



Quality Enhancement Project
Institutional Reports: Phase 1
Due Date: 11 December 2015

Name of Institution	University of Limpopo
Contact Person	Prof MM Sibara
Date of submission	2015 December 11

The aim of the institutional report is to demonstrate efforts to bring about enhancements in each of the four Quality Enhancement Project (QEP) focus areas since the beginning of Phase 1 of the QEP in February 2014, reflect on the journey towards enhancement and assess the extent to which the efforts have resulted in improvements.

1. INTRODUCTION (suggested length 2-5 pages)

1.1 Indicate how the report was prepared. Include a list of the people that were involved, their designations and their roles in the preparation of the report.

1.1.1 **Historical context:** The former University of the North (established in 1959) and Medical University of Southern Africa (MEDUNSA) (established in 1978) merged in 2005 to constitute University of Limpopo. The merger ceased in 2015 through an unbundling process that resulted in two separate universities, namely, the University of Limpopo (which is currently located on the Turfloop and Polokwane campuses, Limpopo Province) and Sefako Makgatho Health Sciences University (the main campus is in Garankuwa, Gauteng). As a result, this report is based on the current status of the University of Limpopo (UL) only. Presently, UL has approximately 19 000 students and offers undergraduate and postgraduate programmes in a variety of study fields through the following Faculties: Health Sciences, Humanities, Science and Agriculture, Management and Law).

1.1.2 **Request from CHE:** As a result of the request from Council on Higher Education (CHE), UL last year (30 August 2014) submitted its first report on *Quality Enhancement Project: Institutional Submissions: Phase 1*. The first report was largely for information purposes as regards issues related to provision of quality teaching and learning as well as information about student success.

Recently, CHE has once again requested all universities in the country to submit their second reports (by 11 December 2015) detailing, among others, measures that have been implemented since the submission of the first reports, to ensure that quality teaching and learning, and student success are enhanced. It is against this background that UL has prepared the second report with particular focus on practical steps that have already been undertaken to bring about quality enhancement related to teaching and learning.

1.1.3 **The names of the people involved in the compilation of the current report:** The second report was prepared under the supervision of the Deputy Vice-Chancellor, Prof MM Sibara. Prof Sibara convened a meeting on 22 April 2015 where four staff members were tasked with the preparation of the report; and their various roles may be summarised as follows:

TABLE 1

Surname	First name	Title	Designation	Role or responsibility
Sibara	Mbudzeni	Prof	DVC	Convenor
Ngoepe	Abbey	Dr	Director (Quality Assurance)	Were responsible for compiling the report
Masha	Kwena	Dr	Director (Centre for Academic Excellence)	
Madadzhe	Richard	Prof	Dean (Faculty of Humanities)	
Mulder	Pieter	Prof	Director (Institutional Planning)	

As is evident from the table above, the team that prepared the current report is smaller in number when compared to the team that compiled the first report. There reasons for this are that, on the one hand, for the first report submission, the team consisted of 17 staff members because there were details that required specific attention from various departments and sections at the University. On the other hand, it was deemed appropriate that for the second report the team had to consist of a few members to ensure continuity, consistency and cohesion of the report. Furthermore, the team that the DVC requested to prepare the second report had already attended the workshop on Quality Enhancement Project in Pretoria at UNISA from 23-25 March, 2015. This stood the team in good stead as it was already well-versed with the requirements of compiling the report as recommended by CHE. The foregoing information notwithstanding, current team members consulted relevant individuals at faculty and school levels to ensure validity, inclusivity and transparency as far as the compilation of the second report is concerned.

1.1.4. The UL Approach to the Quality Enhancement Project: The year 2015 represents our second year in engaging with this new approach to quality assurance. In reflecting on how we have dealt with the first submission, the follow-ups on the submissions and the numerous supporting workshops (QEP Inkundla, March 2014; QEP Institutional Workshop, March 2015; Symposium on Enhancing Academics as Teachers, June 2015; Assessing Pedagogical Competence workshop, June 2015), we came to an appreciation of the critical need to approach QEP activities in an integrated way.

In pursuance of the University's mandate of teaching and learning, research, and

community engagement, we have conceptualised University of Limpopo 2020 (UL 2020) Strategic Plan. The plan was influenced by, among others, institutional audit of 2009, the Institution's shift towards performance management agreements, and reflections on local, regional and national contexts. UL2020 is operationalized through Institutional Annual Performance Plan (IAPP) which breaks down the strategic goals into strategic objectives and projects/activities with clearly articulated targets and assignment of responsibilities.

The QEP has similar objectives with UL2020 and the Teaching Development Grant (TDG) by the Department of Higher Education. In order to avoid projects fatigue and a mere compliance, we chose an integrated approach to optimise our success in the three areas of our operations. In addressing the different areas of this report, we highlight areas in which there are direct linkages with the UL2020 and its IAPP. Furthermore, the monitoring and evaluation mechanisms that apply to the UL2020, IAPP, and TDG also apply to QEP.

2. FOCUS AREA 1: ENHANCING ACADEMICS AS TEACHERS (suggested length 10-20 pages)

Includes: professional development, reward and recognition, workload, conditions of service and performance appraisal.

This section of the report should make reference to all of the sub-topics listed above, either by discussing them individually or by integrating them. Note: it is not necessary to respond to each of the questions below for every sub-topic.

2.1 Summarise what the university considers to be the key issues in enhancing academics as teachers in one or two paragraphs.

This relates to goal 3 of the UL2020 Strategic plan that focuses on 'Improving the quality of academic staff and their related teaching and learning'. The goal has two strategic objectives and four projects/activities. However, it is the first of the two goals that directly relates to the enhancement of academics as teachers.

Strategic Objective 3.1: Equipping staff with significantly improved pedagogical skills and aptitudes including the use of media assisted educational delivery. *Associated project/activity:* Design and implement a range of development workshops and programmes for academic staff to improve their overall pedagogical skills.

The University is following a three-phase developmental approach to the enhancement of academic as teachers. During phase 1, the focus is on

- Acquisition of Doctoral qualification
- Workshops and seminars/symposia to expose academics to pedagogical knowledge and practices
- Development of short courses, diplomas and degree programmes focusing on teaching in

Higher Education.

During Phase 2, the emphasis will be on the acquisition of pedagogical qualifications by staff. At the core of this phase would be the requirement that no academic staff would be expected to teach without a proper teaching qualification.

During Phase 3, the focus will be on the advancement of the scholarship of teaching and learning. This is expected to be demonstrated through the teaching portfolio that all lecturers will be expected to compile and maintain. Regular reviews will map out progress that individuals will be expected to demonstrate as reflected in one's personal growth plans.

Currently, we are still, largely, addressing issues in phase 1 that will take us until 2017 academic year. In the paragraphs that follow, we present progress made during the phase.

2.1.1 Acquisition of Doctoral degrees: Firstly, UL considers it extremely important that all academics must have requisite qualifications. The ideal universally, is that all academic staff must possess a doctoral qualification (PhD) in their respective fields. The benchmark that South African higher education institutions in general and UL in particular aim for is that 50% of their academic staff should have a PhD. A PhD is important because it attests to the fact that an academic has obtained the highest level of competence in his or her area of study. Although this is still a challenge nationally and even at UL, UL has nevertheless attempted to recruit as many doctoral candidates as possible. This is why currently the percentage of those academics with doctorates is at 26.7%. It is pleasing though that the majority of academic staff at UL has at least a Master's qualification (which serves as a gateway to doctoral studies) as the table below reveals:

TABLE 2: Academic staff qualifications

Qualifications	PhD	Master's	Honours / B Tech	Diploma / Bachelors
Number of academics	124	195	168	77
%	26.7	42	36.2	16.6

A rigorous programme is now in place to get the majority of academics to be at the doctoral level. Currently there are 74 academic staff members registered or just completed their PhDs. This has a potential to double the percentage of staff with PhD by 2017. A list of individual academics and the Faculties in which they are attached is given in table 3 hereunder.

TABLE 3: Academics registered for higher (requisite) qualifications

Humanities

Name	Institution	Degree registered for
Mrs TMA Mahlatjie	UL	MA
Mr DL Kgosimore	UL	PhD
Mr TO Magadze	UL	PhD
Ms OR Chabalala	UL	PhD
Ms CEA Larkin	UL	PhD

Mr KB Shai	UL	PhD
R Nengovhela	UL	PHD
VD Mabuza	UL	PHD
MP Matjila	UL	MA
E Lubinga	Nijmegen (Radboud)	PHD
M Moreroa	UL	HONS
BC Moabelo	UL	PhD
MSJ Mboweni	UL	PhD
SS Mampa	UL	PhD
NT Mashabela	US	PhD
MC Modipane	UL	PhD
MJ Mona	UL	PhD
KL Thaba	UL	PhD
PJ Sefara	UL	PhD
W Molotja	NWU	PhD
H E Marivate	UV	PhD
Mr VN Dhamu	UNISA	PHD
Dr MI Kola	UP	MEd
Ms BK Maphutha	UL	PHD
Mr KE Masemola	UL	MEd
Mrs PC Mathobela	UL	PhD
Mr P Mutodi	UNISA	PhD
Mr DJ Muthelo	UL	PhD
Mr EC Ndlovu	UP	PhD
Mr Z Dlamini	UL	PhD
Ms M Ramaboka	UL	MSc

Science and Agriculture (FSA)

Name	Institution	Degree registered for
Mr D Anwenyi	RU	PhD
Mrs J M Letsoalo	UNISA	PhD
Mr I Dhau	UL	PhD
Mr TJ Mugwabana	Fort Hare	PhD
Ms C Muchopa	US	PhD
Ms M Mabelebele	University of New England	PhD
Mr JJ Hlongwane	UL	PhD
Ms MP Senyolo	Wagenigen (Holland)	PhD
Ms MB Mabapa	UL	PhD
Ms M Buthelezi	UKZN	PhD
Mr MR Masevhe	UP	PhD
Mr OF Madiba	US	PhD
Mr SS Mthimkhulu	UKZN	PhD

Mr N Ndlovu	Fort Hare	PhD
Mr KD Moloji	UL	PhD
Mr N Yibas	UL	PhD
Mr TB Darikwa	UL	PhD
Mr SS Nkoane	UL	PhD
MS H Shaker	Wits	PhD
Ms NN Masingi	UL	PhD
Ms MA Modiba	UL	PhD
Ms HJ du Plessis	UL	PhD
Ms MB Kekana	UL	PhD
Mr P Mangena	UL	PhD
Mr LC Murulana	UNW	PhD
Ms LE Rananga	UL	PhD
Mr R Mhlaba	UL	PhD
Mr OO Nubi	UL	PhD
Mr M Marais	NWU	MSc
Ms M C Mothapo	UL	MSc
Mr TA Swethane	UL	MSc
Ms Mokgotho	UL	MSc
Mr P Moleko	UL	MSc
Mr RJ Lebogo	UL	MSc
Mr S Monyai	UL	MSc
Ms A Ramalata	UL	MSc
Ms MF Phaho	UL	MSc
Mr MM Nemukula	UL	MSc
Mr AWH Mochaki	UNISA	MSc
Mr MP Makuru	UL	MSc
Mr EA Mogotlane	UL	MSc
Mr MD Matshela	UL	MSc
Ms TP Ramalepe	UL	MSc
Ms ME Mogashoa	UL	MSc
Ms MM Mashao	UL	MSc
Mr JS Mhlangu	UL	MSc
Mr W Ramasila	WSU	MSc
Mr C Maswanganyi	UL	MSc
Ms MP Mothapo	UL	MSc
Mr MB Muluvhu	UL	MSc
Mr R Monama	UL	MSc
Mr EM Letsoalo	US	MPhil
Ms MM Makhubedu	UP	MPH
Mr FH Nndwambi	UL	MAgric
Ms J Mpya	UL	MA
Ms M Cele	UL	MA
Ms TG Ramakadi	UL	MSc
Mr MM Makulana	UL	MSc
Mr RV Makgobela	UL	MSc
Ms M Shai	UL	MSc

Ms E Denge	UL	MSc
Mr M Khanyi	UP	MSc

Health Sciences (FHS)

Name	Institution	Degree registered for
Mr SA Dikotope	UL	PhD
Mrs F Mashinya	UL	PhD
Ms ML Masemola	WITS	PhD
Mr T Masia	UKZN	MSc
Ms PM Mamogobo	UL	PhD
Mr MO Mbombi	NMMU	PhD
Mr JR Ramaja	UKZN	PhD
Ms IT Melwa	UKZN	PhD
Mr MP Kekana	UL	PhD
Ms MK Thopola	UL	PhD
Ms AL Tsotetsi	UFS	MSc Optom
Ms CML Segwati	UFS	MSc Optom
Mr S Masoga	UL	MSc Diet

Faculty of Management and Law (FML)

Name	Institution	Degree registered for
O.A Oni	UL	Doctorate in Business Management(Thesis at the conclusion stage)
H Ngirande	UFH	Doctorate in Industrial Psychology(thesis development)
R Masocha	University of Free State	Doctorate in Business Management (Proposal Development)
C Mayeza	UL	Doctorate in Psychology(Proposal approved)
W Munyeka	UL	Masters in Human Resource Management (completed)
T Matiza	UL	Masters in Business Management (completed)
MJ Sekele	UL	Masters in Business Management(Proposal Development)
Ms T.M. Ramoroka	UP	A Second Masters Awarded
Dr A.A. Asha	UL	PhD Awarded
Masipa, TS	UL	Mcom (Registered)
Mokgola, A	UL	Mcom (Registered)
Matjekana, KSM	UL	PhD (Registered)
Ndou SD	UL	M.Admin (Registered)
Mathebula NE	UL	M.Admin (Registered)
Munzhedzi PH	UL	D.Admin (Registered)
Fakoya M	UNISA	DCom (Graduated)
Chokuda M	UL	DCom (ongoing)

Sekome B	UJ	MCom (Graduated)
Ms DG Mbajjorgu	NWU	LL D (Registered)
Adv LT Nevondwe	NWU	LLD (Registered)
Adv BS Nkosi	NWU	LLD (Registered)

The foregoing information (pertaining to academics registered for higher (requisite) qualifications may be summarised as follows:

TABLE 4: Summary of qualifications in which academic staff are registered

FHS		FH		FML		FSA		TOTAL	
MA	PHD	MA	PHD	MA	PHD	MA	PHD	MA	PHD
4	9	5	25	8	12	34	28	51	74

The above trends provides us with evidence that the University is making significant progress in enhancing the academic staff’s qualification in the disciplines in which they are tasked with teaching and learning.

2.1.2 Workshops, symposia, conferences and linkages: Secondly, UL is mindful of the fact that possessing a doctoral qualification on its own is not sufficient to produce highly capable teachers. Therefore, it regularly arranges workshops on vital aspects of teaching such as assessment and lesson delivery. In 2014, the University introduced an annual symposium in which academics who have been honoured nationally through HELTASA Teaching and Learning Excellence Awards, are invited to UL to share their expertise on teaching in higher education. In 2014, one day was dedicated to the symposium and two academics were invited – one from University of Stellenbosch and the other from North West University. In 2015, the Symposium lasted two days. Two external academics were invited, one from Rhodes University and the other from University of KwaZulu Natal. Two of our own academics who are participants in the Teaching Advancement at Universities (TAU) fellowship programme also participated in the event. All academics who participated in the event were acknowledged by means of certificate of participation. It is anticipated that the event will continue to grow in both coverage and participation.

Furthermore, academics are encouraged to acquire formal and accredited qualifications in assessment and teaching. Aligned to this process, it is also critical that academics must keep up to date with developments in their respective study areas. Academics can achieve this by belonging to professional associations, attending conferences and seminars regularly, subscribing to accredited journals and forming linkages with similar programmes at other institutions. It is pleasing to note that the majority of academics at UL do meet this requirement as the following information from the Faculty of Humanities illustrates:

TABLE 5: Faculty of Humanities linkages

Name	Linkage / Collaborator	Relationship / Type
Drs Modiba & Mafumo	NRF Collaborative Research with Natal and Fort Hare Universities.	School categorisation and its impact on teaching and learning in South African public schools.
DR SK Singh	NRF GRANT for collaborative research with North-West University and Wits University. The collaborative partners are: Prof EV Vhurumuku (Wits) and Dr WT Dudu (NWU).	NRF grant is for 3 years from 2014 – 2017 focusing on: ‘Developing pre-service teachers’ pedagogical content knowledge for teaching nature of science.’
Prof. SL Sithole	Visiting scholar at Lund University, Sweden in March	exchange
	Hosted Michigan University students in our SOCW 312 class on 16 April	Exchange
	Doctoral student registered with Open University-United Kingdom.	Supervision
Dr. TP Mona	Scholars from Utrecht University in the Netherlands.	Writing and publication.
E Lubinga	UL, Radboud University Groningen University and Tilburg University, The Netherlands	HIV and AIDS communication
JR Rammala	UL and the Department of Arts and Culture	Promotion of African Languages in Higher Education memorandum of agreement (R3 million)
SO Mmusi	African Languages Academy (ACALAN), an African Union Project.	Chairperson of the Setswana Language Commission on Vehicular Cross Border Languages.
	Gender Links of South Africa	Promotion of gender related activities in Limpopo
SO Mmusi and R Muthambi	Media Development and Diversity Agency	Development of a certificate programme in community radio
Media Studies	South African Broadcasting Corporation	Offering of practicals to students

Participation in workshops

Ms. O. Chabalala

Attended a workshop on basic counselling skills for residence managers on the 24th of May 2014 at Bolivia Lodge

Attended a workshop on curriculum Development from the 10th July 2014 to 11 July 2014 MJ Gateway

Attended a workshop on Academic planning on the 19th August 2014 at Big Ben Lodge.

Ms IM Chidi

Curriculum development workshop, 24-28 March 2014, Polokwane Guest Manor,

Polokwane

Faculty assessment workshop, 30 April 2014, MJ Gateway, Polokwane

Curriculum Development workshop, 11-12 June 2014, MJ Gateway, Polokwane

Curriculum Development workshop, 10-11 July 2014, MJ Gateway, Polokwane

Mr. D.L. Kgosimore

Attended a workshop on curriculum development from the 10th July 2014 to 11 July 2014 MJ Gateway

Attended a workshop on Academic planning on the 19th August 2014 at Big Ben Lodge

Mrs WMM Kwakwa

Curriculum design and development, Chertl- Polokwane (24-28 March 2014)

Mr TO Magadze

Attended a workshop on curriculum development from the 10th July 2014 to 11 July 2014 MJ Gateway

Attended a workshop on Academic planning on the 19th August 2014 at Big Ben Lodge

Dr JC Makhubele

Academic Planning workshop 26 August 2014

Dr. K.A. Mothibi

Attended a workshop on curriculum development from the 10th July 2014 to 11 July 2014 MJ Gateway

Attended a workshop on Academic planning on the 19th August 2014 at Big Ben Lodge

Dr CE Oliver

Attended a workshop on curriculum development from the 10th July 2014 to 11 July 2014 MJ Gateway

Attended a workshop on Academic planning on the 19th August 2014 at Big Ben Lodge

Dr SA Rankoana

Curriculum development workshop, 24-28 March 2014, Polokwane Guest Manor, Polokwane

Curriculum Development workshop, 11-12 June 2014, MJ Gateway, Polokwane

Curriculum Development workshop, 10-11 July 2014, MJ Gateway, Polokwane

Academic planning workshop, 18 August 2014, Big Ben Lodge, Polokwane

Prof C.J. Roelofse

Attended a workshop on curriculum development from the 10th July 2014 to 11 July 2014 MJ Gateway

Attended a workshop on Academic planning on the 19th August 2014 at Big Ben Lodge

Mrs DT Seloana

Supervisor's training in Vhembe District in Thohoyandou 18th-19th September 2014.

Minister of Social Development engagement, for preparation of Social Work Indaba on the 6th November 2014.

NASW Consultative Workshop at Jane Furse Sekhukhue District 06th 12-2014.

Prof SL Sithole

2.1.4. Development of short courses and formal qualifications: The University is collaborating with both the University of Venda and the University of Witwatersrand to develop a series of accredited workshops in the areas of teaching and learning. This also includes the development of online system for the evaluation of teaching. Three meetings were held. The online system is going through the final reviews and is expected to be operational in 2016. The short courses are still in their conceptualisation stages. However, a postgraduate diploma in Higher Education that Wits has been developing prior the collaboration, is open for our academic staff as from 2016.

2.2 During Phase 1 of the QEP, what changes at institutional level (a) have been made, (b) are in progress, or (c) are in the planning stages that relate to enhancing academics as teachers?

2.2.1 Sabbatical leave: During the early period of this year, UL together with the NRF, invited academics who are about to complete their PhD studies to apply for sabbatical leave for the period of six months. Although major funding would come from the NRF, UL had to commit itself to ensure that this project becomes successful. Among others, UL had to indicate in writing that it would “appoint suitable replacements in order to facilitate the uninterrupted work at the institution”. The teaching grant from the Department of Higher Education and Training would also assist greatly in this respect as it would be used to appoint tutors to replace staff who would be undertaking their sabbatical leave. Apart from utilising sabbatical leave, academics in general are encouraged (the University funds their studies) to improve their qualifications so that they can become good teachers and researchers. For instance, in the Faculties of Humanities, and Science and Agriculture the following academics are busy trying to improve their qualifications:

2.2.2 Technology training: In addition, technology training has now become a common feature to enhance teaching and learning. That is why as early as possible in the year, all academics are invited to undergo training in various IT tools as illustrated below:

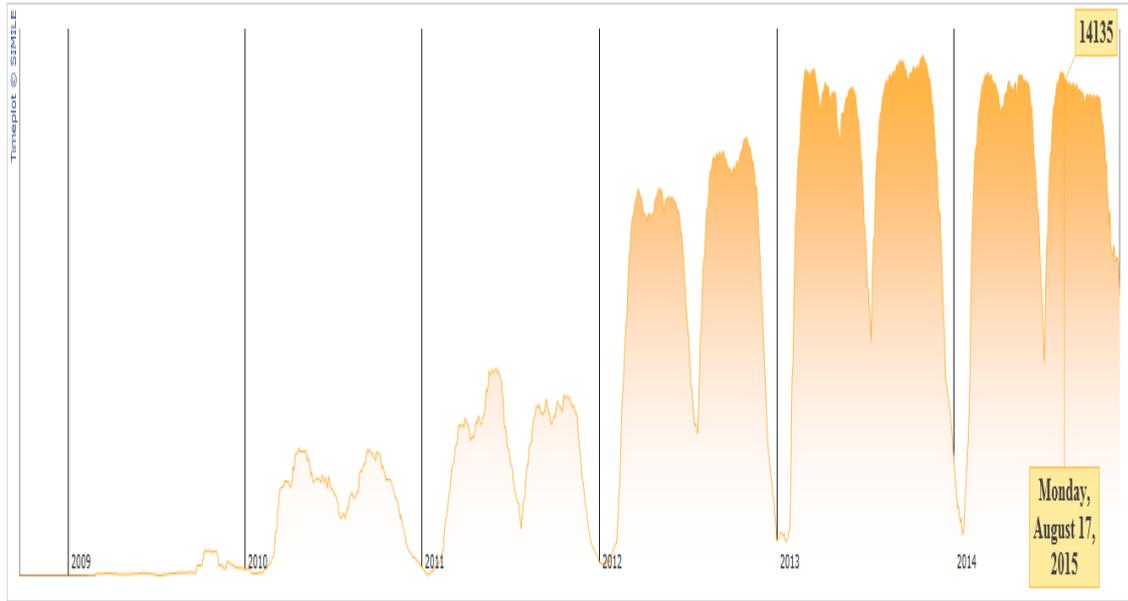
TABLE 6: Blackboard training schedule

Event	Who should attend	Dates									
Blackboard	First Time User	22-Apr	28-Apr	04-May	12-May	18-May	22-May	28-May	05-Jun	09-Jun	15-Jun
Assessment Training	Already Trained on BB	30-Apr	06-May	14-May	26-May	01-Jun	11-Jun	17-Jun			
TurnItIn	Already Trained	24-Apr	08-May	20-May	03-Jun	19-Jun					

Blackboard: Aims at familiarization with Blackboard and basic educational principles for using technology in teaching and learning. At the completion of the course participants will be able to develop their own course content online.

Blackboard Active Users

Bb documentation: "Total number of active users in the system. An active user has accessed the system within the last 30 days. Users disabled through the Snapshot tool are still considered active if he or she has accessed the course in the last 30 days."



Blackboard Active Courses

Bb documentation: "Total number of active courses in the system. An active course is one that has been accessed in the last 30 days."

Figure 2.2.2(a): Blackboard usage from 2009 to 2015

The data as captured in figure 2.2.2 (a) and figure 2.2.2(b) show that lecturers continue to integrate the platform in their teaching. And even more encouraging is that the students users are continuing to grow. The training sessions that were conducted in 2015 will add to more users in 2016. Especially that these sessions included assessment training in the Blackboard environment. The training assumes some familiarity with Blackboard and therefore we might see further growth in student users but with a lower growth with instructors.

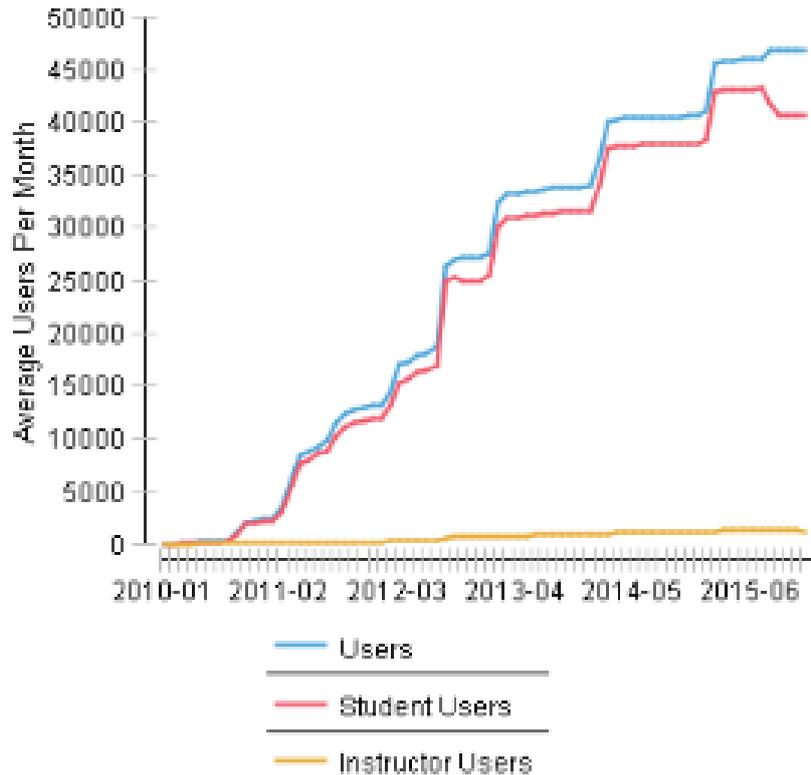


Figure 2.2.2(b) ; Average users per month from 2010 to 2015

TurnItIn: It is the UL’s plagiarism software. The participants will be shown how to use it.

As already indicated in the first report, UL policies that are relevant to teaching and learning such as the Teaching and Learning Policy, and Assessment Policy, are now accessible from the University website. The policies are essential because they assist academics to deal appropriately with teaching and learning issues.

2.2.3 Performance Contracts: Also, at an institutional level, UL has revised its Annual Performance Plan where one of the major changes is that all staff must sign performance contracts which contain key performance areas. As a result, all members of the Executive Management Team and Directors have already signed such performance contracts. It is important to mention that the existence of the University depends largely on offering quality teaching and learning. Therefore, all academics would be required to sign performance contracts which would among others, demand that quality teaching and learning, receive prominence in their daily activities at the Universities.

2.3 Provide one or more (but not more than 5) exemplars to illustrate specific aspects of the changes that are successful. Provide evidence for claims of success. Where an activity is in the planning stages, indicate what evidence will be collected.

2.3.1 The Vice Chancellor’s Teaching and Learning Excellence Awards: The introduction of the Vice Chancellor’s Teaching and Learning Excellence Awards at UL in 2014 has been a revelation. Many academics are now doing their best to ensure that they qualify for the awards. The criteria and requirements of the Awards are rigorous as one of the objectives is to promote excellence in teaching and learning. Applicants for the awards would be required to submit a portfolio which contains their teaching philosophy, proof of effectiveness of their teaching and assessment methods, peer and student reviews, etc. In a nutshell, the Awards as a whole, have engendered a sense of wanting to excel as much as possible by academics in their teaching. Presenting the Awards in 2014, the Vice-Chancellor, Prof NM Mokgalong observed: “Money is just a token of appreciation, what is worth is to say thank you to those who make use of research for the advancement and betterment of their teaching. Someone who is not a researcher uses the same teaching material for many years. But research makes one to modify their teaching material and use advanced teaching methods.” Last year, the recipients of the awards came from various Schools at the University:



Figure 2.3.1(a): Best Overall Upcoming Teacher Award (Prof B Sekome: School of Accounting)



Figure 2.3.1 (b): Best Established Teacher Award (Prof O Mtapuri: Turfloop Graduate School of Leadership)



Figure 2.3.1 (c): Best Overall Established Teacher Award (Dr S Singh: School of Education)

The Awards for 2015 were held on the 30th October 2015.

2.3.2 TAU: Furthermore, in order to promote good practice in teaching and learning among academics, UL has identified three academics to undergo intensive training as university teachers in a project called TAU. The aim is to utilise the participants in this project as role models in teaching and learning at UL.

2.3.3 Promotion of academics: It is encouraging to academics that UL now has an alternative route for promotion to the position of Associate Professorship and Full Professorship using one's effectiveness in teaching and learning. In the past, research output was the major requirement for promotion into these ranks. Moreover, promotion into Lectureship and Senior Lectureship levels depends largely on acquisition of higher qualifications and effectiveness in teaching and learning. Using the latter criterion, what follows is an example of such promotion of staff in the Faculties of Humanities, and Science and Agriculture:

TABLE 7: Humanities

Name	Department	Promotion Category	Effective Date
Dr B Addams	DMSTE	Senior lecturer	1 December 2014
Dr SJ Kubayi	Translation Studies and Linguistics	Promoted to senior lectureship	July 2014
Ms M Tlowane	Translation Studies and Linguistics	Promoted to a lectureship	July 2014
Ms Molopa	Translation Studies and Linguistics	Promoted to lectureship	July 2014
Dr T Muswede	Translation Studies and Linguistics	Promoted to senior lectureship	November 2014

TABLE 8: Science and Agriculture

Name	Department	Promotion Category	Effective Date
Dr MR Ramudzuli	GAES	Lecturer to Senior Lecturer	01 October 2014
Dr TG Mandiwana-Neudani	BIOD	Lecturer to Senior Lecturer	1 August 2014
Dr LJC Erasmus	PEH	Lecturer to Senior Lecturer	1 November 2014

2.4 Provide one or more (but not more than 5) exemplars of changes that have not been successful and suggest reasons.

2.4.1 Study guides: At UL, academics are expected to develop module outlines and study guides for their students. While the provision of module outlines to students has been accepted by all and sundry without qualms, there has been slow progress in terms of developing study guides for all the modules. This is an aspect that would require ongoing attention. Also, staff may be reluctant to develop study guides due to lack of knowledge. There are some academics who argue that study guides at university level at a residential university are not necessary because they rely mainly on textbooks. This means the University should conduct workshops on the importance and development of study guides for all its academics.

2.4.1 IT: Another ongoing challenge is that not all academics have embraced technology in their teaching. The reasons for this are varied: some academics are averse to using technology in their teaching due to lack of expertise in the field; also, an averment is proffered that technology is not always reliable when it comes to effective teaching and learning (especially when taking into account ESKOM load shedding that afflicts the country). However, academics need to know that in this modern technological world, IT competence is essential, including its use in teaching and learning.

2.5 If possible, identify one or more promising practices related to this focus area. Describe the practice and provide evidence for success. Suggest what the key features might be.

All academics at UL now accept that access to higher education in South Africa, though important, is not enough. They are, therefore, prepared to work long hours to ensure that students receive quality education. In the past one would hardly find academics conducting classes in the evening or on weekends. Nowadays, although the formal working days and hours are during the week and from 07h30 to 16h00 respectively, it is pleasing to note that staff members work beyond the aforementioned time to assist their students (see an example below from Communication Studies):

TABLE 9: Communication Studies Integrated Time-Table for 2015

Pe r	Time	Mon day	Tuesday	Wednesday	Thursday	Friday
1	7:30-8:15			Alternating HONS (T18) HCOF080 & HCOD080	HCOB031 /2 (R0063)	Alternating HONS (T18)
2	8:25-9:10				HCOB031 /2 (R0063)	HCOB080 & HCOC080
3	9:20-10:05		HCOA021 (KA)			HCOC031 /2 (K0057) (old K19)
4	10:15-11:00	Staff Meeting	HCOA021 (KA)			HCOC031 /2 (K0057) (old K19)
5	11:10-11:55		HCOB 021/2 (D0006)	HCOB 031/2 (SMCS1036)	HCOA021 /2 (TC)	Alternating HONS (T18)
6	12:05-12:50		HCOB 021/2 (D0006)	HCOB 031/2 (SMCS1036)	HCOA021 /2 (TC)	HCOB080 & HCOC080
7	13:00-13:4	HCO M 011/2		Alternating HONS (T18) HCOE080 &	HCOA031 /2 (KA)	

	5	(TC)		HCOG080			
8	13:5 5- 14:4 0	HCO M 011/2 (TC)				HCOA031 /2 (KA)	
9	14:5 0- 15:3 5		HCOA031/2 (KB)	HCO M 011/2 (TC)	HCOC031 /2 (J0011)		
10	15:4 5- 16:3 0		HCOA031/2 (KB)	HCO M 011/01 2 (TC)	HCOC031 /2 (J0011)		
11	16:4 0 - 17:2 5			HCOB021/2 (M0013)			
12	17:3 5 - 18:1 5			HCOB021/2 (M0013)			

2.6 Identify the main challenges the university still faces in relation to this focus area.

Although UL has a workload model for academics (which recommends 1620 hours per year for each academic), some academics are still overloaded with work. Nevertheless, UL is trying its best to ensure that work is shared equitably among its staff. That is why it advertises vacancies regularly as an attempt to ameliorate this challenge. A concomitant challenge is lack of suitably qualified academics (especially those with PhDs) to recruit in order to fill the vacancies.

3. FOCUS AREA 2: ENHANCING STUDENT SUPPORT AND DEVELOPMENT

(suggested length 10-20 pages)

Includes: career and curriculum advising, life and academic skills development, counselling, student performance monitoring and referral.

This section of the report should make reference to all of the sub-topics listed above, either by discussing them individually or by integrating them. Note: it is not necessary to respond to each of the questions below for every sub-topic.

3.1 Summarise what the university considers to be the key issues in enhancing student support and development.

The University's approach and conceptualisation of student development and support is aptly captured in the University of Limpopo 2020 (UL 2020) Strategic Plan. The plan has 9 goals of which goal 2 focuses on student development and support.

Goal 2: Improving academic support services for all students

There are three strategic objectives and a total of eight key performance areas (KPA) linked to the goal. A brief overview of these strategic objectives and the associated KPAs is given hereunder

Strategic Objective 2.1: Achieving a significantly higher pass, throughput and graduation rates for students of the University. Four KPAs/projects/activities are linked to this objective and they are (i) student academic performance analysis and support to underperformers, (ii) implement winter and summer schools and other performance enhancement intervention rollouts, (iii) enhance students learning environments (computer, lecture, tutorial, library and co-curricular facilities; and (iv) timely feedback on formative assessment, review & application of assessment policies

Strategic Objective 2.2.: Successfully developing and implementing a varied number of learning support measures for students. Three KPAs/projects/activities are linked to the objectives and are (i) develop ways to service increased number of students with the required skills to improve their learning and studying, their reading and their writing as well as their analytical skills, (ii) developing systems (including electronically linked systems) for early identification of at risk students, and (iii) provide dedicated additional support to at risk students (supplemental instruction and mentorship).

Strategic Objective 2.3: Assisting students in career choices and success in finding employment upon graduation from the University. The KPA/project/activity linked to the objective is (i) develop and implement UL marketing and publicity plan to include activities for students' career choices, graduate attributes & employer satisfaction surveys.

3.2 During Phase 1 of the QEP, what changes at institutional level (a) have been made, (b) are in progress, or (c) are in the planning stages that relate to enhancing student support and development?

3.2.1. **Strategic Plans, Annual Performance Plans, and Performance contracts:** At the beginning of 2014, we had UL2020 Strategic Plan and the Institutional Annual Performance Plan that were approved and operational at the institutional level. It was during the 2014 and 2015 that these plans filtered down through the development and

approval of Faculty and Divisions' specific strategic plans and annual plans. And even more important, those plans were used to generate and sign Performance Contracts for all managers and leaders of Faculties and Divisions. In this area of the report, the key contracts are those of the Executive Deans and the Director for Centre for Academic Excellence. The Senate Teaching and Learning Committee plays the oversight role on issues of student development and support. The committee meets quarterly and receives reports from the Faculties and the Centre for Academic Excellence. The committee then approves the reports and submit them to the Senate for notification. During 2014 and 2015, all the expected reports were received and processed accordingly. This has provided stability in the area of students' development and support. There is now a common understanding on what programmes need to be conceptualised and implemented.

3.2.2. Policy on Undergraduate Student Academic Performance Monitoring and Exclusions Policy: The expectation as reflected in the Strategic Plans was that by the end of 2015, this policy should have been approved by the Senate. The first semester was dedicated to the development of the draft policy following assessment of national developments in the policy focus area. The Senate Teaching and Learning Committee approved the first draft in May 2015 and recommended consultations with the Faculties and related divisions. The second draft served same committee leading to the Senate approval in November 2015. Administrators' training is expected to take place in 2016 and implementation will be limited to few academic division. The full implementation will follow in 2017.

3.2.3. Students Mentorship Programme: The Student Mentorship Programme (SMP) remains one of our flagship programme in ensuring that first year students successfully manage their transition into University life and thereby reduce their academic risk. The programme is run through the recruitment, selection and training of successful senior students in different study programmes. The students undertake the work on voluntary basis as there is no payment for the work done. The mentors, however, gain valuable skills of working with fellow students. In 2015, we had a total of 168 mentors. SMP is coordinated centrally by an Academic Development Practitioner based in CAE.

The mentors have quarterly general meetings to ensure cohesion in their activities across the Faculties. The regular reports that the mentors produce indicate that for the year 2015, 2862 mentees were supported through the programme. Considering that the programme is optional, we are excited with this level of participation. Mentors also participated in a bonding/team building sessions twice a year. This is one of the activities that are designed to inculcate interpersonal and team skills among the mentors. At the end of each academic year, we also take the mentors out for a Gala Dinner in which we acknowledge the selflessness of the students and staff. This is one event that mentors really appreciate. Certificates of acknowledgement are also handed out by the Deputy Vice Chancellor who is the patron of the programme.

Each School also has what we call Schools Academic Development Practitioners (SADPs). These are academics who volunteer their services to the SMP. They monitor and support mentors in their respective Schools. Each year, the team also attend training and team

building sessions ensuring that there is cohesion in their respective operations. It is humbling experience to observe the level of commitment that these academics continue to demonstrate in ensuring that our students receive adequate academic support. As a University, we should find a way of acknowledging their services in the Academic Staff work load models.

3.2.4. Supplemental Instruction: The introduction of the Supplemental Instruction (SI) in its purest form was approved by Senate in 2013. However, due to limited resources the programme could not be implemented. The training of SI supervisors, however, took place in August 2016. The training was facilitated by the North West University. A total of 9 CAE staff received their SI training certificates. It was only during the second semester of 2015 that sufficient resources were gathered. As a result, the processes of launching the programme in 2016 was initiated. At the end of November 2015, SI was approved for a total of 27 first semester modules. A meeting with the academics responsible for the modules was held on the 2nd December 2015. The purpose was to explain in detail how the programme runs and what their expected roles are in ensuring that the programme attains its goals. The recruitment of the SI leaders is expected to take place during the first week of registration in 2016.

3.2.5. Reading and Writing Centre: The Reading and Writing Centre (RWC) was introduced in August 2014. The Center is run by Language Consultants. These are senior and successful students who are selected through interviews and trained through a weeklong training programmes. They are supervised by an Academic Development Practitioner who is a language specialist. The Language Consultants sign a performance contract with CAE in which they undertake to avail themselves for at least 2 hours each of the working days. Students who make use of the services of RWC submit their work through Centre Administrators who formal record their submissions and allocate Language Consultant with requisite background and experience. For the current year, there 32 Language Consultants working in the RWC. Since the Centre is still relatively new, the consultants also spent some time marketing the Centre's activities to the relevant target group.

In terms of the Annual Performance Plans, RWC is expected to review at least 200 documents. This target was surpassed as 462 reviews were made by 17 November 2015. The distribution of these documents/activities is reflected in the graph hereunder.

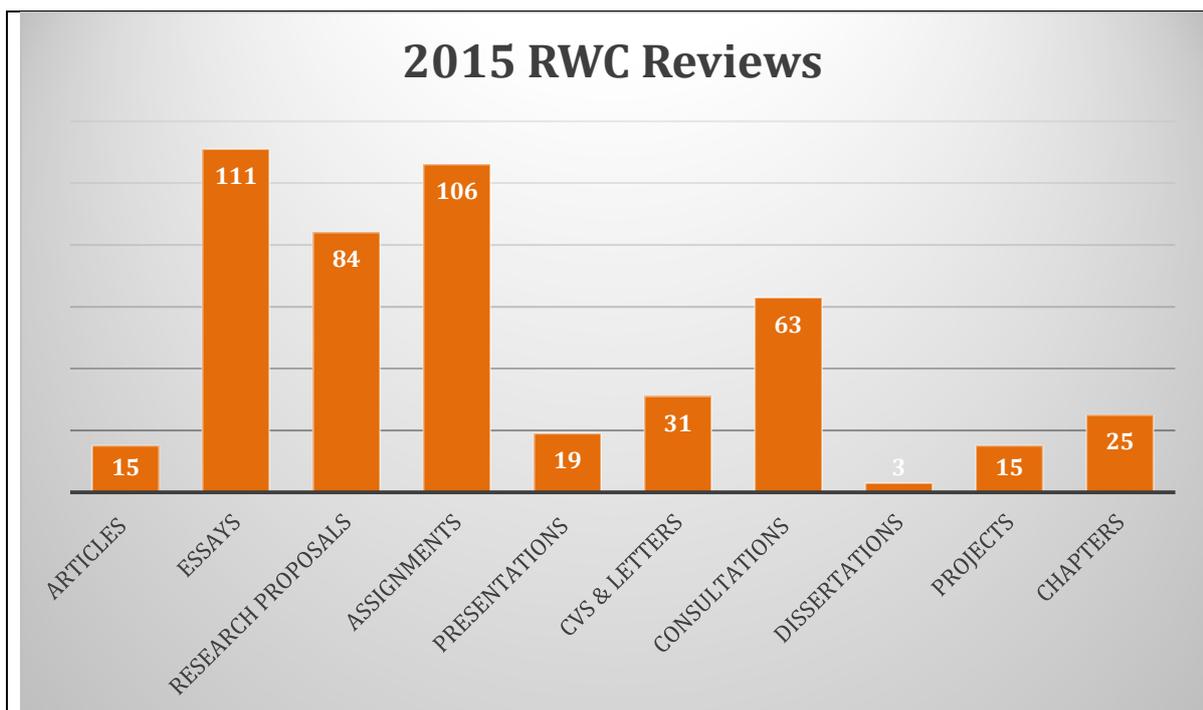


Figure 3.2.5(a): RWC activities for the 2015 Academic Year

The distribution of the submissions reveals that most of the submissions came through at the beginning of the second semester suggesting that the students became more aware of the RWC services as the year progressed.

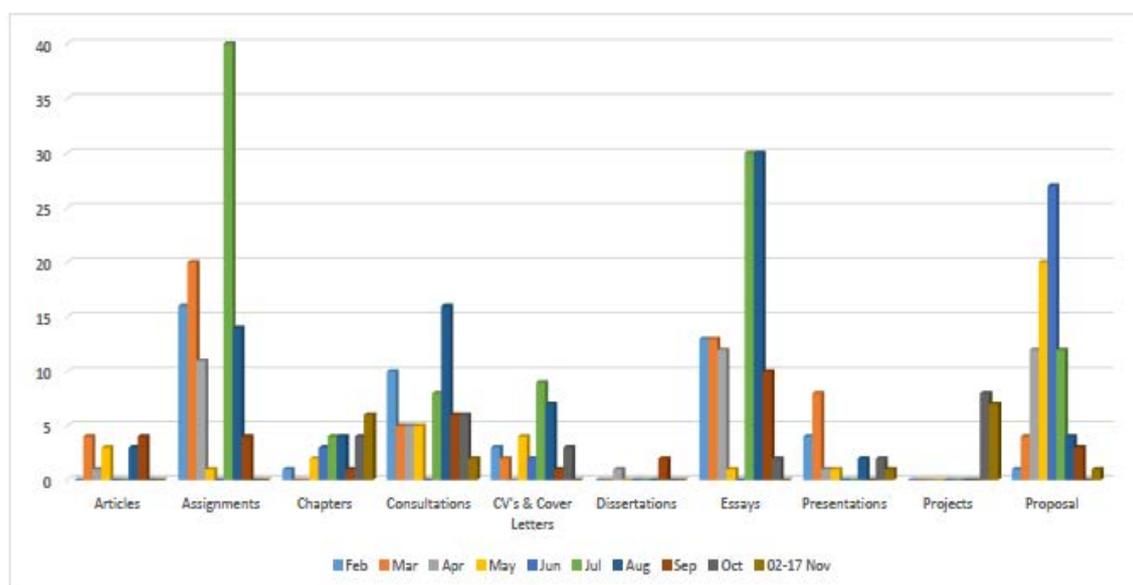


Figure 3.2.5 (b): The distribution tasks by monthly submission

Through the internal end of the year review that was held on the weekend of 21-22 November 2015, a decision was taken that more efforts should be directed to the first entering students. The idea is to inculcate the skills of reading and writing as early as possible so that by the time the students are in their senior years, they have little problems of that nature.

3.2.6. Winter and Summer Schools: During the 2014 academic year, Winter and Summer Schools were implemented only in the Faculty of Sciences and Agriculture in what

was regarded as a pilot phase. In 2015, the implementation was extended across all the Faculties. The programme targets students who have failed one or two modules during the semester examinations. They are then taken through a week of intensive tutoring that is then followed by an examination session. Whilst it is clear that there are students who have benefitted from the project, we are still in the early stages to determine the impact the programme has on the enhancement of the throughput and pass rates.

3.2.7. Centre for Students Counselling and Development (CSCD): CSCD is a Directorate than is manned by seven professional in the fields of psychology and a senior secretary. The main focus of the Centre is to provide counselling and developmental services to students and staff. This is done in pursuance of optimal adjustments and happiness of students and staff during their stay on campus. The students services are offered in four main categories as reflected in figure 3.2.7 hereunder.

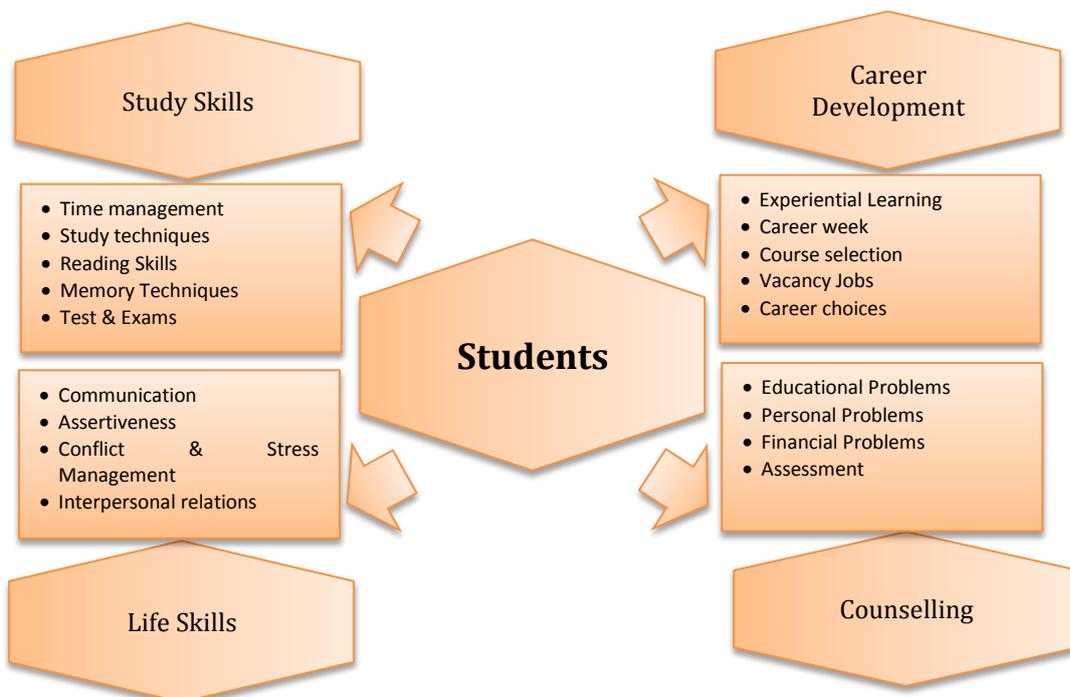


Figure 3.2.7: CSCD Operational areas

During the orientation period, CSCD administers a standardised test to all first entering students to measure their academic potential. The results are used to guide students with regard to the student support services that they can take advantage of to ensure maximum chance of their academic performance. In 2015 academic year, the test was officially incorporated into the new policy on the Undergraduate Students' Academic Performance Management and Exclusions. Assistance/interventions with students are done individually as well as in groups. Peer Counsellors are also appointed on an annual basis and appropriately trained to assist fellow students with various life and academic challenges they might encounter at the University.

3.3 Provide one or more (but not more than 5) exemplars to illustrate specific aspects of the

change(s) that are successful. Provide evidence for claims of success. Where an activity is in the planning stages, indicate what evidence will be collected.

3.3.1. Baditi Student Support Programme: The University has been running Students' Mentorship Programme since 2005. The programme was running using the Supplemental Instruction principles. In 2014, we had an in-depth reflection on the programme and took a decision to reconceptualise it. The idea was to make clear the philosophical underpinnings of the programme, how its effect and impact should be monitored and enhanced, and subject it to an ongoing research. In short, how can we professionalise the programme. The expectations for the 2015 was that we have a conceptual document that clearly stipulates what and how the new programme will run. Following a series of meetings and literature review, the Baditi Student Support Programme was conceptualised. The programme is inspired by the traditional mentorship programmes as found and observed in many of our African Cultures. In particular, we found the concept of Bwami Association as practised by the ancient Liga society around the Central Africa to be the most ideal in revamping our mentorship programme. The draft document, however, could not serve in the Senate Teaching and Learning Committee by the end of 2015. It is expected that this will happen during the first sitting of the Committee in 2016. This will still be in time for the scheduled 2017 implementation.

3.3.2. CSCD Weekly Workshops: The CSCD through weekly workshops continue to provide essential support to students.-Individual feedback from these students indicate that they find the services very helpful Various Psychometric tests that are conducted (guided by the diagnosis) also provide students with valuable information that guide them in their development. The following categories of tests which are stored in the test library are used in helping students: Aptitude tests; Career choice tests; Cognitive and intelligence tests; Diagnostic tests; Interest Tests; Neuropsychology tests; Personality tests and Scholastic tests. Below is a table of workshops presented to students:

Table 10: Participation in CSCD weekly workshops

Workshop topic	Number of participants	Workshop topic	Number of participants
Planning, Goals & Time Management	164	Drug & Alcohol Abuse	166
Note Taking and Mind Mapping	163	Sex & Sexuality	187
Study Techniques & Reading	150	Entrepreneurship	204
Memory, Concentration & Motivation	182	Job Hunting Skills	210
Communication Skills	102	Interview Skills	197
Revision & Exam Techniques	210	CV Writing	243
Interpersonal Relationships/assertiveness	144	Coping with Exam stress	210

Stress Management	135	Preparing for final Exams	190
Basic Counselling Skills	138	Imbizo fight against women and children abuse	200

3.3.3. **CSCD Career Development:** One other programme at the CSCD, is that of Career development, graduate placement and entrepreneurship. The objectives of this programme are to help students prepare adequately for the world of work and to secure employment. Various companies also continue to offer their recruitment drives on an annual basis. The following companies visited the university for presentations, exhibitions and recruitment: ABSA Polokwane (150 students attended); Auditor General (89 students attended); Bakoni Platinum Mine (160 students attended); IRBA (125 students attended); Stats SA (150 students attended); TeachSA (145 students attended); Media24 (98 students attended); Premier’s Office Limpopo (106 students attended); RSM & Dickson (115 students attended); Department of Labour (1367 students attended); Foundation for professional development (87); Mankweng Thuthuzela Care Centre (195); Competition Commission SA (127 students attended); Great North Business Incubators (56 students attended); Ngubane Chartered Accountants (77 students attended); Small Enterprise Foundation (109 students attended); Government Communications and Information Systems (83 students attended); National Youth Development Agency (123 students attended); Department of Environmental Affairs and National Prosecuting Authority (77 students attended).

3.4 Provide one or more (but not more than 5) exemplars of changes that have not been successful and suggest reasons.

3.4.1. **Supplemental Instruction:** The launching of the Supplemental Instruction has been a challenge. Whilst the Senate approved the programme in 2013, we could not immediately secure the necessary resources to make it operational. It was only towards the end of the current year that funding was secured to run the programme in 2016.

3.4.2. **Centre for Students Counselling and Development**

- Attendance of weekly (twice a week, Wednesdays and Fridays) workshops has declined, possibly due to the fact that students’ programmes are overloaded; i.e. lectures going beyond 17h00
- Campus-wide awareness campaigns: ignorance and lack of interest
- The fact that the workshops are non-credit carrying activities students don’t see any value of attending
- Students do not prioritise activities that will contribute towards their development

We hope that with the introduction of Students Academic Performance Monitoring and Exclusions, these problems will be resolved.

3.5 If possible, identify one or more promising practices related to this focus area. Describe the practice and provide evidence for success. Suggest what the key features might be.

Centre for Students Counselling and Development

- CSCD is looking into the application of social media to share the workshop content with students
- The Centre is also collaborating with ABSA on the development and application ABSA ready to work initiative. The ready to work initiative is based on an application that students can download on their mobile phones that will provide them with information on life skills, career guidance, financial skills and emotional intelligence and wellness
- The Centre in collaboration with CAE is looking at developing a programme to identify at Risk Students during orientation/registration and plan intervention strategies timeously
- Intensify the school-based counselling programme

3.6 Identify the main challenges the university still faces in relation to this focus area.

Centre for Student-Counselling and Development

- Attendance of weekly (twice a week, Wednesdays and Fridays) workshops has declined, possibly due to the fact that students' programmes are overloaded; i.e. lectures going beyond 17h00.
- Campus-wide awareness campaigns: students' ignorance and lack of interest.
- The fact that the workshops are non-credit carrying activities, students don't see any value of attending.
- Students do not prioritise activities that will contribute towards their development.

4. FOCUS AREA 3: ENHANCING THE LEARNING ENVIRONMENT

(suggested length 10-20 pages)

Include: teaching and learning spaces, ICT infrastructure and access, technology-enabled tools and resources, library facilities.

This section of the report should make reference to all of the sub-topics listed above, either by discussing them individually or by integrating them. Note: it is not necessary to respond to each of the questions below for every sub-topic.

4.1 Summarise what the university considers to be the key issues in enhancing the learning environment.

Firstly, it is crucial to ensure that there is an adequate number of suitably qualified academics to offer classes at all levels. That is why UL has ensured that most of its academics have at least a Master's degree. Secondly, classes must take place in a clean and safe environment, which in this instance includes classrooms that meet the minimum standards (adequate number of chairs, good lighting, clean floors, ports for electronic equipment, and sufficient ventilation) for Higher Education. Again, security cannot be taken for granted. Both students and staff must be safe in their classes, residences, offices and on campus in general so that they concentrate on their studies. Besides the aforementioned issues, a well-functioning library is of great importance in enhancing teaching and learning.

UL recognises that theory on its own is not enough to prepare students for the world of work; it has to be supplemented by practical lessons to produce a well-grounded graduate. It is for this reason that UL has provided many laboratories to enhance learning in various fields such as Chemistry, Physics, Biodiversity, Education and Languages. Sometimes students gain practical expertise by going to relevant places of work such as hospitals, government and private industry offices, institutions such as the SABC and community radio stations, to mention but a few examples.

4.2 During Phase 1 of the QEP, what changes at institutional level (a) have been made, (b) are in progress, or (c) are in the planning stages that relate to enhancing the learning environment.

In order to produce well-trained translators and interpreters, UL is busy constructing state of the art language laboratory. The same laboratory will also cater for E-learning activities across Faculties.

Learning Commons to encourage group work and social learning is being constructed for undergraduates.

- Online Tutorials being developed.
- Research Commons establishment approved
- Resource Description and Access (RDA) Implementation

4.3 Provide one or more (but not more than 5) exemplars to illustrate specific aspects of the change(s) that are successful. Provide evidence for claims of success. Where an activity is in the planning stages, indicate what evidence will be collected.

- Library approved Strategic Plan LIS2020
- Library approved Policy
- Library extended opening hours
- Approved Rules and Regulations
- Approved Library code of conduct

4.3.1 Library: On top of this, UL's library plays a critical role in teaching and learning. Students have access to:

- print journals
- print books
- electronic journals
- online databases and eBooks. Most of the electronic sources are accessible 24/7 on and off campus through the Library Webpage.
- videotapes / DVDs
- CDs
- CD-ROMs
- Institutional Repository that provide open access to UL Theses and Dissertations, conference proceedings and research papers.
- electronic theses and dissertations
- daily newspapers (Sowetan, Business Day, Daily Sun, The Star and the Citizen), weekly newspapers (Sunday Times, Sunday World, Sunday Independent, Sunday Sun, City Press and Mail & Guardian) and local newspapers (Observer, Northern Review, and Capricorn Voice)
- SA Media – an online press clipping service of mainstream publications in SA from 1978 to date – 4 million articles available via this service
- Past Examination Question Papers
- Spaces for individual and group work
- Virtual spaces on the Library Webpage
- Online Library Catalogue that is accessible 24/7
- Electronic Reserves
- Ask-A-Librarian online reference service
- Competent staff who are regularly trained to improve their skills in various fields of Library Services
- Copyright training
- Plagiarism avoidance training
- 24/7 access to information irrespective of location
- Orientation of first entering students on the physical layout of the library
- Information Literacy skills training that include training to use information ethically and for lifelong learning, referencing and referencing techniques
- Bibliographic Instruction (BI) to postgraduates to enable them to access and evaluate various sources and information.
- Turnitin: Turnitin training is offered to students and academics in order to detect plagiarism and avoid it.
- One-on-one or group training on Library catalogue (WebPac) usage which is the key to all the collection.
- Development of LibGuides where information sources or links on a subject are found at one place.
- Library electronic room for user training

4.3.2 Laboratories: The University of Limpopo has, among others, the following laboratories:

- a. Physical Sciences Laboratory (Physics and Chemistry)
- b. Life Sciences Laboratory
- c. Maths and Science Education Laboratory
- d. Water Quality Testing Laboratory
- e. Language Laboratory

The laboratories are important because they promote, among others, the following skills:

- problem-solving and critical-thinking skills
- modelling
- coaching
- articulation

4.3.3 Information technology: IT on its own cannot engender student success. However, in this modern technological world, IT competence is essential, including its use in education. The University of Limpopo utilises the following IT programmes to enhance learning and success:

- Blackboard
- TurnITin
- Facebook
- WhatsApp
- Email
- Sms, etc

In the same vein, it is also important to mention that UL has introduced the use of Wireless Fidelity (WI-FI) which in turn enables students to access the Internet wherever they are on campus. This assists students to prepare effectively for their tests as well as write their assignments. This is why in 2015 most students qualified to write their May/June examinations and as a result, there is significant improvement in the overall examination results.

4.4 Provide one or more (but not more than 5) exemplars of changes that have not been successful and suggest reasons.

4.5 If possible, identify one or more promising practices related to this focus area. Describe the practice and provide evidence for success. Suggest what the key features might be.

4.6 Identify the main challenges the university still faces in relation to this focus area.

5. FOCUS AREA 4: ENHANCING COURSE AND PROGRAMME ENROLMENT MANAGEMENT (suggested length 10-20 pages)

Includes: admissions, selection, placement, readmission refusal, pass rates in gateway courses, throughput rates, management information systems.

This section of the report should make reference to all of the sub-topics listed above, either by discussing them individually or by integrating them. Note: it is not necessary to respond to each of the questions below for every sub-topic.

5.1 Summarise what the university considers to be the key issues in enhancing course and programme enrolment management.

Admissions

UL adheres to admission quotas as provided by government. This ensures that the number of admitted students is commensurate with the facilities and resources that the University can provide.

UL has minimum requirements for admission into various programmes that are revised regularly. Next year (2016) new admission requirements will be introduced and most of them require higher scores than it was the case previously. Thus, the best students are likely to be admitted into the programmes and this enhances their chance to succeed in their studies.

Schools have selection teams to ensure that only students who qualify for their programmes are admitted.

All programmes are located in specific Departments which are managed by Heads of Department (HoDs). In very large Departments, academic programmes have coordinators whose main job is to ensure that the interests of students are considered when such programmes are offered. In other words, coordinators with the support of HoDs, make certain that programmes have relevant and suitably qualified staff and that the correct curricula are presented to students without failure.

In instances where students do not perform well repeatedly, UL, applying applicable rules (for example, Rule G26) has a system that blocks such students from registering modules that they have failed. This is important because a student cannot remain on campus forever without success. In spite of this, students are given the opportunity to appeal against exclusion from study. If their appeal does not succeed, students are advised to complete the modules they have failed at another university, and thereafter bring the results to UL for recognition. However, there instances where all this does not work because the student's performance would have been dismal, In such a case, UL has no option, but to advise the student to look for alternative study route elsewhere.

5.2 During Phase 1 of the QEP, what changes at institutional level (a) have been made, (b) are in progress, or (c) are in the planning stages that relate to enhancing course and

programme enrolment management.

The University reviewed all its programme admissions requirements. A comprehensive submission in this regard was approved by the Senate meeting of 12 June 2015 (S2015/1145-1176).

5.3 Provide one or more (but not more than 5) exemplars to illustrate specific aspects of the change(s) that are successful. Provide evidence for claims of success. Where an activity is in the planning stages, indicate what evidence will be collected.

5.4 Provide one or more (but not more than 5) exemplars of changes that have not been successful and suggest reasons.

5.5 If possible, identify one or more promising practices related to this focus area. Describe the practice and provide evidence for success. Suggest what the key features might be.

5.6 Identify the main challenges the university still faces in relation to this focus area.

6. REFLECTION ON PHASE 1 OF THE QEP (suggested length 2-6 pages)

6.1 What has been the effect on the university of participating in the QEP for the past two years?

UL has started to recognise that all aspects related to teaching and learning require serious attention. Both students and staff deserve to be accorded the respect they deserve. Unhappy and underqualified staff would only lead to poor quality in terms of offerings. This is why the University has introduced a variety of awards to encourage staff to perform to their best ability in all academic endeavours. Furthermore, UL tries its utmost to employ suitably qualified staff in all programmes.

Teaching used not to receive adequate attention. This is a thing of the past as teaching now occupies a more important space in the academic activities of UL. That is why for the first time all Faculties at UL now conduct Winter and Summer School Examination. A whole

week is set aside to offer extra classes to students who do not make it in the main examination.

Again, in order to enhance the quality of teaching and learning, the University has been exhorted to design new policies and guidelines which enhance the quality of teaching and learning. In this regard, one may speak of recently Senate approved tools (13 November 2015) such as:

- Rules for assessment feedback and remarking/reviewing of assignments and test scripts
- Class attendance monitoring tool
- Undergraduate students academic performance management and exclusion policy
- Management of teaching and learning and assessment

In addition, a University can only exist if students are treated well and given the requisite support in their academic lives. First, quality programmes must be offered so that students become competitive in the market place. Emotional and psychological needs of students should also not be ignored. It is for this reason that the University has established various centres to take care of student health and social needs.

6.2 In what ways did the university's involvement in the QEP promote or strengthen collaboration with other universities on specific issues?

Benchmarking with other universities on issues such as provision of quality teaching and learning has led to close cooperation between UL and University of Venda (UNIVEN). Last year the whole management team of UNIVEN paid UL a visit to learn about strategies that enhance teaching and learning. In turn, staff from UL is also expected to return the favour sometime next year or as soon as possible.

Assessment of examination by external academics is crucial because it improves and maintains standards that are expected to be adhered to at all times. UL requires that all its final and postgraduate modules be externally evaluated by external academics. Most of these academics are at universities found across the country. In this regard the following universities are worth mentioning: Cape Town, Cape University of Technology, Stellenbosch, Free State, Witwatersrand, KwaZulu-Natal, Witwatersrand, Pretoria, Tswane University of Technology, Northwest University, Western Cape, Nelson Mandela Metropolitan University and Fort Hare.

Curriculum development is also a cog of remaining relevant and up to date with developments in various fields. UL maintains relations with other universities in order to cooperate with them on curriculum development. For example, Education Deans Forum meet regularly to discuss curriculum issues. It is worth mentioning that the Deans in this case come from all the universities in the country.

6.3 Looking back over the past two years, in a page or two, summarise the university's main

triumphs, improvements, changes and challenges related to the four QEP focus areas.

The status of teaching and learning is now almost on an equal footing with research. This has led to the hiring of more staff members at all levels, mandatory conducting of a minimum number of assessments to ensure quality, implementation of Winter and Summer School exams, invitation of prominent guest speakers to motivate students,

An adequate number of student residences play a great role in achieving quality teaching and learning. Currently, having noticed that most of its students stay outside campus, UL has embarked on a serious drive to construct more student residences. This is why there is a state of the art student residence complex nearing completion. Although the residence will not completely alleviate shortage of student accommodation, it will go a long way in addressing the problem.

As majority of students stay off campus, UL has opened negotiations with property owners who house its students to adopt minimum acceptable housing standards. Besides this, UL also provides transport for its students at night from campus to the surrounding areas where its students are accommodated. This encourages students to study harder and not to worry about being accosted by criminals on the way from campus to their off campus residences.

One of the main challenges that UL experiences regularly is the departure of academics for the so-called greener pastures. This poses a difficulty for the University as it is required to keep advertising posts to fill the vacancies that shall have materialised as a result. It does not bode well for consistency regarding the style that students must be accustomed to regarding teaching and learning.