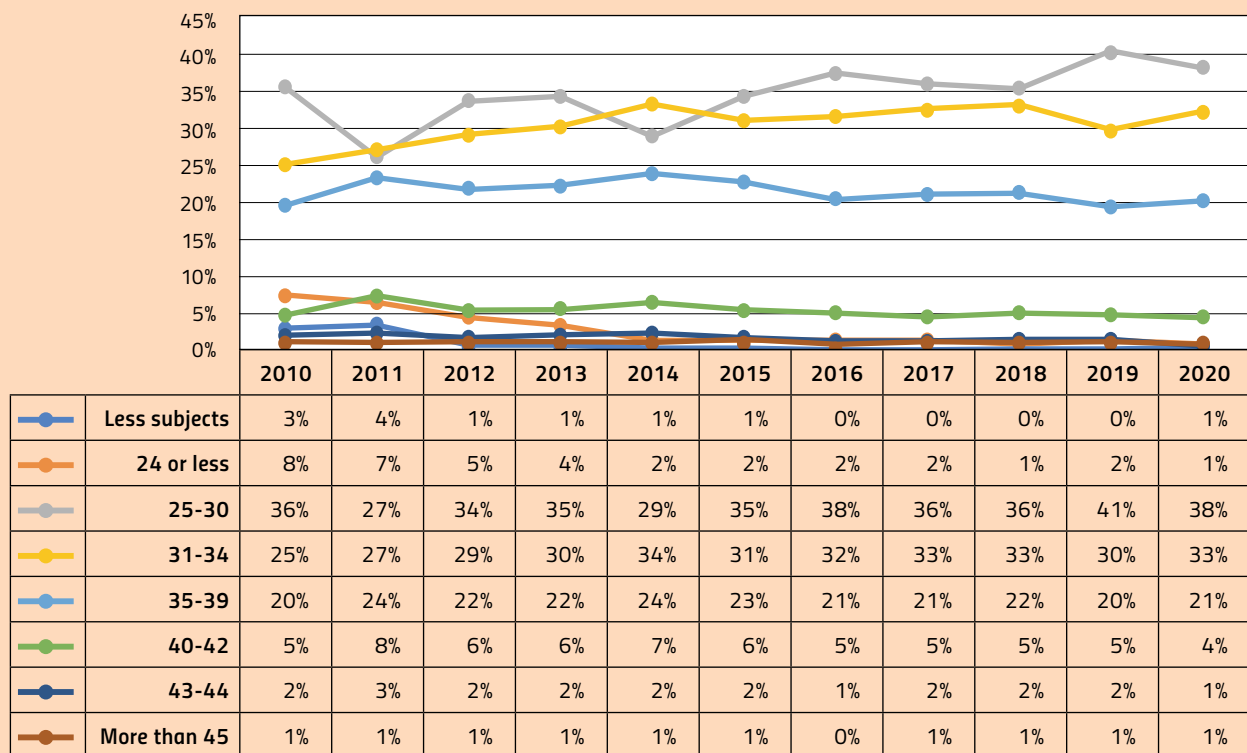


Figure 11. First entrant enrolment by matriculant points

FIRST ENTRANT BY SCHOOL QUINTILE

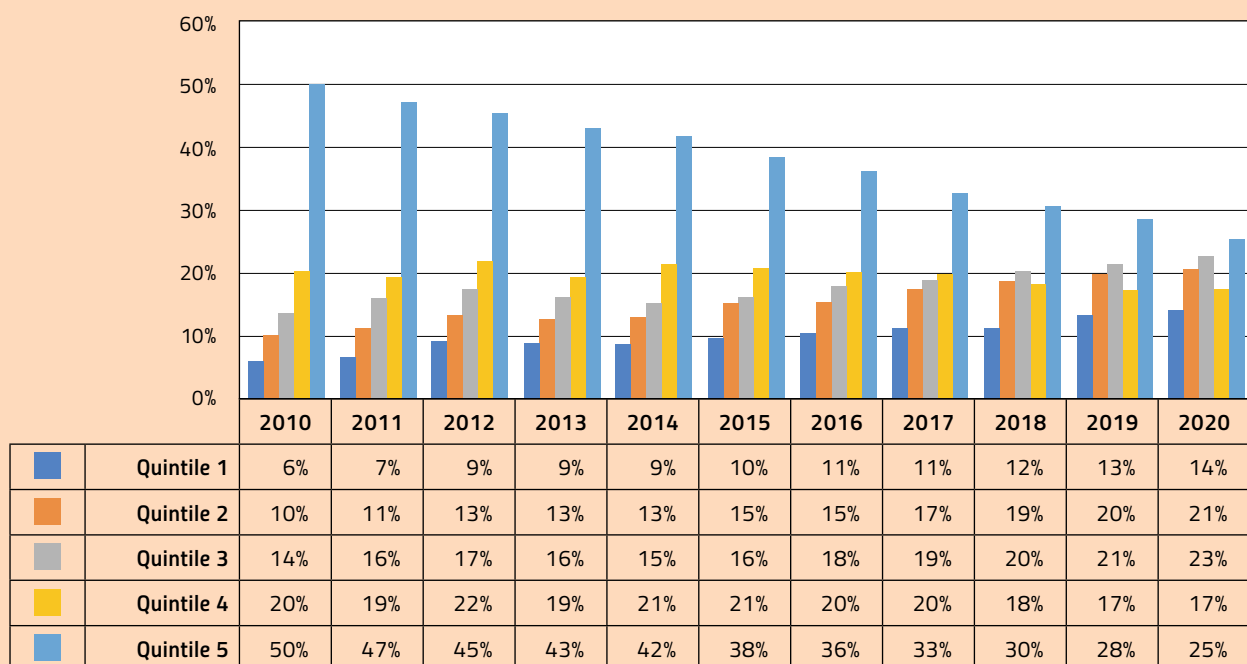


Figure 12. First entrant by school quintile

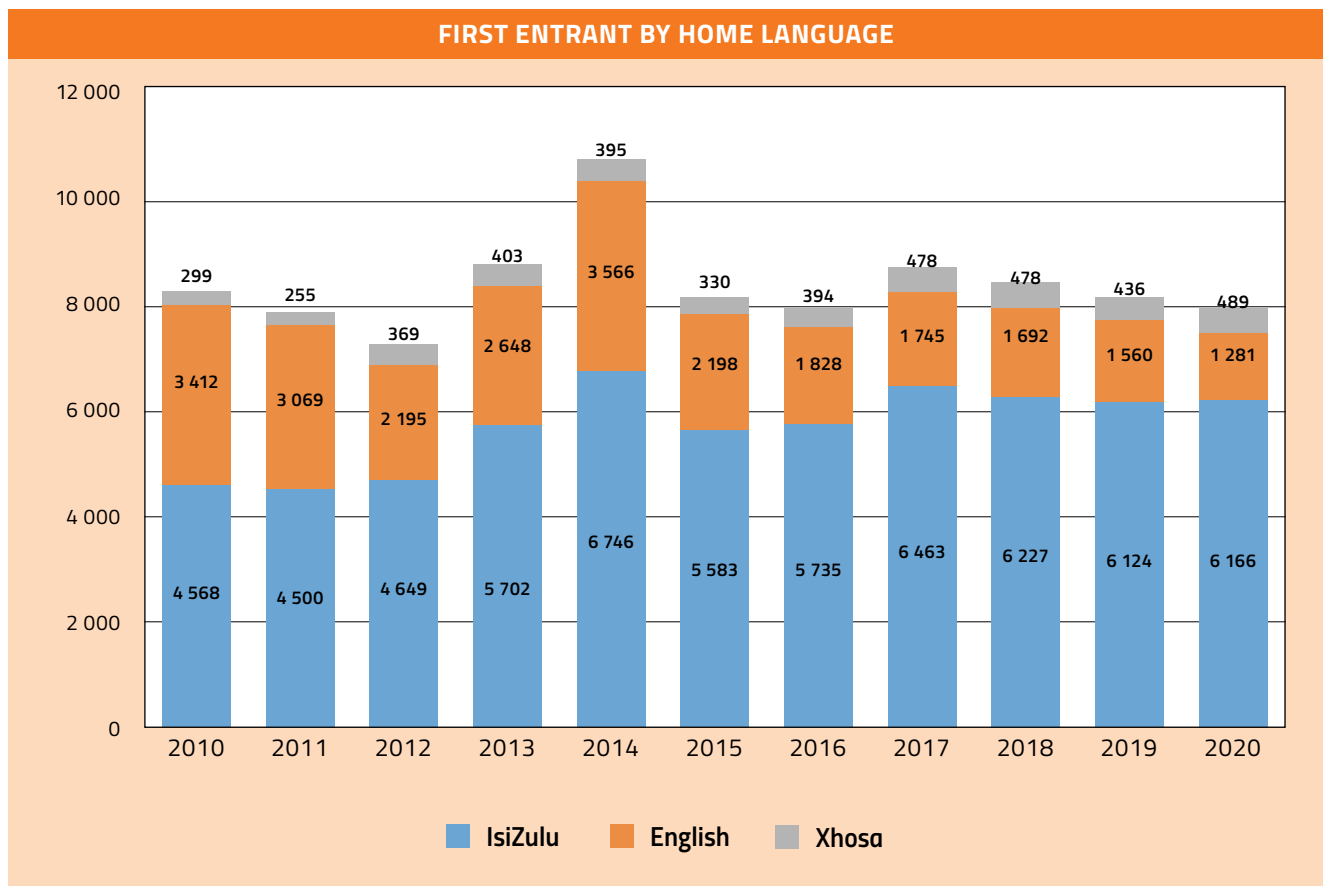


Figure 13. First entrant by home language





Every Student Matters

ACADEMIC MONITORING AND SUPPORT COLLOQUIUM



The 7th Academic Monitoring and Support Colloquium at UKZN was held on 20 November 2019 at the Howard College Campus under the auspices of the College of Agriculture, Engineering and Science (CAES). Since 2013, this annual Colloquium has provided a platform for various stakeholders in teaching and learning to discuss issues pertaining to Academic Monitoring and Support (AMS) and share good practices and challenges. Over the years, it has also led to interventions in various Colleges, which have helped improve students' overall learning experience.

Numerous changes have occurred in the South African higher education sector since the College first hosted the Colloquium in 2015. The focus of the 2019 Colloquium gave participants an opportunity to deliberate on curriculum transformation initiatives in the context of the fourth industrial revolution (4IR) in general and AMS in particular.

Student unrest across the country has sparked new debates around curriculum transformation and placed this issue firmly on the national agenda. Higher education institutions have been called upon to examine transformation of curriculum beyond numbers and physical access, but also to consider epistemological and ontological questions related to the curriculum and pedagogy. Thus, issues of content, content delivery and context have been brought to the fore. In line with these developments, several initiatives and changes have been introduced to the core curriculum of many UKZN programmes. Initiatives such as e-learning, the use of smart phones in contact sessions, the introduction of bilingual tutorials and isiZulu as a degree requirement are examples of the ways in which different Schools are embracing transformation in their core curriculum. Curriculum transformation initiatives can be much more effective when they are reinforced by support programmes.

Thus, this colloquium focused on the extent to which AMS programmes are aligned to curriculum transformation; the effectiveness of the curriculum transformation initiatives in these programmes and how curriculum transformation can enhance AMS programmes.

The papers presented by academic, support, and AMS staff, and students focussed on the following:

- Quantitative and qualitative evaluations of AMS programmes that involved curriculum transformation initiatives.
- Cohort analysis on the impact of AMS on student outcomes (retention, drop out, graduation).
- Student perceptions of current AMS programmes.
- College/School evaluations of AMS programme initiatives and the possibility of aligning them to curriculum transformation.

ATTENDANCE

The AMS Colloquium 2019 was attended by a wide array of participants from different universities and institutions in South Africa; the 140 participants were based at the University of Stellenbosch, Durban University of Technology, Rural Education Access Programme, Siyakhana and UKZN.

Among the attendees were the DVCs: CAES and CLMS, DVC: Teaching & Learning, Deans of Teaching & Learning from three Colleges, Deans and Heads of Schools, Director of the UTLO, senior and junior academic staff, Managers of College Academic Services, Academic Development Officers (ADOs), various AMS staff, counselling staff, and postgraduate and undergraduate students.

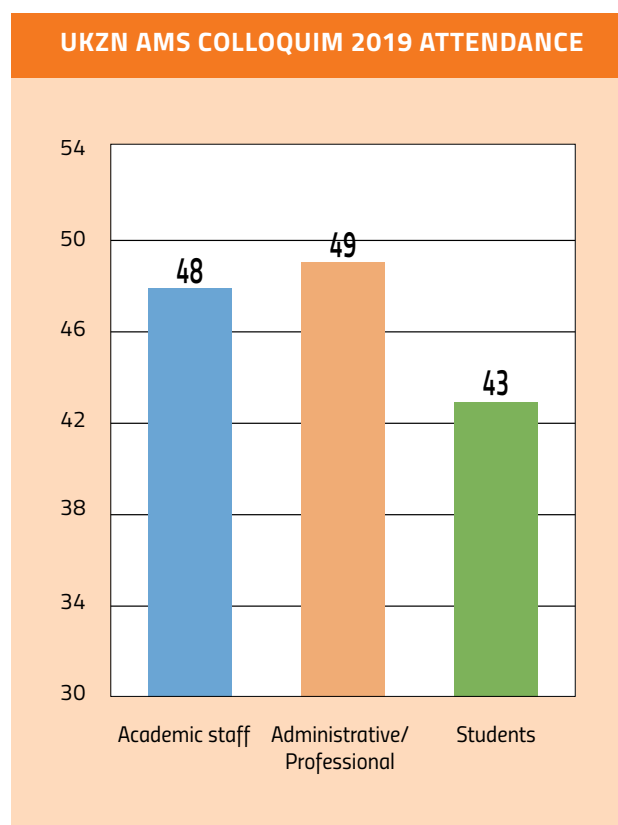


Figure 14. Designation of participants in the 7th UKZN AMS Colloquium



Professor Albert Modi, DVC: Agriculture, Engineering and Science delivering the Presidential Address.



Professor Eli Bitzer, University of Stellenbosch, delivering the Keynote Address.

WELCOME ADDRESS

PROFESSOR NAVEN CHETTY,
DEAN OF TEACHING & LEARNING, CAES

Professor Chetty welcomed all participants to the Colloquium. He emphasised the importance of AMS in universities, especially in the context of massification of higher education that has resulted in serious challenges that impact the quality of graduates, throughput rates and overall time taken to complete degrees. This speaks to the need for AMS to be more than simply academic support and calls for streamlined, student-centred, palliative and inclusionary AMS.

Professor Chetty also reiterated the need for a more holistic and consistent AMS programme. The Colloquium enables scholarly partnerships at all levels to enhance the student experience and improve the quality of current AMS practices. He emphasised that visionary AMS strategies not only enhance the student experience but also enrich UKZN's teaching and learning strategy while maintaining the Institution's high academic standards.

PRESIDENTIAL ADDRESS

PROFESSOR ALBERT MODI,
DVC: CAES

Professor Modi highlighted the challenges faced by the school education system in South Africa and noted that science, technology, innovation and development strategies should be driven from a South African perspective. He emphasised that the higher education sector aims to mould and produce graduates that can fulfil global needs. AMS programmes that are aligned with rigorous curriculum transformation assist in fulfilling this purpose. AMS has improved our ability to identify student performance in the early days of their academic journey and consistently improve it as they progress through their undergraduate degree.

KEYNOTE ADDRESS

PROFESSOR ELI M BITZER

TOPIC: Curriculum renewal in Higher Education in an era of the fourth industrial revolution, with some reference to Academic Monitoring and Support

Professor Bitzer has worked in the field of higher education for more than 40 years, has published widely and is the editor or co-editor of six scholarly books. He began by offering perspectives on programme and curriculum renewal in higher education, including knowledge and skills gaps, often caused by outdated or traditional curricula, hampering attempts to be more relevant to social and economic change. He noted that in the following three years, an estimated 120 million workers in the world's 12 largest economies would need to be retrained or reskilled as a result of artificial intelligence and automation. Another perspective involved curriculum renewal in South African higher education, including AMS curricula. The first part of the address ended with a few questions on the implications of a possible disjuncture between curricula and societal change and examples of current programme renewal efforts at one university.

The second part of Prof Bitzer's address linked the 4IR to the three previous industrial revolutions and examined how higher education curricula responded to them. Some emerging realities from the 4IR were highlighted as well as how they might affect future employment possibilities. Prof Bitzer identified a set of 'tipping points' when 4IR technologies will be sufficiently widespread to create extensive societal and other change. These include a proliferation of 4IR technologies to levels where they impact significantly on peoples' lives and require shifts in education and employment.



Ms Lucinda Johns, Psychologist, conducting the workshop on Emotional Intelligence during the 2019 AMS Colloquium.

“ Professor Bitzer provided suggestions on how AMS programmes and curricula might become more relevant within the era of the 4IR. ”

The third section highlighted some higher education responses to the 4IR, including the role of the social and human sciences. Prof Bitzer provided suggestions on how AMS programmes and curricula might become more relevant within the era of the 4IR and suggested that knowledge, skills and behaviour relating to technology might play an increasingly important role, especially in preparing students for future curricula and work.

Professor Bitzer ended with two questions for group discussion:

- a Is the notion of the 4IR relevant (or perhaps too distant, or its implications perhaps too tentative or uncertain) for South Africa to respond appropriately through AMS at UKZN?
- b Based on the response to (a), what should AMS at UKZN stop doing, continue doing or do differently to adequately prepare students for study success (especially those students entering programmes that might respond more rapidly to the 4IR)?

WORKSHOP

MS LUCINDA JOHNS

TOPIC: The Need for Emotional Intelligence in Higher Education Institutions

Ms Lucinda Jones, former lecturer in Psychology at UKZN, is a counselling psychologist from Durban who offers therapy to individuals as well as couples and families. She completed her MA in Counselling Psychology at UKZN. Her areas of interest include anxiety and depression; relationship difficulties; dealing with traumatic life experiences; death and dying/preparing for end of life; coping with grief and bereavement; dealing with adjustment to physical disabilities and illness; and work and career adjustment issues.

Ms Jones noted that, failure to manage unpleasant emotions often prevents a person from achieving success in leadership, relationships, or health. Emotional information is useful in guiding thinking and behavioural responses. The ability to be aware of one's emotions, to express them appropriately, and to manage interpersonal relationships is a valuable skill, particularly within multicultural environments. The workshop provided a comprehensive understanding of emotional intelligence and highlighted core competencies. The areas for discussion included self-awareness; self-regulation; empathy; motivation; self-confidence; resilience; and interpersonal and social skills. In general, it promoted self-reflection and self-awareness to identify personal strengths and capabilities, recognise interpersonal challenges and to be cognisant of sociocultural influences on emotional expression.

PANEL DISCUSSION 1

CHAIR: PROFESSOR RUTH HOSKINS

TOPIC: Review of the draft UKZN AMS policy (2020): strengths and weaknesses

Participants were grouped according to their Colleges, and each was allowed 30 minutes to submit points after discussion on the new AMS policy, which was emailed to all participants a week before the Colloquium. Below is a summary of the points presented:

“ The proposed AMS Policy’s shift from a reactive to a proactive approach with respect to student academic performance was welcomed. ”

Professor Naven Chetty, Dean: Teaching & Learning, CAES, gave a detailed background of the AMS Policy and the need to revise it. He also noted that the exclusion part had been removed from the new Policy. Participants from all Colleges commented that they would have preferred to look at this draft policy in conjunction with the new exclusion Policy as well as the standard operating procedures for implementation.

The proposed AMS Policy’s shift from a reactive to a proactive approach with respect to student academic performance was welcomed; however, it was felt that much emphasis had been placed on underperforming students, with less or no consideration or support for overachieving students and those in good academic standing. A major concern across Colleges was that the Policy lacked a clear implementation plan and there was no indication how the University planned to deal with the limited resources and infrastructure available to those who would drive it on the ground.

In summary, the draft AMS Policy document was praised for being proactive and not reactive. The main problem was that it lacked a clear implementation strategy, which could result in problems in the future, including a lack of available resources and trained professionals. Technological advances such as Auto Scholar and biometrics were still in the testing phase and would serve as poor defences for the policy until they were proven to work on a large scale. The policy should also hold students accountable for attending student support activities. It required further refinement and more careful thought, preferably on more of a pragmatic level and less on a philosophical one.

Panel Discussion 1 members (from left): Professor Ruth Hoskins, Mrs Nozipho Hlalukane, Mr Ashwin Maniwal, Mr Godfrey Marumure and Dr Annah Bengesai.

PANEL DISCUSSION 2

FACILITATOR: MR ASHWIN MANIVAL

TOPIC: Alignment of Academic Monitoring and Support to curriculum transformation in South African tertiary institutions

The final session of the day gave all participants, including the panel members, the opportunity to interact, deliberate and air their opinions on the 4IR, the need for curriculum transformation in AMS programmes and the current scenario of students in South African higher education institutions. While various issues were discussed, this session centred on two questions:

- a** Is the notion of the 4IR relevant (or perhaps too distant, or its implications perhaps too tentative or uncertain) for South Africa to respond appropriately through AMS at UKZN?
- b** What should AMS at UKZN stop doing, continue doing or do differently to adequately prepare students for study success (especially those students entering programmes that might respond more rapidly to the 4IR)?

It was noted that with changing times and the advancement of new technologies, mainstream teaching and learning as well as AMS programmes at UKZN must adapt to the 4IR. Universities all over the world are changing with respect to digitalisation of teaching and learning and the University has no choice but to follow suit. Market demands and needs

Panel Discussion 2 members (from left): Professor Sinegugu Duma (Dean, Teaching & Learning, CHS), Professor Ruth Hoskins (Dean, Teaching & Learning, CHUM), Professor Eli Bitzer (University of Stellenbosch), and Professor Naven Chetty (Dean, Teaching & Learning, CAES).

“ Universities all over the world are changing with respect to digitalisation of teaching and learning and the University has no choice but to follow suit. ”

require UKZN to embrace the 4IR and if not, we will be left behind as the world will soon move on to the 5IR. There is also an urgent need for academics to change and adapt to at least the basic elements of the 4IR since the students that they teach are digital natives. For example, for students with disabilities, the 4IR and using technology in higher education may be very beneficial but training educators in pedagogy and imparting knowledge will surely help students. Universities cannot be spectators of various industrial revolutions but need to move with the times. The under preparedness of students especially from disadvantaged backgrounds in the context of 4IR was also discussed.

Panellists reiterated that reorientation of students as well as academics is very important if we aim to keep up with the latest developments in technology. The social nature of higher education must not be lost and must be taken into account. There is also a need to mainstream AMS so that students benefit. AMS should be taken very seriously and it should be a core element in improving student throughput and completion in minimum time. Not only the curriculum needs transformation; university staff need to be responsive and transformed to help students. However, cognisance must be taken of students' learning styles and technology overload should be avoided.



WINNERS OF BEST PAPER PRESENTATION AWARDS

The chair of each paper presentation session together with a judge who is an expert in AMS evaluated the presenters on their subject content, presentation skills and visual aids and the final weighted score was used to award prizes for each section. The winners of each session were:

Session 1: Curriculum Transformation (Academic Monitoring and Support)

WINNERS OF THE CURRICULUM TRANSFORMATION BEST PAPER PRESENTATION AWARD		
MARKS	TOPIC	WINNER
Amanda Gumede	SI in isiZulu in CAES	1 st Prize (97%)
Rogerant Tshibangu	Feedback of SI in AES	2 nd Prize (90%)

Table 3. Winners of the curriculum transformation best paper presentation award

Session 2: Academic Monitoring and Support

WINNERS OF THE ACADEMIC MONITORING AND SUPPORT BEST PAPER PRESENTATION AWARD		
MARKS	TOPIC	WINNER
Ashwin Manival	Student note keeping	1 st Prize (98%)
Nolwazi Biyela	Tutors in Economics	2 nd Prize (88%)

Table 4. Winners of the Academic Monitoring and Support best paper presentation award

Session 3: Curriculum Transformation Dynamics

WINNERS OF THE CURRICULUM TRANSFORMATION DYNAMICS BEST PAPER PRESENTATION AWARD		
MARKS	TOPIC	WINNER
Ncamiso N Dlamini	AMS in CLMS	1 st Prize (91%)
Vanessa Singh	Importance of feedback	2 nd Prize (84%)

Table 5. Winners of the curriculum transformation dynamics best paper presentation award

Session 4: Concepts in Curriculum Transformation

WINNERS OF THE CONCEPTS IN CURRICULUM TRANSFORMATION BEST PAPER PRESENTATION AWARD		
MARKS	TOPIC	WINNER
Mlamuli Hlatshwayo	Black student experience	1 st Prize (96%)
Vasanthie Padayachee	Curriculum development	2 nd Prize (93%)

Table 6. Winners of the concepts in curriculum transformation best paper presentation award



Professor Naven Chetty handing out awards for best paper presentations and Kahoot! winners.



Members of the organising committee of the colloquium (from left): Professor Naven Chetty, Dr Bobby Varghese, Dr Dalia Varghese, Mr Ashwin Manival, Mr Godfrey Marumure and Mr Rogerant Tshibangu.

“ The theme of the colloquium was described as very relevant and it was noted that the various sessions were not only true to the focus but also helped in deliberations on pertinent issues at UKZN and other higher education institutions in South Africa. ”

FEEDBACK FROM THE PARTICIPANTS

Many participants shared their experiences regarding the theme, quality of the keynote presentation and workshop, quality of papers presented and overall organising of the colloquium. The feedback was positive and participants commented on the organisers' attention to the minutest detail. The theme of the Colloquium was described as very relevant and it was noted that the various sessions were not only true to the focus but also helped in deliberations on pertinent issues at UKZN and other higher education institutions in South Africa.

CRITICAL REFLECTIONS: AMS COLLOQUIUM 2019

The AMS Colloquium 2019 was a rich and inspiring experience for all participants as it brought the experts in the field of higher education, academic, administrative, professional and support staff, and undergraduate and postgraduate students together to deliberate on best practices, the current strengths and weaknesses of AMS and the way forward to improve its efficacy.

In general, the participants agreed that higher education must embrace the 4IR. Any curriculum transformation in this regard in mainstream and AMS programmes must be student-centred since students have to be ready for the market place. It was also noted that both academics and students should be reoriented to the 4IR without which any transformation in the curriculum and pedagogy will not be successful. Nonetheless, transformation efforts such as AMS programmes in isiZulu, bilingual tutorials in various Colleges, digital teaching and learning practices to enhance student engagement, and constructive changes in the current AMS policy at UKZN among others, are a step in the right direction. Finally, the emotional well-being of students and staff alike is critical.

The Colloquium also provided a platform to share and learn from exemplary practices across Colleges. Each session and discussion was set to enhance teaching and learning and AMS practices, not only to increase success and graduation rates, but also to produce graduates who are ready for the fourth and fifth industrial revolutions.

A highly productive colloquium finished off on a high note. Professor Chatradari Devroop played the national anthem in the morning, and a few classics for entertainment in the evening.

“ Each session and discussion was set to enhance teaching and learning and AMS practices, not only to increase success and graduation rates, but also to produce graduates who are ready for the fourth and fifth industrial revolutions. ”





Every Student Matters

UKZN EXTENDED LEARNING



UKZN Extended Learning (UEL), the wholly owned continuing education subsidiary of the University, completed its ninth year of operations in December 2020, having achieved a number of milestones since its establishment in 2012. UEL is not funded by UKZN or any external entity, and has developed into a sustainable and viable business upon which some 500 people directly or vicariously depend for their livelihoods. UEL's reputation for adding value has cemented its growing status as a significant competitor and leading provider of short courses and career development initiatives in the country.

“ UEL is not funded by UKZN or any external entity, and has developed into a sustainable and viable business upon which some 500 people directly or vicariously depend for their livelihoods. ”



Embarking on Remote Learning: Configuring laptops for the KZN DOH HIV/AIDs Lay Counsellors to study Social Auxiliary Work at UEL.

The global COVID-19 pandemic and national lockdown in South Africa during 2020/2021 have had a significant impact on UEL, with commensurate financial distress. The company embarked on a cost reduction strategy from May 2020, and this has assisted in protecting its assets from the risks associated with the loss of earned revenue and profitability. Employee and stakeholder health and safety remain the most important priority in ensuring the company's ability to operate as a going concern.

The external audit in respect of the 2020 financial year confirmed UEL's unqualified audit status for the ninth successive year, which is testimony to the excellent oversight provided by the Board of Directors, and management and employees' commitment to ensuring its success in continuing to support UKZN as its shareholder.

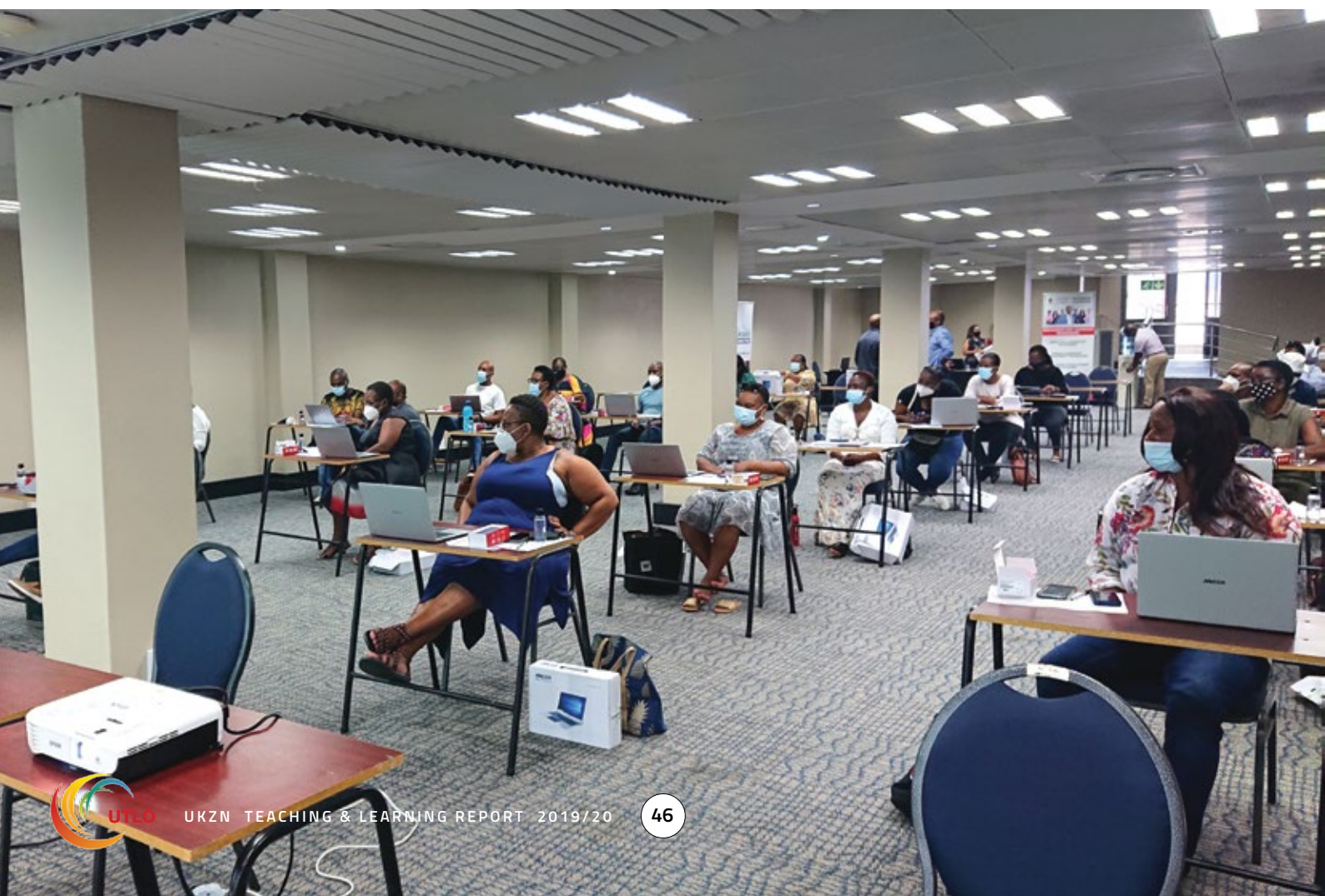
During 2020, UEL continued to reach out to build strategic relationships and raise awareness of UKZN's brand amongst a wide range of stakeholders across the public and private sectors, working with clients across seven of South Africa's nine provinces and in other countries in the Southern African Development Community.

Below: KZN DOH Deputy Director of Clinical Training Address – Ms. Lindiwe Ndlela talks to the HIV/AIDS Lay Counsellors about the importance of Social Auxiliary work to the KZN DOH.

Support for the development of the stakeholders and the communities in which UEL operates is a cornerstone of the company's culture and values. During the national lockdown in 2020, some 40 free webinars were offered, and were attended by a diverse group of around 2,000 participants, both local and international. Access courses to support school leavers and to recognise prior learning remain a priority in breaking down traditional barriers to furthering education and in supporting lifelong learning.

Given the transformation taking place in higher education and the challenging economic conditions in the country, particularly during the global COVID-19 pandemic, UEL has focused on its strategic plans for sustainability over the past two years. Its Board and Advisory Board members continue to engage with the University's management and executive leadership in this regard.

During 2020 significant progress was made in harnessing education technology as an enabler to offer blended and pure online courses across a broad continuum of client development requirements. Aligned with the University's broader strategic plan, this will continue. A further strategic area of focus is the design of customised courses with clients and interventions that have a direct, immediate, positive impact for delegates and their sponsoring organisations.



Public and private sector client organisations engaging with the company include the National Department of Home Affairs; National Lotteries Commission; Liberty Group; Transnet; Umgeni Water; Department of Cooperative Governance and Traditional Affairs (COGTA); Investec Protea Coin; Department of Health; Department of Basic Education; Gauteng Growth and Development Agency; Averda; RCL Group; Cataler; and the KwaZulu-Natal Department of Art and Culture.

UKZN is reviewing its strategy and changing its structures for continuing and executive education, and it is hoped that UEL will continue to have a role to play within the University in contributing to the national agenda by supporting capacity building, upskilling, personal development and job creation through organisations' increased productivity and competitiveness. UEL remains deeply committed to making a meaningful contribution to the development of people in South Africa through its various interventions, and to supporting the overall strategic goals of its shareholder, UKZN, by raising awareness of the value to be realised through engagement across all interest and stakeholder groups in the country and further afield.

“UKZN is reviewing its strategy and changing its structures for continuing and executive education, and it is hoped that UEL will continue to have a role to play within the University in contributing to the national agenda by supporting capacity building, upskilling, personal development and job creation through organisations' increased productivity and competitiveness.”

Below: UEL held a social media creative competition in celebration of World Creativity and Innovation Week (WCiW). Pictured is the winner, Sthe Vamili Mangan with UEL's CEO, Mr. Simon Tankard, and the amazing hamper filled with goodies!





Every Student Matters

QUALITY PROMOTION AND ASSURANCE

The Quality Promotion and Assurance (QPA) Unit plays a vital role in supporting the goals outlined in the University's Strategic Plan. It is entrusted with the responsibility to ensure the provision of QPA through excellence in teaching and learning in six main areas: Programme and qualification mix; automated curriculum management system; national review of doctoral qualifications; student and peer evaluations; institutional research – the graduate opinion survey; and the students' access to and use of learning materials survey.

PROGRAMME AND QUALIFICATION MIX

As at 20 April 2021, a total of 443 programmes were listed on the UKZN Programme and Qualification Mix (PQM), with master's degrees (167) making up the largest number of programmes offered (see Table 7). The Master of Commerce in Banking and Investment Management is a new programme which was submitted to the Department of Higher Education and Training for PQM approval in September 2020 and the University is awaiting feedback.

The University submitted three new programmes to the Higher Education Quality Committee (HEQC) for accreditation in July 2020 (see Table 8).

Five new programmes (see Table 9) were accredited by the HEQC in September and November 2020 and have been submitted to the South African Qualifications Authority (SAQA) for registration (see Table 9).

AUTOMATED CURRICULUM MANAGEMENT SYSTEM

QPA and the Improvement and Development (IMPDEV) Unit in ICS are working on an automated Curriculum Management System (CMS) in order to streamline the University's curriculum management process. It will enhance the curriculum management process through the use of web-based programme/module templates, online internal approval of programmes and modules, automated synchronising of programmes and modules on other University platforms (such as Moodle, ITS, and the University's website), and stakeholder access to updated programmes, modules and handbook information.

NUMBER OF QUALIFICATIONS ON THE UKZN PQM AS AT DECEMBER 2020	
QUALIFICATIONS	ACCREDITED
Diplomas	2
Advanced diplomas	1
Postgraduate certificates	2
Bachelor's degrees	51
Professional degrees	34
Postgraduate diplomas	30
Bachelor Honours degrees	121
Master's degrees	167
Doctoral degrees	35
TOTAL	443

Table 7. Number of Qualifications on the UKZN PQM as at December 2020

PROGRAMMES AWAITING A RESPONSE FROM THE HEQC	
NUMBER	PROGRAMME
1	Bachelor of Housing Honours
2	Bachelor of Architecture Honours
3	Master of Housing

Table 8. Programmes awaiting a response from the HEQC

PROGRAMMES ACCREDITED BY THE HEQC	
NUMBER	PROGRAMME
1	Bachelor of Science in Geographic Information Systems and Earth Observation
2	Bachelor of Nursing
3	Bachelor of Town and Regional Planning Honours
4	Master of Town and Regional Planning
5	Bachelor of Business Science in Investment Science

Table 9. Programmes accredited by the HEQC

NATIONAL REVIEW OF DOCTORAL QUALIFICATIONS

The decision to conduct a national review of doctoral qualifications arose from discussions between the Council on Higher Education (CHE) and the National Research Foundation (NRF). The NRF has several funding instruments that support the doctoral degree, and thus needs to be assured that doctoral qualifications offered by South African public and private higher education institutions meet national quality standards.

A national standard for the doctoral qualification was developed by the CHE and was used by higher education institutions to inform and guide their delivery and quality assurance of doctoral studies, and by students and the public as a threshold against which the quality of each doctoral qualification could be evaluated.

The HEQC determines the outcome for each institution. One possible outcome is confirmation that the doctoral qualification meets, or exceeds, the qualification standard in all respects. Another is a decision that the standard has not (yet) been met. In the latter case, the HEQC may decide on a set of requirements to be addressed by the institution, together with timelines for improvement plans and progress reports. The areas of improvement may coincide with, or differ from, those identified by the institution itself. The process of reporting to the HEQC continues until such time that it is satisfied that all requirements pertaining to the standard have been met. Although the doctoral review is not a re-accreditation of doctoral qualifications the outcome will have reputational implications for the university.

A steering committee, chaired by Professor Ramjugernath, was appointed to lead the process at UKZN. Task teams were appointed in each College to drive the process at that level. The first step was the development of College Self-Evaluation Reports (SERs). The Institutional SER (ISER) was based on the four College SERs.

The steering committee assisted the Colleges with data to complete their SERs. These were distributed in various memoranda to the task teams and posted on the QPA website. College SERs were submitted to the Director of QPA by 23 January 2020 and served at the College Academic Affairs Board meetings.

The ISER was submitted to the Schools and College Academic Boards for noting. The report was endorsed by the Vice-Chancellor and submitted to the CHE on 30 March 2020. The final ISER can be accessed on the QPA innerweb CHE Doctoral Review 2019-2020 and the QPA website.



QPA website



CHE Doctoral Review
2019-2020

In May 2020, the CHE informed the University that, in light of the COVID-19 pandemic, it would conduct desktop reviews of institutions, with the possibility of on-site visits. The site visit which took place from 12 to 15 October 2020 only consisted of virtual interviews; however, comprehensive visual material of resources for doctoral students was compiled and is available. Intense communication between the CHE and members of the steering committee ensured that the process ran smoothly and all categories of interviewees were well represented. The draft review reports will be tabled at the National Standards and Reviews Committee (NSRC) meeting. Thereafter, they will be submitted to the institutions for factual correction.

University Research and Ethics Committee (UREC) is responsible for monitoring the UKZN doctoral review improvement plan. The progress reports are submitted to UREC which is responsible for sign off on the progress report after it is satisfied that the areas of improvement have been sufficiently addressed and do not pose reputational risks for the University. Depending on the scale of improvement required and the timeline set by the CHE, the University may be required to submit periodic progress reports to the CHE during the period of improvement.

All documents relating to the doctoral review are on the QPA innerweb, QPA website and CHE Doctoral Review 2019-2020.

STUDENT AND PEER EVALUATIONS

Student evaluations of teaching are widely used at higher education institutions worldwide to provide opportunities for academic staff to reflect on their teaching and its impact. QPA assists in this regard by providing an unbiased and independent University-wide platform for such student feedback.

A range of instruments is available to gauge the different aspects of teaching within the University, including:

- Student feedback questionnaire with core questions
- Postgraduate supervision questionnaire
- Professional practice module evaluation questionnaire
- Professional practice supervision questionnaire

QPA Student Evaluation questionnaires were used to evaluate the modules offered online in 2020. The low response rates are of concern and QPA is engaging in research to explore this. Other ongoing projects include improving the online systems by full automation of the postgraduate questionnaire, establishing a dashboard where it would be possible to monitor modules that have not been evaluated, their response rates and overall performance of the module, and the generation of feedback reports.

With endorsement by the DVC: Teaching & Learning, QPA explored the possibility of procuring a new student evaluation system for the University. Discussions have been held with various stakeholders, internally and externally, including the IMPDEV unit in ICS, and the Universities of the Witwatersrand and Johannesburg to determine the effectiveness of the system. Discussions to procure software are at an advance stage.

INSTITUTIONAL RESEARCH: GRADUATE OPINION SURVEY

Institutional research is conducted at various levels in order to provide information that supports institutional planning, policy formation and decision making. QPA is responsible for collecting, analysing and reporting on graduates' perspectives on the quality of their educational experiences at UKZN. This survey covers a range of questions that include workload, the development of skills, teaching, assessment and facilities, and support and administrative staff. In order to determine whether or not teaching and learning at the University was effective, the survey also asks students about their level of preparedness for their careers and their current employment status. Each year, the Graduate Opinion Survey is administered to graduates attending the University's graduation ceremonies. In 2020, it was administered online.

STUDENTS' ACCESS TO AND USE OF LEARNING MATERIALS (SAULM) SURVEY

The Students' Access to and Use of Learning Materials (SAULM) survey initiated by the Department of Higher Education and Training provided an opportunity to gather national data that can help institutions and the broader sector to reflect on how things have changed and what the implications could be for a "new normal." The survey was developed to explore how students are engaging with learning materials.

The survey was conceptualised and administered at an opportune time, five months into the national lockdown. This meant that it could explore students' experiences prior to, and during lockdown. Since the majority of institutions managed to implement some form of remote learning, capturing students' experiences during this time can contribute meaningfully to the sector's conceptualisation of teaching and learning beyond the emergency remote learning response necessitated in 2020.

The findings of the SAULM survey contribute to policy and practice by making a case for the following:

- Ensuring that all staff and students have access to basic learning infrastructure, which includes appropriate devices, data and connectivity, to address the digital divide.
- Prioritising digital skills development at a national and institutional level that will empower staff and students to succeed.
- Developing or investing in flexible content delivery platform(s) that would allow more affordable use of textbooks, and institutionally developed materials, as well as Open Education Resources (OERs) across a range of devices.
- Enhancing financial aid by reconsidering and providing more guidance on NSFAS allowance expenditure and supporting innovative funding solutions for the "missing middle" students.
- Investing in developing technologically enhanced pedagogical practices that are flexible and adaptable to the disruptions (socio-economic, political and technological) that characterise the 21st century workplace and world.
- Embarking on collaborative initiatives to consider the implications of a "new normal" for subsidy, quality assurance and quality enhancement.

The SAULM survey report is available on the QPA innerweb. (https://innerweb.ukzn.ac.za/_layouts/15/start.aspx#/QPA/Forms/AllItems.aspx)



Every Student Matters

LANGUAGE PLANNING AND DEVELOPMENT



The University Language Planning and Development Office (ULPDO) is charged with the responsibility of implementing all projects and activities aimed at intellectualising isiZulu, guided and underpinned by the University Language Policy and Plan (adopted in 2006 and revised in 2014). All these projects are monitored and partly funded by the University Language Board (ULB).

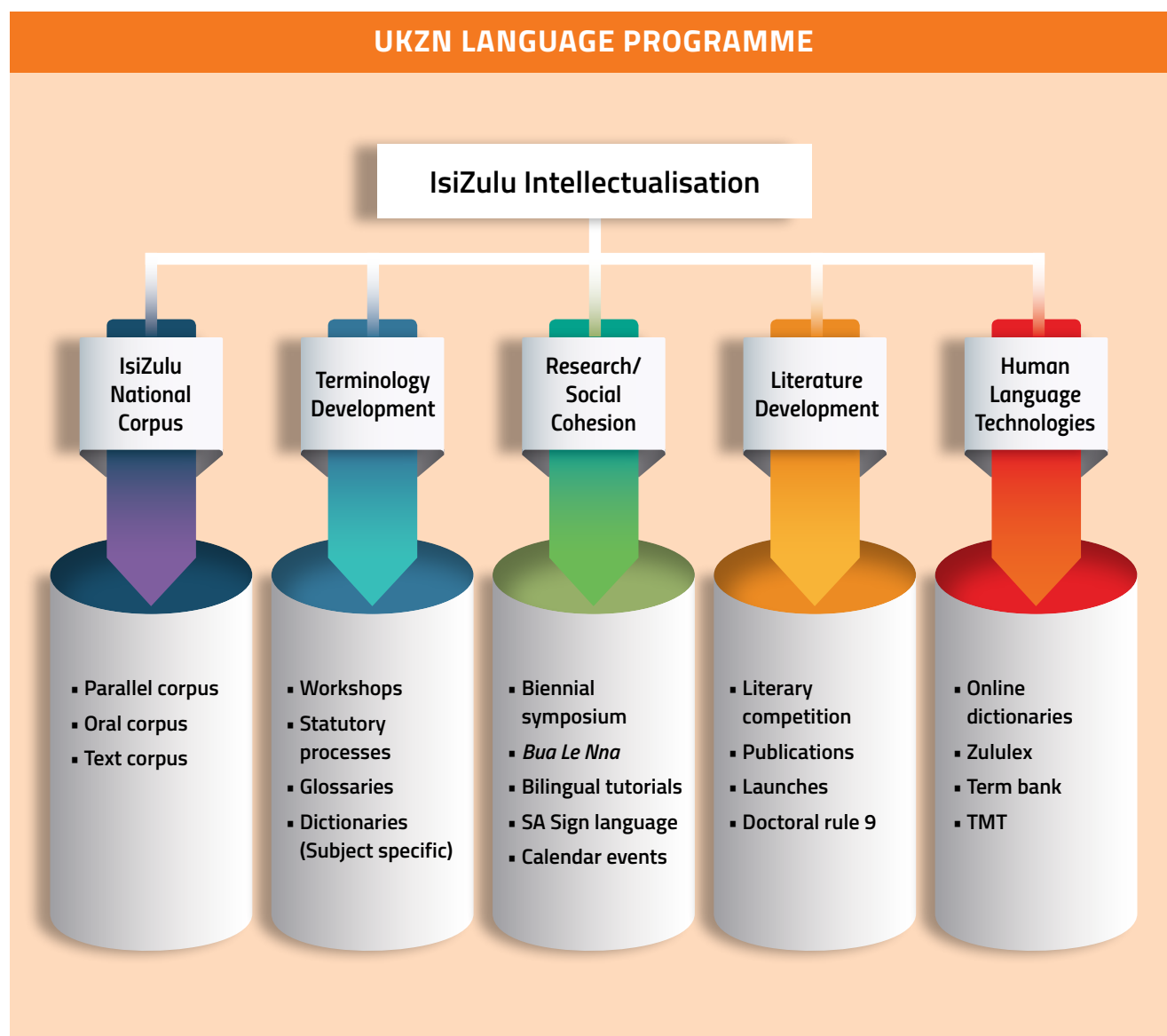


Figure 15. ULPDO Projects

Implementation of the Language Policy and Plan

In the period under review, UKZN implemented the Language Policy and Plan through its core and targeted language programmes, including teaching and learning programmes; terminology development; social cohesion projects; research and human language technologies (HLTs)

including corpus building; language services; term bank and mobile application; literature development and transforming institutional policies so as to ensure the intellectualisation of isiZulu. The figure above depicts the entire language programme of isiZulu intellectualisation at the ULPDO.

DR9 SUBMISSION PROCESS



Figure 16. DR9 Submission Process

DR9 RULE IMPLEMENTATION

In the period under review, the ULPDO successfully implemented the requirements of the DR9 Rule. For the April 2020 graduation, 158 doctoral abstracts were submitted for translation into isiZulu. A total of 137 doctoral abstracts were translated, edited and deployed – only 13 were not translated. The Abstract Translation Management System was developed and successfully deployed to enable the receipt, processing and electronic storage of all doctoral abstracts. The UKZN library and ULPDO have engaged in discussions on how this system could be hosted on the library server for further development and ease of implementation and access.

TERMINOLOGY DEVELOPMENT

One of the ULPDO's key programmes – terminology development, had a severe setback during the period under review. By its nature, terminology is a very practical programme that requires the participants' physical presence. The national lockdown and subsequent restrictions imposed by the national state of disaster had serious negative impacts on the operation of this project, which could not be fully implemented. The easing of restrictions has brought some hope that this part of the Office's work will start soon. The University is also crafting alternative ways of implementing this programme.

UKZN's preparation is in the advanced stage with terminology from research, accounting, and chemical engineering.

“UKZN has reached a milestone of more than 30 million running words and 139 hours 35 minutes and 55 seconds of audio that has been transcribed and verified.”

BUA LE NNA PROJECT

The University is proud that, despite the challenges highlighted above, it was able to carry on with other projects by adapting to the new norms.

The period under review saw *Bua Le Nna* – a programme aimed at teaching conversational Sesotho to non-Sesotho speaking students at UKZN student residences – transitioning from physical contact into an online project. All 12 planned sessions for 2020 were successfully hosted and completed.

As the project was offered online it was open to all students. The use of WhatsApp offered additional benefits on how to pronounce, read and write the language. The platform's facility to record audio aided reading, pronouncing or writing responses during the session.

A positive lesson learnt was that the project needs thorough planning to be successful. To this end, the following working tools were developed:

- I A lesson plan
- II A lesson roster
- III An online register
- IV A weekly preparation meeting and subsequent minutes
- V The instruction channel weekly
- VI The weekly report

Around 36 students joined the sessions with a varying levels of active participation. If marketed well, the project has the potential to grow institution-wide.

CORPUS PROJECT

In line with the ULPDO's objectives, the Corpus Project is subdivided into two parts – oral corpus and text corpus. UKZN has reached a milestone of more than 30 million running words and 139 hours 35 minutes and 55 seconds of audio that has been transcribed and verified. The tags were checked to establish whether they were compatible with the different languages used. The Office is also actively engaged in a continuous corpus collection drive. It has held discussions with the IsiZulu Dictionary Unit, Independent Media, Mavuso Media Group, Iziko Productions and Mavundla Media to interest them in contributing material to this venture. There are 19 645 parallel corpus sentences to date and more files will be added from the DR9 abstracts.

“ Participants reported that the project assisted them significantly and thanked the Office for ensuring that training was offered even under the difficult conditions of COVID-19. ”

BILINGUAL TUTORIAL WORKSHOPS

The Office hosted a bilingual workshop in March 2020 before lockdown and continued this work under COVID-19 conditions. Virtual bilingual tutorial training sessions were hosted from 16-17 July and 27-28 August.

Facilitators from the Department of Education did an excellent job during the training sessions, while the participants played their part by asking relevant questions and making constructive comments. Participants reported that the project assisted them significantly and thanked the Office for ensuring that training was offered even under the difficult conditions of COVID-19.

LANGUAGE SERVICES

The Office provided language services to the entire University as usual. It achieved the following:

- I Translations: more than 100 documents
- II Interpreting: more than 20 sessions
- III Editing: more than 150 documents

RESEARCH PROJECTS

Research and development, central to the work of the ULPDO, aims to ensure that all its products are scientifically measurable. It is for this reason that the ULPDO initiated the seminar series in order to afford the staff members the opportunity to first present internally in preparation for national and international conferences. The five research papers presented, and peer reviewed by UKZN staff members, focused on most of the ULPDO's projects. This series is designed to equip staff members with practical presentation skills in the field of language and academia in general.

This table shows the schedule for the series:

SERIES OF PAPER PRESENTED BY ULPDO STAFF				
NUMBER	ULPDO PROJECT	TITLE OF PAPER	STAFF MEMBER	DATE
1	UKZN Language Policy	Intellectualisation of isiZulu at UKZN	Mr Siyabonga Nkontwana	09/06/20
2	Terminology Development	Terminology development as a necessary process for language intellectualisation	Mrs Zungu; Mr Manyoni	30/06/20
3	ULPDO Standard Operating Procedures (SOPs)	A role of SOPs in rendering services efficiently	Mr Siyabonga Nkontwana	24/07/20
4	Human Language Technologies (HLTs)	HLTs are enablers of isiZulu development: A case study of UKZN language development	Mr Siyabonga Nkontwana; Mr Njabulo Hadebe	23/09/20
5	M&E of the UKZN Language Policy and Plan	Towards a consolidated language policy M&E documentation at UKZN	Mr Siyabonga Nkontwana	21/10/20

Table 10. Series of papers presented by ULPDO staff

STAKEHOLDER RELATIONS: INTERNATIONAL TRANSLATION AND DICTIONARY DAY CELEBRATIONS

The ULPDO hosted a groundbreaking webinar on International Translation Day (30 September 2020). The event was the first of its kind held nationally after the lockdown, signifying the University's commitment to emancipating indigenous languages as detailed in its Language Policy and Plan (2006 revised in 2014).

The theme of the webinar was: Finding the words for a world in crisis: Language practitioners' challenges and opportunities presented by the COVID-19 pandemic. The keynote speaker was Professor Eleanor Cornelius of the University of Johannesburg with Dr Boni Zungu of the University of the Witwatersrand as a respondent.

The ULPDO participated in the celebration of International Dictionary Day at the Windmill Casino in Bloemfontein on 16 October 2020. ULPDO staff represented UKZN at this event organised by PanSALB to promote the development of the seSotho and seTswana languages and the compilation of dictionaries for these languages.

“ The event was the first of its kind held nationally after the lockdown, signifying the University's commitment to emancipating indigenous language. ”





Every Student Matters

UKZN SCHOLARSHIPS



In line with the University's mission, the Department of Student Funding facilitates fair, equitable and effective allocation and administration of bursaries and loans to financially needy and academically deserving students. It makes scholarships available to academically excellent students by recognising and rewarding prior and current academic excellence.

Student Funding – Purpose, Values and Mandate

In pursuit of its vision and mission, the Department of Student Funding has adopted Goal 5 (Institution of Choice for Students) of the University's Strategic Goals. This states that UKZN seeks to "establish the University as an institution of choice that values students in all their diversity and has a student-centred ethos, providing students with curricula, teachers, infrastructure and support services designed around their needs and producing well-educated, competent, sought-after graduates". In striving to attain this strategic goal, Student Funding has set the following goals:

- To provide equitable and efficient allocation of scholarships, bursaries and financial aid (from NSFAS) to academically high achieving students as well as financially needy and academically deserving students, respectively.
- To manage and account for all external bursaries, internal bursaries, student loans and scholarships received on behalf of the University and to provide donors with funding reports.
- To provide advice, financial counselling and support to students.
- To provide support for external donors including the pre-selection of bursars, donor liaison and any other information on students which is required by a donor.
- To ensure that effective publicity relating to bursaries and scholarships is made available through good communication with students and all other stakeholders.

“UKZN seeks to establish the University as an institution of choice that values students in all their diversity and has a student-centred ethos, providing students with curricula, teachers, infrastructure and support services designed around their needs and producing well-educated, competent, sought-after graduates.”



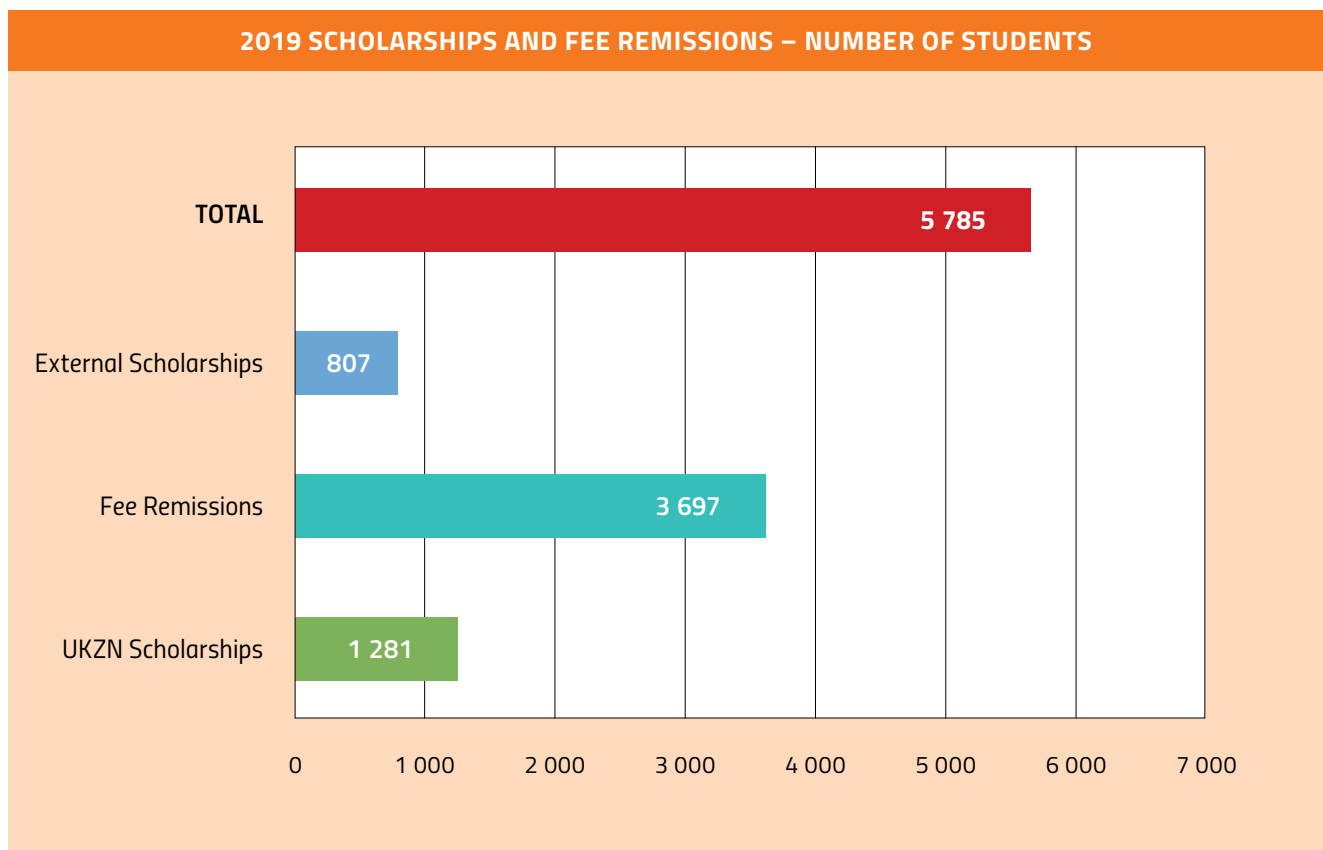


Figure 17. 2019 Scholarships and fee remissions – number of students

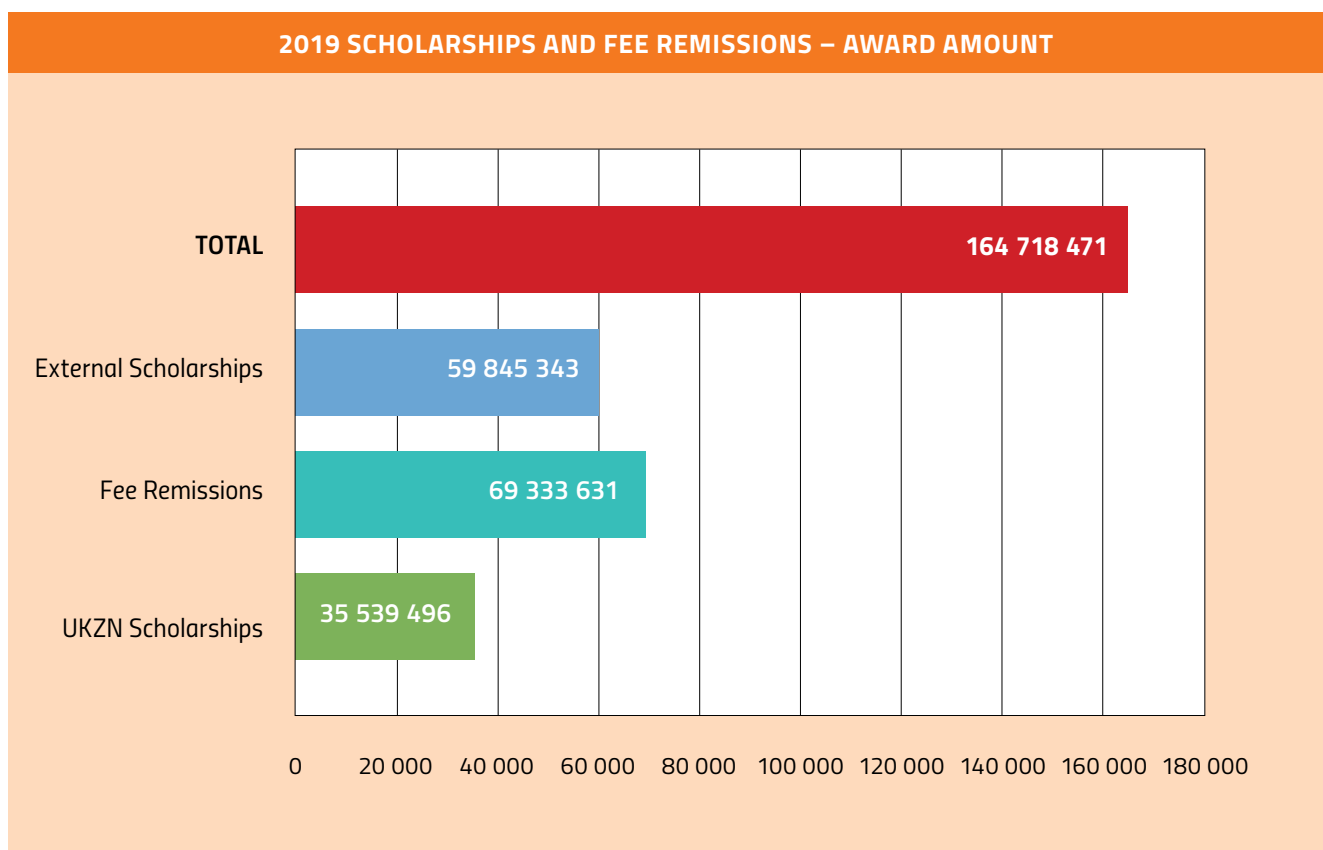


Figure 18. 2019 Scholarships and fee remissions – award amount

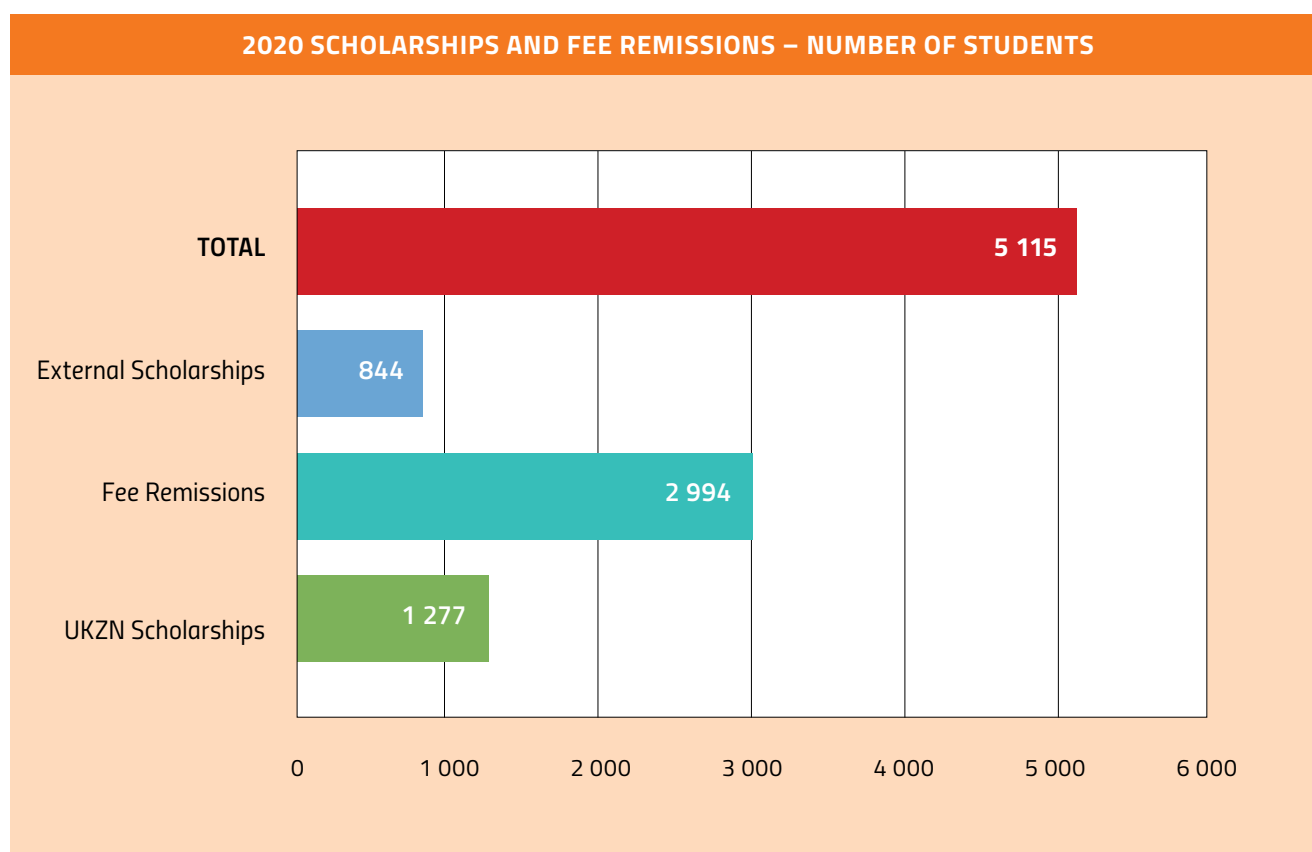


Figure 19. 2020 Scholarships and fee remissions – number of students

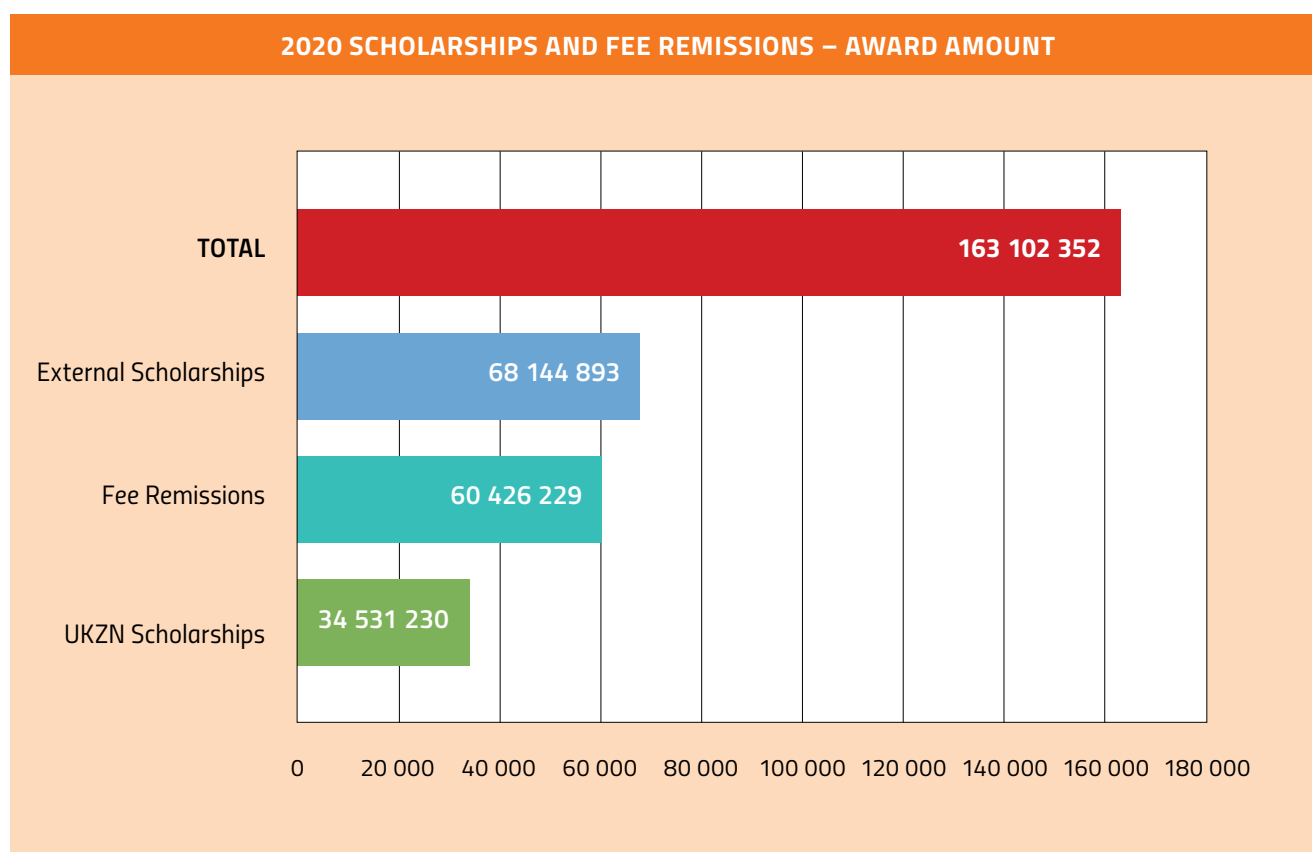


Figure 20. 2020 Scholarships and fee remissions – award amount



Every Student Matters

COLLEGE OF AGRICULTURE, ENGINEERING AND SCIENCE



The Teaching & Learning Unit in the College of Agriculture, Engineering and Science (CAES), headed by Professor Naven Chetty (Dean, Teaching & Learning), with the support of Academic Leaders (Teaching & Learning) of the various Schools and the ADOs in the College, played an active role in the sudden and inevitable transition from face-to-face teaching and learning to remote, online platforms, brought about by the onset of the COVID-19 pandemic.

Teaching & Learning Activities

Activities in 2019 remained committed to transformation, excellence in teaching and learning, and improving the AMS offered to students at large; one of the main highlights was the successful organisation of the 7th Academic Monitoring and Support Colloquium by the CAES. The focus of teaching and learning in 2020, on the other hand, was primarily an adaptive one to support the continuity of teaching and learning through online platforms. With the introduction of online learning in the second quarter of the first semester in 2020, the College introduced innovative ways to ensure that staff members were equipped with the required knowledge, skills, and resources to maneuver this period to promote student success at the end of the academic year. The College was proactive in setting up a website with all the teaching & learning resources to equip academic staff for remote online teaching.

A summary of the teaching & learning activities undertaken in CAES during the 2019/2020 period covers the following topics: Training/workshops; curriculum transformation; technology enhanced learning; teaching innovations; curriculum development; language transformation; community engagement; research in teaching & learning, and academic monitoring and support. The majority of these activities were funded by the UCDP.

“ The College was proactive in setting up a website with all the teaching & learning resources to equip academic staff for remote online teaching. ”



DIGITAL TEACHING AND LEARNING SERIES

The COVID-19 pandemic resulted in a sudden shift from face-to-face teaching and learning to online platforms in 2020. This required teaching and learning leadership in the College to reinvent their teaching and learning environments. In order to equip the academic staff to teaching online, the CAES Teaching & Learning Unit, under the leadership of Professor Naven Chetty, the College Dean (Teaching &

Learning) initiated the Digital Teaching and Learning series. Several trainings and workshops were organised as part of this series (the links for the workshops and training are available on the CAES teaching and learning webpage - https://caes.ukzn.ac.za/teaching_and_learning/). A list of the various workshops/training organised as part of the series is provided in table 11.

CAES DIGITAL TEACHING & LEARNING SERIES WORKSHOPS/TRAINING IN 2020 SEMESTER 1				
NUMBER	WORKSHOP #	TRAINING TOPIC	DATE	FACILITATOR
1	Workshop 1	Moodle training	15-Apr-20	Mr Rogerant Tshibangu
2	Workshop 1 (REPEAT)	Moodle training	17-Apr-20	Mr Rogerant Tshibangu
3	Workshop 2	PowerPoint with narration/voice-over	17-Apr-20	Dr Dalia Varghese
4	Workshop 2 (REPEAT)	PowerPoint with narration/voice-over	21-Apr-20	Dr Dalia Varghese
5	Workshop 3	Moodle Assessment training	20-Apr-20	Mr Rogerant Tshibangu
6	Workshop 4	Ethics in online teaching, followed by PowerPoint with narration	12-May-20	Dr Ernest Bhero
7	Workshop 5	Online assessments including calculated questions	13-May-20	Dr Alan Matthews
8	Workshop 6	Designing a study guide	14-May-20	Prof Andre Vosloo and Dr Dalene Vosloo
9	Workshop 7	The principles and forms of continuous online assessments: A pedagogical perspective	24-Jun-20	Prof Saras Reddy
10	Workshop 8	Exploring online assessment strategies: A practical guide and Q&A session	22-Jul-20	Dr Upasana Singh

Table 11. CAES Digital Teaching & Learning series workshops/training in 2020 semester 1

CURRICULUM TRANSFORMATION

As part of curriculum transformation and technological advancement, academics in the School of Chemistry and Physics (SCP) undertook research that involved designing a low-cost experimental setup for research, teaching, and learning; for example, Instrument VERA, Environment monitoring station, Afrikino Quasi computer, and Portable experimental board. The design developed helped students to learn how different disciplines interact as required for the 4IR.

In the School of Engineering (SE), Professor Anne Stark, through a grant from the JW Nelson Fund, initiated a project to “transform the undergraduate curriculum of the School of Engineering to adapt to the rapid changes in society,

technology and the environment in the African, but specifically the South African context in response to the fourth industrial revolution”. This project is expected to be piloted in 2021 within the discipline of Chemical Engineering and will be led by the programme coordinator for the discipline, Mrs Anusha Singh. Various stakeholders from industry and academia are expected to participate in an upcoming stakeholder engagement session in this regard.

TEACHING AND LEARNING WITH TECHNOLOGY

The move to online teaching and learning enhanced the capacity and working knowledge of various online platforms in teaching. In 2020, the School of Life Sciences (SLS) developed an Online Teaching and Learning Support Platform on Moodle to assist staff in transitioning to online teaching and learning. It consists of curated digital resources to record lectures, videos, animations and simulations as teaching aids, including live teaching/virtual classrooms, discussion fora and chat rooms, collaborative learning, curation and creating, assessment, Moodle tips and tricks, virtual labs. The School also benchmarked indicators of student performance (module pass rates and class averages) against 2019 data to understand changes resulting from the shift to online assessment. In the School of Agriculture, Earth and Environmental Sciences (SAEES), YouTube videos were used to conduct virtual field trips related to subjects such as Crop Science, while virtual patients were used for patient counselling in topics like "Therapy Internship in Dietetics", and "Counselling Principles and Ethics in Dietetics". Dr Mkhwanazi, an academic in the School, opted for an online simulation approach where students could virtually conduct Human Physiology experiments, gather data, and write reports. The students thoroughly enjoyed the experience. Dr Mkhwanazi is in the process of testing software, Riddel, initially developed by Dr Pieter Ackerman, that could possibly be used to conduct online assessments in the future.

TEACHING INNOVATIONS

The SLS developed a community of practice to enhance its online teaching and learning experience. A student guide was developed for online learning, integrated with the community of practice and with student input. The School also proactively developed virtual laboratory activities through LearnSci, Virtual Laboratory, HHMI BioInteractive, JoVE, LabExchange and others, which allowed it to retain some of the visual, interactive and interesting aspects of the missed laboratory experience. It will retain these activities for future use as a means to enrich students' engagement and learning experience. Virtual online practicals were also adopted by academics in the SCP; simple pendulum and spiral spring are examples. Some of the practicals where the students needed to learn how to use an experimental setup were done using pictures while a few academics developed their own devices to assist students with practicals.

In the School of Mathematics, Statistics and Computer Science (SMSCS), Dr Amery attempted semi-flipping of the classroom for the module MATH349H1. Videos were posted on Moodle, and students were expected to view the videos prior to timetabled contact sessions. In the contact sessions, the lecturer reviewed the content in the videos and discussed it via question and answer sessions; the lecturer


“ Many academics in the School were also involved in developing online assessment tools and new online course resources in an attempt to effectively realign teaching and learning to online platforms.”

also focussed on problem-solving and soliciting novel questions from the class. A similar approach was also used by this academic in MATH236W1.

Professor Maharaj and his team initiated e-learning and assessments for Mathematics modules as part of blended/online learning innovations. The project aimed to improve teaching and learning of first-level university mathematics. As part of this initiative, learning material was developed, focusing on pre-calculus mathematics, diagnostics for MATH130 and MATH140, online material for MATH134 and MATH140, and online support for first-year engineering mathematics. Students were encouraged to attempt diagnostic quizzes as part of the tutorials. These were expected to help them to understand their areas of weaknesses so that they could access the necessary academic support (from tutors, lecturers, available resources) to help them improve academically.

Students were also expected to interact with the online material made available while learning and address any academic query with the relevant academic staff. Many academics in the School were also involved in developing online assessment tools and new online course resources in an attempt to effectively realign teaching and learning to online platforms.

A blended learning approach was also used in the Dietetics and Human Nutrition discipline in the SAEES. All South African universities that train future dietitians formed subject/module/discipline-specific groups that communicated via WhatsApp groups, email and Zoom. By sharing resources and exchanging ideas, a simulated type of Work Integrated Learning (WIL) was made possible without students being placed in the workplace. Even when lockdown restrictions were eased, students were exposed to onsite WIL on certain days of the week while engaging with blended learning activities on other days.



“ The overall performance of the 2020 design class was highly commended by the external examiner, a professional design engineer, who commented, ‘even the average student in this course at this university would be above average elsewhere as an industry entrant.’ ”

Teaching innovations undertaken in the discipline of Chemical Engineering, SE in 2020 are discussed below:

Use of JoVE Video Platform for Practical Modules

The restrictions on contact practical work required many lecturers for ENCH2ET and ENCH3CP (Mr Elly Obwaka, Mr Nivaar Brijmohan, Prof Amir Mohammadi, Dr Kuveneshan Moodley and Prof Prathieka Naidoo) to make extensive use of the JoVE video platform for their respective courses in 2020. Practical training video libraries, equipment descriptions, quizzes and questionnaires were used to help students understand experimental methods and apply these in an engineering environment; these also equipped them with skills to analyse and interpret experimental data and to communicate effectively in both oral and written format.

Virtual Design Studios

The restrictions on access and movement of students within the campuses in 2020 made the final year design project in Chemical Engineering challenging as it traditionally involved both individual and group components. Virtual design studios were used to enhance the interaction between group members of the project. Various platforms such as Zoom, Google Meet and WhatsApp were utilised to streamline these sessions. The overall performance of the 2020 design class was highly commended by the external examiner, a professional design engineer, who commented, “even the average student in this course at this university would be above average elsewhere as an industry entrant”.

One of the major challenges during online assessments in 2020 was preventing cheating by students. To mitigate this issue to an extent, the SCP’s Dr Mariola used random value variables when formative and summative assessments were set. The structure of a quiz/test consisted of the main question, which proposed different data for any student, and five other choices with only one correct answer. The wrong answers were set so that the proposed result occurs when the student does not solve the exercise correctly; for example, when the student does not use the correct equation. If the student solves the given problem by using the wrong equation and obtains one of the five proposed results, and if cheating took place, the second student would also have given the wrong answer. Although Moodle could possibility set the value ranges for the random value, if not correctly set, it can produce an equal numerical answer for all five choices. To this end, Dr Mariola developed software that could mitigate this error. The lecturer also used the WhatsApp platform to engage students in ‘science games’ where they interacted well with one another.

CURRICULUM DEVELOPMENT

An Academic Integrity Course was developed by the SLS in response to increased plagiarism and cheating in online assessments and assignments. The course will be implemented in the first semester of 2021.

A four-year BSc Dietetics and Human Nutrition degree (as opposed to the three-year BSc Dietetics and postgraduate Diploma in Dietetics) was offered for the first time in 2020 in the SAEES. As the new professional degree (accredited by the HPCSA) included numerous modules and course content not previously offered, it initially proved challenging to meet the module exit level outcomes while making use of blended learning techniques. Nonetheless, external examiner feedback was favourable for the four new third-year modules that were offered for the first time while internal examiner feedback was favourable for the two second-year modules that were offered.

LANGUAGE TRANSFORMATION

Research has shown that students' cognitive abilities and conceptualisation may improve with instruction in their mother-tongue. Schools such as the SLS and SMSCS offered academic support in the form of supplemental instruction sessions in isiZulu as the majority of students are isiZulu speakers. Attendance in these sessions was relatively higher compared with the corresponding sessions in English; the initial evaluation of the programme was promising and it will be investigated further in 2021.

The use of home language also proved effective on online platforms for some modules in 2020. During remote online teaching and learning, students resorted to the WhatsApp platform for module-specific queries and discussions. The use of a combination of text, screenshots, videos, voice messages and home language provided a useful platform that supported the blended system of learning.

In 2019, the SE initiated a project involving 'term harvesting', led by Dr Malusi Mkhize. It aimed to develop isiZulu terminology as part of the intellectualisation process to equip the language for teaching, learning, research, and innovation in the SE. As part of the project, an initial set of 500 scientific and engineering terms unique to the discipline were collected during the 2019/2020 period. Progress on the project was hampered by the COVID-19 pandemic but it will possibly be resumed soon.

As part of language transformation, Bi-Lingual Moodle Content Delivery was initiated by one of the academics from the SMSCS, Mr Luke Vorster with the support of Ms Guy from ICS. This included the development of multi-language teaching and learning content in Moodle, including content editor support. The functionality was successfully added to

2020 Moodle and will be continued in the Learn2021 version. As part of the project, user guides (Demonstration Moodle Module and Kaltura Video) are currently being developed.

COMMUNITY ENGAGEMENT

As part of community engagement, final year Dietetic students in the SAEES participated in World Food Day activities on the Pietermaritzburg campus that included an interactive display and cooking demonstrations. A number of outreach visits were conducted to clinics in and around Pietermaritzburg as part of National Nutrition and Obesity Week.

The lockdown interrupted conventional schooling due to school closures across the country. Dr Mariola, in his capacity as the President of the Rotary Club, Durban, Umhlathuzana, assisted many matriculants in the community by organising extra tuition. The tutors, named 'legends', were UKZN students who voluntarily offered their math skills to help Mariannridge Secondary School. This proved to be a mitigation plan that improved the students' pass rates.

RESEARCH IN TEACHING AND LEARNING

The AMS staff, with the guidance and support of the College Dean (Teaching and Learning), Prof Naven Chetty continued with research on various aspects of teaching and learning, which resulted in the publication of a research paper on Supplemental Instruction (Varghese et al., 2020. *Effect of Student Attendance in Supplemental Instruction Programmes on their Academic Performance: A Case Study at the University of KwaZulu-Natal, South Africa*. Technology Reports of Kansai University, 62 (4): 7003 – 7019). Other projects which are currently in different stages of completion are:

- I Analysis of matric entrance requirements on the performance of students enrolled in undergraduate programmes in the School of Life Sciences, UKZN.
- II Staff perception of University Education Induction Programmes in CAES (currently under review).
- III Investigating the reasons for poor performance of students on negative term decision in the School of Life Sciences.

The Teaching and Learning Unit in the CAES in collaboration with the CHUM was also involved in developing, administering and evaluating surveys on the teaching training needs of UKZN staff and student experiences during online teaching and learning in 2020. The results of the survey identified possible interventions for smooth transition to remote teaching and learning.

ACADEMIC MONITORING AND SUPPORT

With the migration of teaching and learning to online platforms, it became necessary to digitally adapt AMS programmes. All the AMS programmes in the CAES – Supplemental Instruction, HOT seat tutorials, Writing Place (WP), Peer Mentorship Programme, Residence Tutorials, and academic consultations with students, were offered virtually via online platforms such as Moodle, WhatsApp and Zoom. Due to the restrictions imposed by the lockdown, residence tutorials could not be offered in 2020. All the Schools also set up Academic Support Moodle pages with information on academic support available to students.

Supplemental Instruction Sessions

Supplemental Instruction sessions were organised for level 1 to 3 modules across the five Schools for those with consistently poor pass rates, large student numbers and/or bottleneck modules. In 2019, the sessions were facilitated face-to-face but in 2020, they were facilitated via online platforms. Although the online sessions were quite challenging with limited student participation, the sessions organised late in the night were well attended as the students could make use of the midnight data provided to them.

HOT Seat Tutorials

These were organised as drop-in contact sessions in 2019 where students could obtain one-on-one assistance without making a prior appointment. With the move to online learning in 2020, the HOT seat tutors had to adapt to online platforms to provide assistance. HOT seats were mainly offered in the following schools: SE, SMSCS, SCP and SAEES.

The Writing Place

Writing Place tutors in the SLS, SE and SAEES assisted students with academic writing skills which included report writing and essay writing. In 2020, the assistance was provided via email and Moodle. The tutors also organised workshops for groups of students to improve their writing skills.

Peer Mentorship Programme

A peer mentorship programme was implemented in 2019 and 2020 in the SLS and SMSCS to strengthen and sustain first-year students in their educational goals and to make university an exciting, fulfilling, and successful experience. During the lockdown in 2020, the mentors had to assist students via WhatsApp and Zoom.

Residence Tutorials

Residence tutorials were only organised in 2019 in the SLS and SMSCS, with the sessions held late in the evening on campus and in off-campus residences. The students thoroughly enjoyed this initiative, which was repeatedly praised by class representatives during their meetings. Unfortunately, residence tutorials could not be organised in 2020.

Academic Consultations with Academic Development Officers

The ADOs met regularly with students on a one-on-one basis in 2019 to review their academic progress while in 2020, the consultations were mainly via email and Zoom sessions. Some Schools had WhatsApp groups where the students could communicate with the ADOs. The ADOs also assisted in identifying students with personal issues with online learning and helped to compile a list of students who could be invited back to campus when lockdown restrictions were eased.

The ADOs also regularly monitored students' activities on Moodle for the various modules; those with limited activity were contacted and the required assistance was provided.

Workshops for Students

The academic support workshops that were organised in 2019 had to be moved to online platforms in 2020. Various videos were recorded and uploaded on Moodle to assist students in managing their learning. Workshops organised on the virtual platform included the ROBOT system and BSc degree structure, managing time during lockdown, the importance of proper record keeping of notes and tutorials and how to remain productive during lockdown.





Every Student Matters

COLLEGE OF HEALTH SCIENCES



UKZN's mission is to be "a truly South African University of Choice that is academically excellent, innovative in research, entrepreneurial, and critically engaged with society". During 2019/2020, students and staff in the College of Health Sciences (CHS) were honoured for academic excellence, curriculum transformation and development efforts geared towards promoting innovative research and entrepreneurship, and societal and stakeholder engagement when training students in a rural setting. Numerous workshops funded by the UCDP facilitated this process. In addition, digital teaching and learning took off in the College, spurred by the onset of the COVID-19 pandemic.

Teaching and Learning Trainings/Workshop

TEACHING AND LEARNING SYMPOSIUM - INNOVATIVE BEST TEACHING PRACTICES

The CHS has aligned its vision to the UKZN mission, and initiated the steps required to produce healthcare professionals that are 'fit-for-purpose' using a Primary Health Care (PHC) model. The PHC initiative seeks to ensure that the population receives high-quality medical care; our graduates must therefore be trained in a way that equips them to meet the changing needs of societies in a developing world. The Teaching & Learning Office in the CHS is positioned to facilitate this process, as evidenced by the aptly themed 2019 Teaching and Learning Symposium – "promoting excellence in teaching and learning through innovative best teaching practices". The Symposium also provided the ideal platform to introduce the DVC Teaching and Learning, Professor Songca, who outlined the "The UKZN Teaching and Learning Strategy" and emphasised the importance of research innovation and curriculum review.

Critical engagement with academics in forums such as the Teaching and Learning Symposium aims to mobilise them to understand their responsibility in transforming the PHC curriculum using innovative pedagogies to produce competent graduates who are equipped with the seven core graduate competencies. The CHS DVC, Professor Ncama, challenged academics to "produce graduates who are fit-for-purpose who will use the skills imparted to them to shape the transformation and policies necessary for the fourth industrial revolution". This sentiment was echoed by the CHS Dean of Teaching and Learning, Professor Duma, who introduced the world café where strides were made "toward a common understanding of the PHC curriculum and beyond". Professor Ncama also stressed the importance of using innovative pedagogies and embracing the latest trends in teaching. To this end, Mr Jasper Cecil elaborated on the variety of services that UTEL provides for the development and implementation of technology enhanced teaching and learning.



Symposium participants during different engagement activities

The afternoon session of the symposium comprised seven oral presentations by CHS staff.

- I Professor GHM Vawda, Director: Community Health and Indigent Programme Services, shared his three decades of experience and philosophy in a presentation titled "Policies and Best Practices in Education". With a 'heterogeneous' blend of student demographics in South Africa, the majority are drawn from a severely disadvantaged background with extremely poor preparedness for tertiary education, which presents challenges for both educator and student. The presentation outlined Prof Vawda's philosophy of tertiary education in terms of identification and description of student learning experiences which are categorised into four phases, based on the chronology as a lifelong learner. These are the "Embryonic Phase", the "Adolescent Phase", the "Mature Phase" and the "Geriatric Phase". Prof Vawda proposed physical and psychological strategies in teaching and concluded that the best practice in education is the "Compassion and Identity Factor". If a teacher is compassionate towards students, not only will discipline prevail in the class, but effective rapport will be developed between the student and teacher, obviating the problem of "them and us". He also suggested a number of ways the educator can be deeply committed to teaching, empowerment and upgrading of the student.
 - II An academic staff team which included Dr S Mahomed, Dr DM Jorgensen, Prof I Mackraj, and Dr C Blewett presented their plans to develop and roll out an innovative online plagiarism workshop for students. The development of this online workshop was a combined effort of this multidisciplinary team, including experts in the use of digital pedagogies. Some of the areas of the workshop include an understanding of what constitutes plagiarism and the different types thereof, how to avoid plagiarism, and its consequences.
 - III Dr K Naidoo from the School of Nursing and Public Health presented the findings from a self-administered questionnaire evaluation of a six-week Integrated Primary Care module for fourth-year medical students. This module adopted a blended learning approach within a service learning model with the explicit objective of sensitising students to inter-professional education and collaboration. In general, it was positively received by students, leading to the conclusion that service learning using blended learning is effective in achieving learning objectives in primary care, as well as positively influencing student attitudes towards inter-professional education.
- “ The study revealed the views of supervisors and students on strategies that facilitated and hindered learning. ”**
- IV Dr D Naidoo, Professor J van Wyk, and Dr R Dhunpath presented their qualitative research study which explored the views and experiences of a group of final-year occupational therapy students and their supervisors through semi-structured interviews and focus group discussions on service learning pedagogies to promote student learning. The study revealed the views of supervisors and students on strategies that facilitated and hindered learning. These included setting clear guidelines, collaborative peer assisted learning, and scaffolding learning experiences.
 - V Professor M Pillay and Dr P Flack from the Discipline of Speech Language Pathology discussed "inter-professional education-through-practice (IPE)" in a resource constrained community in KwaZulu-Natal which is part of UKZN's Decentralised Clinical Training Platform. Panellists, which included academics and students from UKZN and the University of Zululand, aimed to develop a College-wide discussion on how to work more meaningfully at a community and home level. They offered their insights on community based health care, to engage the CHS in a discussion on IPE pedagogy, curriculum and administration.
 - VI Given insufficient knowledge of cervical cancer and HPV vaccination, an educational simulation learning package for undergraduate student nurses was developed and evaluated by JA Olaboye (student) and Dr DL Wentzel. It was found that the role-play simulation encouraged active learning and enhanced the acquisition of practical skills among student nurses in training.
 - VII Health advocacy is one of the seven core graduate competencies. Initial data from a study conducted by Prof Duma, Dr Gaede, Dr Wallace, Dr Christopher and Ms Khan-Gilmore suggested limited teaching and assessment of health advocacy in the Health Sciences undergraduate curriculum. However, 'changing the lens' revealed themes where health advocacy could be taught and assessed, and used as a "vehicle to promote inter-professional education and practice in the CHS".



Professor Remigijus Bubnys

UTLO WORKSHOP SERIES

In 2019, the UTLO hosted a series of workshops facilitated by Professor Remigijus Bubnys of Šiauliai University, Lithuania. Funded by a UCDP grant, its overarching theme was “Reflective learning models and practices”. During the teaching sessions, Prof Bubnys focused on prospects for lifelong learning, reflective practice, reflective learning, allied models and interrelations between experience, learning and reflection. Reflective learning was explored as a concept and continuous educational process in the training of specialists at higher education institutions. The main models of reflective learning, and their attendant training peculiarities, problems and opportunities for future specialists were interrogated. He also reflected on structural elements of reflective learning, including theoretical and practical aspects. This workshop was attended by teaching staff across UKZN Colleges.

Curriculum Transformation and Development

The School of Laboratory Medicine and Medical Science (SLMMS) currently offers three-year undergraduate programmes in Anatomy and Physiology, respectively. In 2018, the SLMMS initiated discussions on whether these programmes met industry and stakeholder standards, and how they impacted on the employability of graduating students. Staff, students and other stakeholders, including industry were engaged in workshops and surveys, a year-long process that culminated in the redesign of the three-year Bachelor of Medical Science Programme into a four-year programme to ensure that it meets industry and stakeholder standards.

The new Bachelor of Medical Science Programme aims to address the critical shortage of expertise and skills in innovation and entrepreneurship and is in line with the Department of Science and Technology (DST) updated policy that highlights the need for a shift in the science and technology sector towards a business-led innovation approach to improve the economy. The concept note for the proposed four-year undergraduate programme was approved by the College Academic Affairs Board (CAAB) in 2019, and a process of programme and module template completion was initiated for submission to the CHE. The new programme will be offered for the first time in 2022. The Dean of the SLMMS, Professor Mabandla expressed his gratitude to all staff for the contributions made; “Through your enthusiasm, dedication and willingness to embrace change, we have an opportunity to change the teaching and learning landscape not only for our School but also the University as a whole.”



The Academic Leaders of Teaching and Learning in the School of Clinical Medicine (SCM) and School of Nursing and Public Health (SNPH) hosted a workshop on re-aligning the MBChB programme. The development and implementation of a community-based, primary care focused curriculum was one of the recommendations from the HPCSA accreditation committee in 2018. Professor Lionel Green-Thompson, Dean of Sefako Makgatho Health Sciences University drew on his extensive experience in medical education and involvement in developing and supporting curricula that are fit for purpose to facilitate this workshop.

Curriculum transformation was facilitated by UCDP funding for the completion of successful workshops in the School of Health Sciences (SHS). According to the academic leader in the School, Dr Diane van Staden: "These were mostly just exploratory, so there is much more work to be done to effect real change in the curricula of our programmes. In principle, the need for transformation is appreciated." UCDP funding was also used for teaching assistants for bottleneck modules in the SLMMS and to fund mentors in the SHS. Sixteen teaching assistants were available to assist and mentor struggling students in the 2019 – 2020 academic year. They were particularly helpful during the COVID-19 lockdown and contributed to a significant improvement in pass rates for these modules.



Professor Lionel Green-Thompson

Clinical Supervision Workshop



Professor Carol Falender (front right) with colleagues from UKZN's Department of Behavioural Medicine.

Clinical supervision is the foundation of clinical training and practice, with recognition slowly growing that it is a distinct professional practice. While task forces have recently defined requisite competencies and guidelines for supervision practice, research shows that training and competence in clinical supervision are lagging behind as there is inadequate recognition of the substantial changes that have occurred. UKZN's Department of Behavioural Medicine, in collaboration with the KwaZulu-Natal branches of the South African Society for Clinical Psychology, Psychological Society of South Africa, and the Durban Practising Psychologists Group (DPPG)

hosted a workshop (facilitated by Professor Carol Falender) on clinical supervision on the Howard College campus. It was designed to provide the most current skills to enhance ethical multicultural supervision practice, including multicultural diversity; supervision competencies; supervision guidelines; best practices; supervisory relationship, strains, ruptures, and repair; reflective practice; assessment; feedback and evaluation strategies; legal and ethical frameworks; and self-care. Prof Falender is the co-author of *Supervision Essentials for the Practice of Competency Based Supervision* (APA, 2017) and four other books on clinical supervision.

Laboratory Construction/Refurbishment

Two undergraduate laboratory refurbishment projects were planned for the SLMMS in 2019. Phase 1 of the refurbishment of the undergraduate laboratories in the Discipline of Physiology on the Westville campus took much longer than anticipated, but staff ensured minimal disruption to the practical timetable. The refurbishment of the Medical School Laboratory was completed in 2019, and was ready for use in 2020. The 157-seater laboratory is equipped with

50 monitors. Training on the use of the audio-visual equipment in the laboratory was conducted by ICS.

The Physiology Laboratories on Westville campus (A) and multi-user, multi-purpose laboratory at the Nelson R Mandela School of Medicine (NRMSM) (B) were refurbished in the 2019-2020 academic year.

BEFORE AND AFTER REFURBISHMENT OF MEDICAL SCHOOL LABORATORY

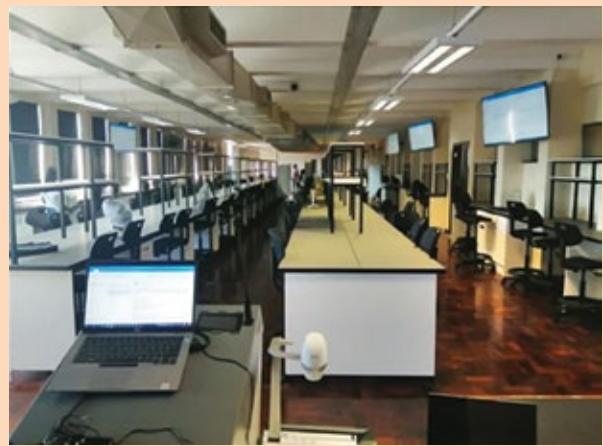


Figure 21. Before and after refurbishment of Medical School laboratory

Online Learning

According to Professor Nirmala Gopal, UKZN has experienced a “major transformation in the way we teach and learn” that “has been triggered and fast-tracked by COVID-19”. Indeed, it was necessary to move all content online, a practice that saw academic leaders scrambling to ensure that module templates were adapted for online learning. In the SHS, the clinical teaching approach was forced to adapt to a virtual space. The use of simulation as a tool for clinical teaching was adopted by a few disciplines following lockdown. Most disciplines have adopted a blended learning approach to teaching. Academics have also started using Moodle functionalities more broadly, where previously it was mainly used as a repository for course material. This student-centred online platform was adopted by the SLMMS and NRMSM. There is growing engagement on the scholarship of teaching and learning among academics, and several teaching and learning research projects are underway across the Colleges.

“ UKZN has experienced a ‘major transformation in the way we teach and learn’ that has been triggered and fast-tracked by COVID-19.”

Student Support Services Report

In the past year, the Student Support Services team, in collaboration with CHS Schools, worked tirelessly to ensure a smooth transition to online learning. The pandemic posed many challenges to students over and above unfamiliar online learning, and included issues such as the decline in mental health, content accessibility and a conducive study space. Student Support Services extended its support to address some of these challenges among specific student groups; such as the phased return of students during lockdown; at risk students; students presenting in crisis and trauma; and those requiring psychotherapy and psychoeducation. The ADOs played a pivotal role in identifying the key problem areas and referred students to Student Support Services where necessary.

A number of programmes were developed to improve students' experience and ease the transition to online learning. They included the 'Leaving no student behind initiative' aimed at resolving connectivity issues. Despite continued efforts to resolve these challenges, connectivity challenges linger. Other programmes included the peer wellness mentorship programme, re-integration and re-orientation of returning students, psychoeducation using infographics and audio, telehealth support interventions, and the UKZN Student Support Services toll free line and email to book appointments for students who needed support.



Awards and Achievements

EXCELLENCE IN TEACHING AWARDS FOR CHS ACADEMICS

Three academics were recognised by the CHS Teaching & Learning Office for the Teaching Excellence award, namely Dr Bernard Gaede, Prof Timothy Hardcastle and Prof Verusia Chetty. Dr Gaede was honoured for his contribution to promoting the Decentralised Clinical Training Platform.

BLENDED LEARNING STUDY SCOOPS AWARD AT RESEARCH DAY (2019)

Undergraduate students in the SHS had the opportunity to present their research at the School's Research Day. First prize was awarded to Audiology students, Ms Tersia Erasmus, Ms Nomali Jali, Ms Pamela Mthiyane and Ms Shanique Ronne for their presentation: Audiology and Speech Language Therapy Students' Attitudes and Perceptions towards Blended Learning at the University of KwaZulu-Natal.

The winning study involved 170 second- to fourth-year students of which 74% had access to the Internet off-campus and 84% of this number used it to study. The results revealed that students in advanced years of study, including third- and fourth-years, had a more positive attitude to blended learning than second-years who preferred face-to-face contact. Overall, the participants display a positive attitude and perceptions towards blended learning despite the challenges of internet access off-campus, connectivity issues and insufficient training. Blended learning was found to improve students' skills, enhance learning experiences and foster a student-centred approach to teaching and learning.

These are reassuring findings as the CHS has adopted this pedagogy in implementing online teaching. The students were commended for excellence in their study design and execution by one of the adjudicators, Mr Ntsikelelo Pefile: "You have contributed to curriculum development and produced novel, innovative studies. Congratulations to you all."

Top, from left: Dr Bernard Gaede, Professor Timothy Hardcastle and Professor Verusia Chetty.

Left: The winning Audiology team.

CHS CELEBRATES IMPROVED PASS RATE OF REGISTRARS

The CHS hosted the second Registrar Awards Evening at Umhlanga to honour specialists who successfully completed their final clinical examinations with the Colleges of Medicine of SA (CMSA), sub-specialists and those who graduated with Masters in Medicine (MMED) degrees. The College saw an improvement in the pass rates of registrars from 43% in 2018 to 66% and 57% in the first and second semesters of 2019, respectively with a 70% pass rate in the second semester sub-specialty examinations. The CHS also graduated 96 specialists with Masters in Medicine degrees (MMED) in 2019. "This is an achievement to be celebrated," said the Leader of the Registrar Training Programme, Dr Suvira Ramlall.



Staff and students at the award ceremony

TOP ACHIEVERS HONoured FOR THEIR ACADEMIC ACHIEVEMENT

CHS top achievers (47 recipients in total) were granted scholarships in 11 categories, illustrating the attainment of UKZN's vision to be the "Premier University of African Scholarship". PhD student in the School of Nursing and Public Health, Ms Boitumelo Setlhare, was awarded the Talent Excellence and Equity Acceleration Scholarship. This scholarship is awarded to students intending to pursue an academic career at UKZN. Derived from the University's own funds, it enables UKZN to identify potential top academic talent to grow the next generation of academics.

Ms Sange Matebese, recipient of a UKZN Prestige Sports Scholarship, plays touch rugby for the KZN U19 Girls team as well as the KZN Ladies team. She has also represented South Africa, playing for the SA U18 Ladies team. "I feel very honoured and privileged to have the opportunity to study further in a field I am so passionate about," she said.

Fifth-year Medical student, Mr Kapil Narain, was awarded the Abe Bailey Travel Bursary, which will enable him to hone his skills overseas. According to the Trust's website, "The focus of the bursary is leadership development and the Trustees wish the bursaries to be awarded to students who are academically strong and have shown exceptional qualities of leadership and service, with a good track record not only on the campus level but also in a wider community"

First-year Bachelor of Medicine and Bachelor of Surgery (MBChB) students at the NRMSM received scholarships in four categories. Thirty female first-year Medical students were elated recipients of the Frene Ginwala Scholarship, an entrant equity award that supports top African female entrants to the University in all disciplines. The prestigious

Pius Langa Scholarship awarded to undergraduate students ranked in the top 10 in the KwaZulu-Natal Education Department's National Senior Certificate (NSC) examinations or those that achieved the best results in the national Independent Examinations Board matriculation examinations was awarded to Mr Eveshan Pillay, Miss Tiniel Gerald and Mr Adnan Bassa. Mr Mohamed Saib and Miss Courtney Vlassides were two of five top-ranked undergraduates proceeding from first to second year having obtained 80% on a normal full-year subject load; they were recipients of the prestigious College DVC's Scholarship. Mr Simphiwe Xaba, Miss Michelle Nompilo Putini and Miss Maseeha Ismail Bhorat were awarded the Malegapuru W Makgoba Scholarship. The scholarship is bestowed on the five top-ranked undergraduates proceeding from their first to second year of study in each of UKZN's four Colleges.

Ms Emily Ruth Higgitt from the SLMMS was also a recipient of the Malegapuru W Makgoba Scholarship. Also hailing from the SLMMS, Miss Tumelo Mzenda and Mr Ugochukwu Anyaneji, received Archbishop Denis E Hurley Awards. 'Hurley Scholars' are meritorious academic performers with exceptional leadership qualities and an ethical vision for society, who are involved in community service.

Bachelor of Pharmacy students received scholarships in three categories. Ms Azra H Paruk, received the Townley Williams Scholarship in her final year of study, after having also received the Malegapuru W Makgoba Scholarship in the second year of her BPharm degree (2017), while Ms Amina Jhazbhay, received the Lawrence and Constance Robinson Scholarship and Ms Fathima Rajah was the recipient of the 50th Anniversary Endowment Fund Scholarship for outstanding academic achievement.



Above, from left: Family medicine professionals Dr Torres Wooley with Dr Bernhard Gaede. Global Shapers, from left: Mr Clement Agoni; Sister Zwane, Senior Nurse at Umlazi U21 Clinic; Dr Thandeka Maphumulo, Medical Doctor Health Team Co-lead; and Ms Nomfanelo Dlomo, Deputy Curator of the Durban Hub.

FAMILY MEDICINE FOCUSES ON SOCIAL RETURN ON INVESTMENT

Dr Torres Wooley of James Cook University in north-eastern Australia is an evaluation expert and a member of the Training for Health Equity Network (THENet), a network of individuals and institutions that aims to mobilise universities that train health professionals towards community engagement and socially accountable health workforce education. However, "Many initiatives launched by socially accountable institutions of higher learning remain at the level of discreet projects," said Wooley. UKZN's Centre for Rural Health has formally partnered with THENet to promote and research social accountability and community-engaged health

professional education, in order to fulfil the third imperative of the White Paper on Higher Education, for higher education institutions to be involved in community engagement. This motivated successful implementation of the rural block of the medical programme where students have an option to live in the community, rather than using hospital-based accommodation. It is part of a larger exploration of how to strengthen community engagement at UKZN.

According to the Head of the Department of Family Medicine, Dr Bernhard Gaede, "Anecdotally, such an approach has a major impact on the host families and the wider community. However, besides the more strategic and conceptual questions regarding how this is incorporated into the mission of the Institution, a critical question focuses on how we can assess and evaluate this. Critical in the approach is that both the unintended consequences of the intervention as well as less tangible effects (such as increased empathy) are included and costed." Academics and postgraduate students in the CHS attended a talk on how to evaluate the social return on this investment by Wooley who shared details on how to design such.





*Above left: A highlight from the Global Shapers' health awareness drive.
Above right: Attendees at 50-year reunion.*

GLOBAL SHAPERS OF UKZN SPEARHEAD HEALTH AWARENESS DRIVE

In accordance with UKZN's commitment to achieving excellence through our core function as a knowledge agent, as well as through our engagement with communities, Global Shapers of UKZN spearheaded a Health Awareness Drive in 2019. Mr Clement Agoni, a Pharmaceutical Chemistry PhD student and Medical School alumnus, Dr Thandeka Maphulo, led the drive, which attracted more than 300 participants. eThekweni Municipality, the South African National Blood Services, Marie Stopes, Pink Drive, the Merebank Clinic, Umndeni Skincare Petroleum Jelly, and Lancet Laboratories were among the many non-profit organisations that volunteered their services. These included cervical cancer and breast cancer screening, blood sugar tests for diabetes, sexual health education, HIV screening and general medical consultations. The event raised awareness of prevalent but preventable health conditions.

“ The event raised awareness of prevalent but preventable health conditions. ”

UKZN MEDICAL SCHOOL CLASS OF '69 HOLDS 50-YEAR REUNION

The reunion of the UKZN Medical School class of 1969 was filled with emotion and reminiscence of times past, as many of those in attendance had not seen each other for 50 years. They marvelled at the changes implemented at the Medical School – now known as the Nelson R Mandela School of Medicine – but also at how many things remained the same. Many of the doctors are still in practice, including Drs Farouk Haffjee, Ahmed Salejee, Percy Naidoo, Rajend Maharaj, Titus Moghoro, Bala Naidoo, Les Ananth, Steve Ramasuvha, Thomas Rambau, Simon Khoza, Chandracant Manga, Pilisa Shweni and Krish Thangavelu. The doctors recalled the struggles they faced as students during the apartheid era, which enforced laws that limited the movement and practice of African, Indian and Coloured doctors. Many young doctors had their dreams of specialising shattered because of the limitations on movement and access to posts which were often in Whites-only hospitals. The outlook for our current MBChB students is different in the democratic era, and with UKZN's strategic plan which promotes transformation and diversity: “In its pursuit to be the Premier University of African Scholarship, UKZN delivers on the dual imperatives of quality and transformation. By its nature, a transformative university that places people first, and which nurtures and develops academic talent and diversity among its students and staff, UKZN aspires to a value-driven service culture that inspires greatness across the Institution, in its partners, and in the stakeholder communities it serves.”



Every Student Matters

COLLEGE OF LAW AND MANAGEMENT STUDIES



This section of the report showcases the various teaching and learning activities that the College of Law and Management Studies (CLMS) has undertaken. While most of the activities were supported through a University Capacity Development Project grant, a number of activities were initiated by academics and were either funded by the Schools, or through their own grants. Perhaps the main highlight for the CLMS in 2019/2020 was the recognition of teaching excellence, which saw two academics being recognised both internally (within UKZN) as well as nationally. Academics were also involved in a range of community engagement activities targeting high school learners from schools in the Department of Education's quintiles 1-3. The focus was on providing support in Mathematics and Accounting, as well as improving attitudes towards these subjects.

Teaching Excellence

Three academics were recognised for teaching excellence. Professor David McQuoid-Mason of the School of Law received a special award for his clinical legal education work in Russia, Central and Eastern Europe, Central Asia and elsewhere in the world at the 10th nation-wide Conference of Russian Law Clinics hosted by the Law Faculty of Lomonosov, Moscow State University (MSU), the Russian Centre for the Development of Law Clinics and Indiana State University, at MSU. Professor Msizi Mkhize received the Excellence in Teaching and Learning Award at the 2019 Higher Education Learning and Teaching Association of Southern Africa (HELTASA) conference held at Rhodes University in Grahamstown. Professor Fayth Ruffin earned a 2019 CHE Higher Education Learning and Teaching Association of Southern Africa (HELTASA) Excellence in Teaching and Learning Award. Professors Mkhize and Ruffin were also both recipients of the UKZN Distinguished Teacher Award, 2019.

The School of Accounting, Economics and Finance (SAEF) also hosted an event to recognise professional and academic staff for their hard work, dedication and positive impact. Top academics in teaching and learning (per cluster) were Dr Kerry-Ann McCullough (Finance), Dr Jessica Schroenn Goebel (Economics) and Mr Alastair Marais (Accounting).

Top: Professor David McQuoid-Mason (centre) at the Conference of Russian Law Clinics. **Above left:** Professor Msizi Mkhize. **Above right:** Professor Fayth Ruffin. **Right:** SAEF Awards Day.



Transforming UKZN's Academic Sector



Above, from left: Dr Sipiwe Mqadi, Mr Jabulani C Nyawo, and Mr Siyanda Kheswa,

As part of its quest to be the Premier University of African Scholarship, UKZN developed the Accelerated Academic Development Programme (AADP). The Programme, which aims to transform the academic sector through the accelerated development and promotion of emerging academics, has seen a total of 63 lecturers and senior lecturers credentialed since it was approved in 2013. The University's Director of Human Resource Development Mrs Busisiwe Ramabodu said that in 2020, eight members of staff were successfully credentialed from the programme after completing their PhD studies. In 2020, two staff members from the CLMS were successfully credentialed from the programme after completing their PhD studies. Dr Sipiwe Mqadi, a lecturer in Auditing, participated in the AADP programme, completed his PhD in Accounting and graduated on 28 May 2021. Mr Jabulani C Nyawo, is a lecturer within the Discipline of Public Governance and Mr Siyanda Kheswa, a lecturer in the School of Social Sciences in Pietermaritzburg, also took part in the AADP programme.

Academic Monitoring and Support Initiatives

FIRST-YEAR EXPERIENCE

The CLMS' First-year Experience Programme was first piloted in 2019 in line with the UKZN AMS policy and the University Capacity Development Plan's Objectives one and eight. The programme mainly consists of the mentorship programme. Mentors are selected from second-, third- or fourth-year students who are in good academic standing. They work with first-year students from orientation, and serve as a peer resource that new students can approach with any questions related to their studies throughout

the year. Each mentor leads a group of approximately 25 first-year students and holds regular meetings with their mentees through a blended online and face-to-face approach, providing ongoing academic and social support. Skills workshops are held once a week, with facilitators selected from key academic and student support staff. A total of 1 252 first-year students were enrolled in the CLMS in 2020. Although all the students were invited to participate, 1 055 signed up for the programme.

Student mentors



WRITING PLACE

The CLMS Teaching & Learning Unit, in collaboration with the CLMS Public Relations Office and the Dean: Teaching & Learning's Office, launched a book drive in 2018 where the university community was called upon to donate books. More than 200 books have been donated to date, and a library which was set up in the WP has been operational since 2019. The aim is to encourage a culture of reading and promote academic literacy in the College. The WP was also renovated to ensure that it is a neat, welcoming and relaxed reading sanctuary.

The current pandemic has affected the way consultations are conducted in the WP. Since tutors could not meet face-to-face with students, the WP reverted to 'online consultations'. Students and lecturers were emailed to create awareness that it had done so. Lecturers posted the WP advert on Moodle to inform students. Adverts were also placed on the Notice System for greater reach to the entire University community. A generic email was created where students could send their drafts and request detailed feedback. Zoom and WhatsApp sessions were used to offer students an engaging online writing environment.

Despite the lockdown, 1 748 consultations were held, comparable to previous years when there was no lockdown.

WRITING PLACE CONSULTATIONS 2019-2020		
SEMESTER	LEVEL OF STUDY	NO OF STUDENTS
1	Undergraduate	820
	Postgraduate	94
2	Undergraduate	716
	Postgraduate	118
TOTAL		1748

Table 12. Writing Place Consultations 2019-2020

Curriculum Transformation Workshops

In order to improve academic writing support initiatives and to embed academic literacy more fully within the disciplines in the College, the WP received the Curriculum Transformation Grant to run a first-year academic literacy workshop series. As no modules are currently taught at first-year level in the CLMS that focus solely on students' development of academic literacy, the WP embarked on a series of workshops in the second semester of 2019 to promote the acquisition of academic literacy and to prepare students for the written assessments they would encounter during the semester and indeed throughout their University experience.

“ Instead of following a generic model, these workshops were embedded into the facilitation of the selected modules.”

Instead of following a generic model, these workshops were embedded into the facilitation of the selected modules, and aimed to assist students with the written assessments they had to complete in order to pass the modules. While embedding literacy interventions within subject papers required in disciplines is time-consuming and often logistically challenging (McWilliams & Allan, 2014), a body of literature has emerged on the benefits of doing so at tertiary level.

One benefit is that there is a student-centred or autonomous-learner focus in embedded literacy. This can be considered to be in line with UKZN's goal towards curriculum transformation in terms of breaking down traditional hierarchies, shifting from teacher-centred curricula and encouraging active learning. Through its facilitation of the first-year academic literacy workshop series, the WP is fulfilling UKZN's goal of fostering a student-centred ethos through the provision of curricula designed around their needs and producing well-educated, competent, sought-after graduates.

ACADEMIC DEVELOPMENT OFFICERS

ADOs provided support even before the resumption of lectures. They held Zoom meetings with students and also provided online academic counselling. Collectively, the ADOs assisted more than 2 500 students in individual or group consultations as well as supplemental instruction.

At-risk students made up approximately 30% of the consulting students. ADOs had to adapt by moving consultations and tutorial sessions online. The table below presents a template for online academic support.

ADO ONLINE SUPPORT TEMPLATE - 2020		
SUPPORT	MODE	HOURS
Academic consultations and counselling for "at risk" students will be setup and done online using Zoom and followed up using Emails.	Email for asynchronous communications Zoom Meetings for synchronous communication	10 hours (for AMS) 10 hours (for module content related to the Discipline)
Supplemental tutorial sessions were run using Zoom video conferencing as well as PowerPoint recordings which were uploaded onto Moodle.	Zoom PowerPoint recording	10 hours per week (included in shaded area above)
'At Risk' students - ADOs reached out to 'at risk' students using the Moodle Chat session on the high-risk module page. Emails were also sent to 'at risk' students to schedule meetings and offer support.	Moodle Chat and Announcements Email	5 hours per week (included in shaded area above)

Table 13. ADO Online Support Template - 2020

TUTOR TRAINING

A total of 115 tutors from the CLMS completed the UTLO tutor training development course, resulting in the College having the highest number of trained tutors in the University. Of these, 71 were from the SAES, 29 from the School of Management, Information Technology and Governance, and 21 from the School of Law.

MENTOR TRAINING WORKSHOP

A mentorship training programme was developed in 2019, initially for the FYE programme. In 2020, it extended to the INSETA and the M+3 and M+4 mentorship programmes. Three workshops were run for both the Schools of Accounting, Economics and Finance, and Management, IT and Governance, while training is an on-going process for the FYE programme.

“ The online learning manual was designed to support students as they made the transition to online learning, and several students indicated that it was helpful. ”

WRITING PLACE WORKSHOPS

Online Learning Manual

The Teaching & Learning Unit developed an online learning manual which was made available to all students at the beginning of May 2020. It was designed to support students as they made the transition to online learning, and several students indicated that it was helpful.

Community Engagement

Several community engagement projects were conducted by staff in the CLMS.

SCHOOL VISITS

The Teaching & Learning Unit offered free tutorials to quintile 1–3 schools, and to learners at KwaNxusa High School on two occasions to assist Grade 12s with Mathematics, Accounting and Physical Science. These school visits, that began in 2014 also serve as a recruitment drive for the BCom Foundation programme at UKZN, promoting the programme and raising awareness of career options and study streams available to learners at UKZN through the CLMS.

CAREER DEVELOPMENT SEMINAR: OHLANGE COMMUNITY LIBRARY (INANDA)

The Teaching & Learning Unit was invited by an NGO called Ink Excellence to a career development seminar. The aim of the seminar was to create awareness of different careers and programmes offered at UKZN.

Below: The Teaching and Learning Unit at the INK Career Day, Inanda.



“Donations were collected from students, lecturers, and other University employees who gave willingly and gracefully.”

MANDELA DAY CHARITY DRIVE

The FYE programme launched the Mandela Day charity drive in May 2019 and partnered with ABASA (a student society that promotes academic excellence) to promote the University's REACH-T values and encourage first-year students in the CLMS to give back to the surrounding communities. Natal Settlers Home for children and the elderly living with disabilities was identified as the charity of choice. Donations were collected from students, lecturers, and other University employees who gave willingly and gracefully. They included food donations, clothing, blankets and money. All the funds collected were used to purchase blankets and hoodies to keep the children warm during winter.

Below: The FYE team at Natal Settlers Home.

MATHEMATICS AND ACCOUNTING SUPPORT

SAEF academic Professor Msizi Mkhize and his son, Commerce Master's student, Mr Siphesihle Mkhize used Facebook to share their Mathematics study material and solutions with the country's Grade 12 pupils during the COVID-19 national lockdown.

More than 700 Grade 12 pupils from KwaZulu-Natal high schools benefitted from an Accounting examination workshop run by the SAEF as part of its mission to produce more African chartered accountants. This programme was initiated by Professor Mkhize in 2015 and offers a free Accounting workshop to matric learners preparing for their final examinations. Facilitated by UKZN Accounting lecturers assisted by members of the ABASA UKZN Student Chapter, the workshop covered a range of topics.



Research

2019

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2020

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Every Student Matters

COLLEGE OF HUMANITIES



The Teaching & Learning Office in the College of Humanities (CHUM) is led by Professor Ruth Hoskins, supported by the School Academic Leaders of Teaching & Learning and the AMS in the College (Access Programme, Peer Mentors, WP, and ADOs). The 2019/2020 School Academic Leaders for Teaching & Learning were: Dr Miranda Young-Jahangeer (Arts), Professor Sarah Gibson (Applied Human Sciences), Drs Sandile Mbokazi and Phindile Shangase (Built Environment and Development Studies), Dr Samukelisiwe Khumalo (Education), Dr Heidi Matisonn (Religion, Philosophy and Classics) and Dr Janet Muthuki (Social Sciences). The members of the Teaching & Learning Unit all played a significant role in the development and implementation of the transition to remote teaching and learning necessitated by the COVID-19 pandemic in 2020 whilst remaining committed to the mission of the College to promote “excellence in African-led scholarship through teaching, research and community engagement in a global context” and in realising the University’s strategic goal of “excellence in teaching and learning”.

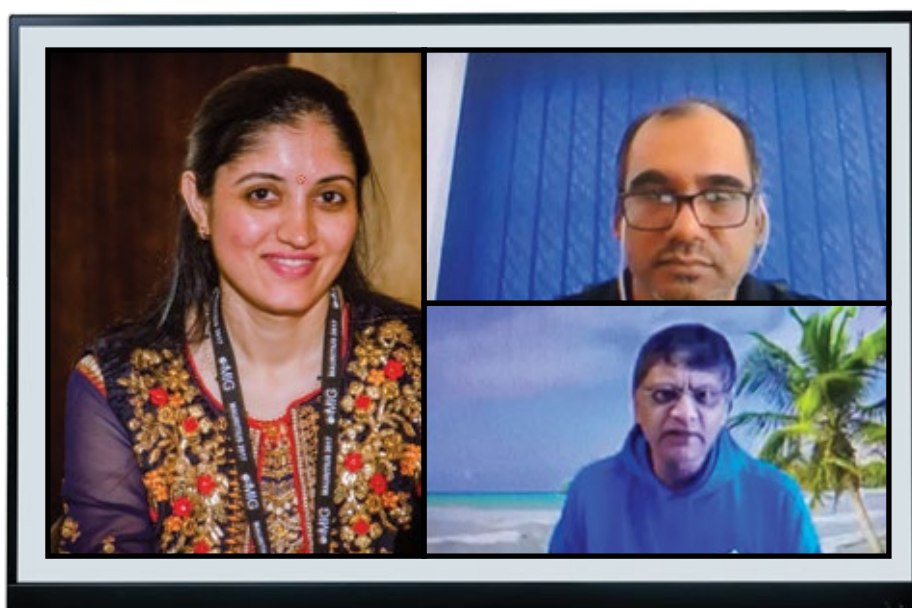
Teaching & Learning Workshops

The College used its UCDP funding for staff development to enhance teaching and learning experiences across its six Schools. Led by Professor Labby Ramrathan, three webinars were held during the university lockdown period. The first focused on continuous assessment – the concept and processes for inclusion within the teaching and learning process. The second webinar focused on integrating continuous assessment within digital teaching and learning platforms, with a specific focus on three types of continuous assessment – multiple choice questions, essay type assessments and quizzes. The third webinar was on using the Moodle teaching and learning platform for continuous assessment. COVID-19 presented an opportune moment to fast-track academic staff to shift to digital spaces for teaching and learning.

The continuous assessment workshop led by Professor Anil Kanjee (Tshwane University of Technology), Dr Upasana Singh (UKZN), and Professor Labby Ramrathan (UKZN).

Four books published through the *Alternations* African Book Series focused on curriculum, teaching and learning within the Humanities in the time of COVID-19. Staff from the College and from across Southern Africa’s higher education institutions contributed chapters to these. More publications are emerging from the work of the CHUM Curriculum Transformation Team.

The College offered a number of workshops on the implementation of its online teaching and learning strategy. Several staff members from across the College led workshops to capacitate staff on pedagogical strategies for online teaching and learning, including workshops on online assessment. The School of Education was able to bring on board their international partners from Denver University and Colorado State University Global to run the workshops. The School also utilised the expert services of our English Language Fellow, through our partnership with the American Embassy.



The School of Applied Human Sciences hosted the Teaching and Learning Indaba: Engaging Online Assessments in collaboration with the UNISA Academic Development Open Virtual Hub (ADOVH) Project, from 7-8 December 2020. Organised by Professors Matshepo Matoane and Sarah Gibson, the Indaba was open to all staff within the College.

The CHUM also hosted a webinar on “Inclusive Teaching During and Beyond the COVID-19 Disruption” that featured Dr Roshanthni Subrayen (UKZN Disability Unit); Professor Tsediso Makoelle (Nazarbayev University) and Professor Monaheng Sefotho (University of Johannesburg). The event was facilitated by Professor Dipane Hlalele (UKZN).

Curriculum Transformation

Through its curriculum transformation initiatives, the following new programmes and courses were developed and approved in the College:

- Approval for a new site of delivery for the Bachelor of Social Science Honours in Criminology and Forensic Studies, Discipline of Criminology and Forensic Studies (Pietermaritzburg campus), School of Applied Human Sciences.
- Advanced Diploma in Adult and Community Education and Training Teaching by Dr Anne Harley and Prof Hugo, Discipline of Adult Education, School of Education.
- The Bachelor of Social Science Honours in Population Studies and Bachelor of Social Science Honours in Development Studies were approved in the School of Built Environment and Development Studies.
- The Music Foundation Programme was approved for the School of Arts.
- New undergraduate majors in Theology and Biblical Studies were developed by the School of Religion, Philosophy and Classics on the Pietermaritzburg campus for introduction in 2021, following CAAB approval in 2020.
- A new Bachelor of Arts Honours in Applied Ethics was accredited in the School of Religion, Philosophy and Classics, and will be registered with the South African Qualifications Authority (SAQA).
- 2020 also saw the first cohort of students graduate with the Postgraduate Diploma in Professional Counselling, in the School of Applied Human Sciences. The programme, which leads to registration as a professional psychological counsellor with the Health Professions Council of South Africa (HPCSA), is offered on the Pietermaritzburg campus. The 2019 cohort was the first group to study the course, which makes this 2020 graduation special for the School.

Some of UKZN's first cohort of graduates for the Postgraduate Diploma in Psychological Counselling.



Implementation of the UKZN Language Policy

The College provided strategic support across the University to achieve the objective of developing African languages, in this case, isiZulu, for the purposes of academic and scientific discourse. It facilitated several vocabulary and terminology development workshops across Disciplines. The availability of technical and scientific vocabulary in isiZulu will go a long in furthering the University's efforts to provide epistemological access to our students, the vast majority of whom are drawn from lower quantile schools (Quintiles 1 – 3). Bilingual tutorials were offered for the Social Work 112, Criminology 101 and 102, and Psychology 101 and 102 modules. Many modules offered across the College now offer course outlines that have been translated into isiZulu, and many are developing innovations in bilingual teaching and assessment. Through collaboration with the ULPDO, staff members in the isiZulu Discipline offer isiZulu tutorial training for staff across the University.

“The availability of technical and scientific vocabulary in isiZulu will go a long in furthering the University's efforts to provide epistemological access to our students, the vast majority of whom are drawn from lower quantile schools.”

Community Engagement

The School of Applied Human Sciences has approached community engagement with a view to developing work-integrated learning and enhancing teaching, supervision and research. Current projects include:

- **The Ma'at Institute: COVID-19 psychosocial support programme** – R4.8 million funding from the Health and Welfare Sector Education and Training Authority (HWSETA). The programme is led by Dr Zibane (Social Work), Dr Buthelezi (Psychology) and Prof Mkhize (DVC and Head of College).
- **CCMS and Art, Culture and Heritage for Peace (ARROWSA)** – An MOU was signed between UKZN's Centre for Communication, Media and Society (CCMS) and ARROWSA with educational research and community engagement objectives for the period 2020-2023. The parties will work together to continue the collaborative relationship they enjoy in educational/ experiential learning and research activities and to promote the sharing of knowledge and expertise for mutual benefit. The partnership aims to raise the profile of art, culture and heritage for social change locally, nationally, in Africa and in the rest of the world.



Above: Members of the Ma'at Institute at UKZN at a debriefing session at Nsimbini Primary School.

- **The CCMS and NORHED (the Norwegian Programme for Capacity Development in Higher Education and Research and Development)** – Signing of an MOU to strengthen the capacity of higher education institutions in developing countries to promote inclusive education and to produce higher quality research. The CCMS was a partner in the NORHED I project. NORHED II was announced in 2020, and a team consisting of the Norwegian Lutheran Academy, the Ugandan Christian University, the University of Rwanda, and the CCMS (led by Professor Ruth Teer-Tomaselli) was successful in its bid for a second project titled “Preparing Media Practitioners for a Resilient Media in Eastern Africa (2021-2026)”.

- **The CCMS secured donations for students** through the UKZN Foundation from RewardsCo (2019 – R120 000 for bursaries; 2020 – R120 000 for honours laptops), and East Coast Radio (2020 – R586 938 for tuition fees).
- **The Discipline of Psychology on the Pietermaritzburg campus finalised an MOU with the Chicago School of Professional Psychology in 2020.** It aims to promote academic cooperation and strengthen ties that will result in a better understanding between the two institutions, support the internationalisation of their programmes, and enhance contributions to their respective institutions.

“ The Discipline of Psychology on the Pietermaritzburg campus finalised an MOU with the Chicago School of Professional Psychology in 2020. ”



The School of Arts engaged in a number of initiatives to embrace community engagement. Due to the COVID-19 protocols, the following innovations were introduced:

- **The Centre for Creative Arts (CCA) Forum for Community Engagement Leaders at the University has now been formalised.** The CCA's engagement with the community occurs through its four festivals – JOMBA! Time of the Writer, the Durban International Film Festival and Poetry Africa. As COVID-19 continues to surge, other online platforms have been created including, among others, Jomba Legacy; Jomba Digital Edge; Dance on Screen; Digital Jomba Fringe, Dance in Lockdown and moving to the digital medium, Jomba Khuluma Blog and Digital Newspaper have been developed. The online DIFF Festival was successfully hosted from 10–20 September 2020.
- **The Hexagon Theatre went digital.** Digital programmes were designed to enable the theatre to remain functional and continue to engage with the local audience digitally through social media, mass media and the Internet. In partnership with digital arts and film, the Hexagon has the ability to livestream shows through campaigns for funding in partnership with the ticketing system “Webtickets”. Webtickets allows audiences to buy tickets for a live link to shows that the artist is livestreaming. It also provides the option for the audience to make a donation to support the artist or theatre.
- **Dr Miranda Young-Jahangeer produced a video with her Drama students on basic knowledge of the coronavirus** that was posted on YouTube and received many views and comments.

Left: Drama students creating the COVID-19 educational video.

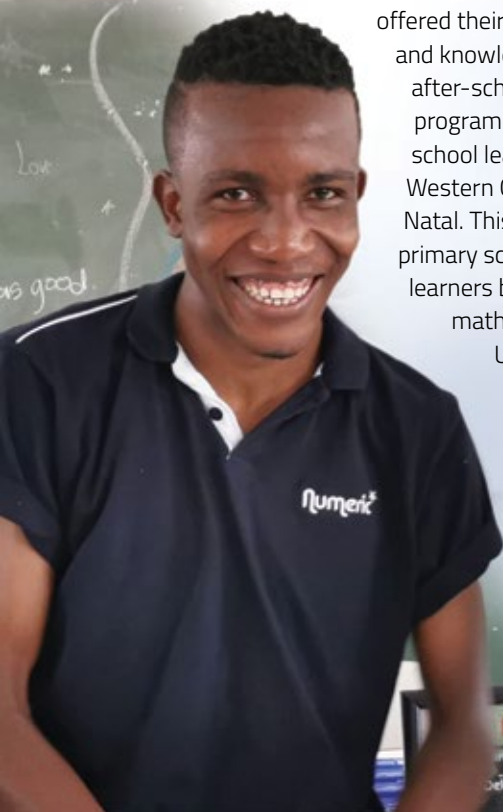
The School of Education developed and hosted a number of community engagement initiatives:

- **Teachers' Day Awards:** The School hosted the first Teachers' Day awards in recognition of teachers who offered outstanding support to UKZN students during teaching practice. It plans to leverage on this recognition to establish stronger partnerships between the University and schools in the province.
- **Multi-Grade Teaching Seminar:** The province of KwaZulu-Natal still has more than 700 schools that offer multi-grade teaching – one teacher teaching a number of grades within one classroom. In light of the absence of active teaching by the University in this area, as well as limited research in this field, the School hosted the first multi-grade teaching seminar at UKZN. In 2020, the School also hosted the first conference on rurality and schooling, in order to develop a critical group of academics and research in this field for the purposes of quality teaching as well as research. While the School views this project as an important community engagement project, it aims to link the University's other functions to it for greater impact.
- **Gender-Based Violence Seminar:** Through the leadership of the DVC and Head of College, the School hosted the first Gender-Based Violence Seminar. It was addressed by the Deputy Minister of Higher Education and Training, Mr Buti Manamela, and was attended by more than 400 staff and students. The aim was to listen to the experiences of students at UKZN and to develop appropriate strategies.
- **Numeric:** The School has established a community engagement partnership with an NGO named Numeric. The Numeric Distance Learning Project attracted about 17 UKZN Education students who offered their teaching services and knowledge for high-impact after-school Mathematics programmes aimed at primary school learners in Gauteng, the Western Cape, and KwaZulu-Natal. This partnership sees primary school disadvantaged learners being supported in mathematics by senior UKZN students.
- **Transformation of space:** The School launched three newly-named buildings on the Edgewood campus in 2019. The buildings are named after women struggle stalwarts who made meaningful contributions to education. The new building was named after Ellen Kuzwayo, a lecture theatre in the new building was named after Phyllis Naidoo and the reconfigured conference centre was named after Dulcie September.
- **In pursuit of UKZN's African scholarship and decolonisation project, Dr Zamo Hlela introduced a unique partnership** between UKZN, the broader Edendale community, the Sinomlando Centre – a non-governmental organisation, and Queens University, Belfast. The project has received funding to host an international conference in 2022 and is looking at re-presenting the history of Edendale in Pietermaritzburg.
- **The Science Education and the Mathematics Education Disciplines are collaborating with the University of the Free State on a project: 'Science for the Future'.** The science cluster is working on Key Concepts in Science for Grades seven to nine Natural Sciences content. Teacher recruitment and training roll-out commenced in the second half of 2019. Further collaboration for the period 2021-2023 has been agreed on. It is expected that the enrolment of schools and teachers in the project will increase with inter-school mentoring groups.

The School of Education submitted a funding application to the Banking Sector Education and Training Authority (BANKSETA) in 2020 and was awarded a grant of R2 189 250. In partnership with the Community Development Association Foundation, 200 young people in Limpopo will be trained on digital technologies and be offered career guidance.

Below left: Mr Sazi Nxumalo, one of 17 UKZN students who are part of the Numeric Distance Learning Project.

Below right: Eldest niece of Dulcie September, Ms Theresa Arendse receives a framed reproduction of the plaque on the conference centre named after her aunt from DVC and Head of College, Professor Nonhlanhla Mkhize, and Ms Xoliswa Zulu.



Academic Monitoring and Support

With the shift to remote teaching and learning in 2020, the College moved its AMS programmes to online platforms. The WP, Peer Mentorship Programme, and consultations with ADOs were all offered remotely via online platforms including Moodle, Zoom, and WhatsApp.

THE WRITING PLACE

The WP is an academic support service within the CHUM's Teaching and Learning Unit that is tasked with improving students' academic writing and critical thinking skills through an emphasis on essay/ assignment structure and understanding academic concepts. While the WP is for Humanities students, students from other Colleges also receive assistance.

The primary function of the WP is to provide one-on-one academic writing tutoring for Humanities students at WP Drop-in Centres located on the Howard College (Main EG Malherbe Library), Edgewood (S202 Main Tutorial Building) and Pietermaritzburg (B6 Old Main Building) campuses. A trained tutor works through a student's essay in direct discussion with the student to assess whether she/he is addressing all parts of the essay question and to offer suggestions on how the structure and grammar can be improved. Correct referencing techniques and the consequences of plagiarism are also explained. Tutors assess the essay in its entirety for structure and cohesion, but do not edit each sentence for grammatical issues. Students with serious grammar problems are encouraged to return for follow-up sessions based on the assumption that practice increases proficiency. For serious content-related problems, the student is referred to her/his tutor and/or lecturer. At the

initial consultation the student is provided with a step-by-step academic writing guide, which includes information on referencing and exam and test writing techniques.

Apart from one-on-one sessions, the WP offers a voluntary academic writing workshop series. Students are guided through a series of weekly 45-minute interactive sessions designed to assist with understanding essay questions, planning the essay structure, constructing coherent arguments and referencing techniques. The workshops are based on a WP writing guide and facilitated by tutors. Academic writing styles, academic language and correct referencing techniques are addressed. The workshops would not have been possible without the collaboration of the WP Unit and the College ADOs who market them to students in their respective Schools, enabling the WP to reach many students. The workshops are also advertised on the University website (notices page), Facebook WP page and posters around campuses.

In addition to undergraduate students, the WP runs academic writing workshops for postgraduate students. While they focus on Humanities students, students from other Colleges also attend. The workshops are divided into three series, with the first aimed at developing topics and proposals, the second on thesis development (writing), focusing on the literature review and methodology sections and the third series focused on data analysis (qualitative and quantitative).

The WP also organised software training workshops for postgraduate students on NVIVO and SPSS.

In 2020, the WP's individual consultations and voluntary workshops were all offered remotely via online platforms including Moodle, Zoom, and WhatsApp.

The CHUM WP held a workshop for first year master's students on writing a proposal.



PEER MENTORSHIP PROGRAMME

The Peer Mentorship Programme is offered to all first-year students across the College. During 2020, it was offered remotely via online platforms such as Zoom and WhatsApp.

ACADEMIC DEVELOPMENT OFFICERS

Since 2019, ADOs have been appointed to offer support across all programmes in the College. Whilst they held regular face-to-face meetings with students to offer academic counselling and curriculum advice in 2019, following the COVID-19 restrictions, these consultations were offered remotely, mainly via email, WhatsApp or Zoom. Generic email addresses were set-up for all ADOs working in the College (by School and campus). The College ADOs were also instrumental in identifying students with psychosocial issues who needed to be invited back to campus (when restrictions allowed) or to be referred to Student Support Services.

FOUNDATION PROGRAMME (BSS4)

While the COVID-19 pandemic severely affected higher education in general and teaching and learning in particular, the Access Programme was most affected due to its nature and the characteristics of the students it targets. Academic and professional staff were called on to develop new teaching and learning strategies that would make it easier for students to study. Remote learning was not easy for students from disadvantaged backgrounds who required psychosocial and academic support from the programme to succeed in their studies. The principle of 'no one should be left behind' was adopted. Despite challenges such as students' access to online materials, late distribution of data and laptops to students, network challenges in areas where students are located, communication breakdown between students, lecturers and tutors, and obtaining permits for those who were eligible to return to campus, the academic and professional staff, and students were able to overcome the odds and 2020 was a successful year.

This is explained by multiple factors. The main drivers of success were the academic staff who were encouraged to participate in all the trainings and workshops organised by the CHUM's Teaching & Learning Office to equip staff members to conduct remote teaching and learning. They received all the necessary equipment and teaching tools that made it easier for them to interact with students remotely and to respond to all their academic challenges. The majority of students were positive and willing to collaborate with academic and professional staff, and quickly adapted to the new pedagogical strategies of teaching and learning remotely, and the use of social networks and platforms such as Zoom, Facebook, and WhatsApp.

Awards and Achievements

- Education academic Professor Bheki Khoza received a UKZN 2020 Distinguished Teachers' Award. The award recognises teachers/lecturers who have a favourable and lasting influence on students and display evidence of an educational impact beyond the classroom. All those who teach at UKZN and promote the importance of excellence in teaching are considered for these annual awards.
- Dr Samu Khumalo, Professor Jaya Naidoo, Dr Ash Singh-Pillay, Dr Ngcobo and Mrs Van Wyk were awarded the Dean's Special Award in the School of Education for their contribution to the School's teaching and learning team.
- Professor Sarah Gibson received the Outstanding Leadership Award for her contribution to teaching and learning in the School of Applied Human Sciences in the Dean's COVID-19 Special Recognition Awards.
- Dr Ruwayda Petrus received the Outstanding Support Award for her contribution to teaching and learning in the School of Applied Human Sciences in the Dean's COVID-19 Special Recognition Awards.
- Professor Bernard Matolino (Philosophy, Pietermaritzburg campus) was selected as one of four Presidential Fellows of the African Studies Association (ASA), and was flown to Boston to present his work at the 62nd Annual Meeting of the ASA in 2019.
- Professors Donal McCracken and Sarah Gibson were appointed judges of the Global Undergraduate Awards programme. Prof McCracken serves on the History panel, whilst Prof Gibson serves on the Anthropology and Cultural Studies panel. This is the world's largest global undergraduate academic awards programme that recognises undergraduate excellence in research.
- Clinical Sociologist in the School of Social Sciences Dr Mariam Seedat-Khan created an online platform to help teachers and parents find digital resources and learning tools for their learners and children to use during the lockdown. Adults can also use it to learn a new language, enrol in an online course or develop new skills.

Research in Teaching & Learning

The Teaching & Learning Unit in the CHUM, in collaboration with the CAES was involved in developing, administering and evaluating surveys on UKZN staff's teaching training needs and student experiences during online teaching and learning in 2020. The survey's findings identified possible interventions for smooth transition to remote teaching and learning.



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COMPILED BY

Professor Sandile Songca, Professor Rubby Dhunpath,
and Mr Abdulbaqi Badru

DESIGN AND LAYOUT

Eidos Studio

PHOTOGRAPHY

UKZN Teaching & Learning Office and UKZN archives

Additional Photography by Rod MacLeod
and stock photography:
Unsplash, Dreamstime,
and Shutterstock



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