Quality Enhancement Project Inkundla 11 September 2014

Institution name: Mangosuthu University of Technology
Representatives' names: Prof S Malinga, Dr Aria Merkestein
Representatives' emails: senzo@mut.ac.za, merkestein@mut.ac.za

Focus Area 2: Enhancing student support and development – Dealing with under/unprepared students

Student support through tutorial and mentorship programmes

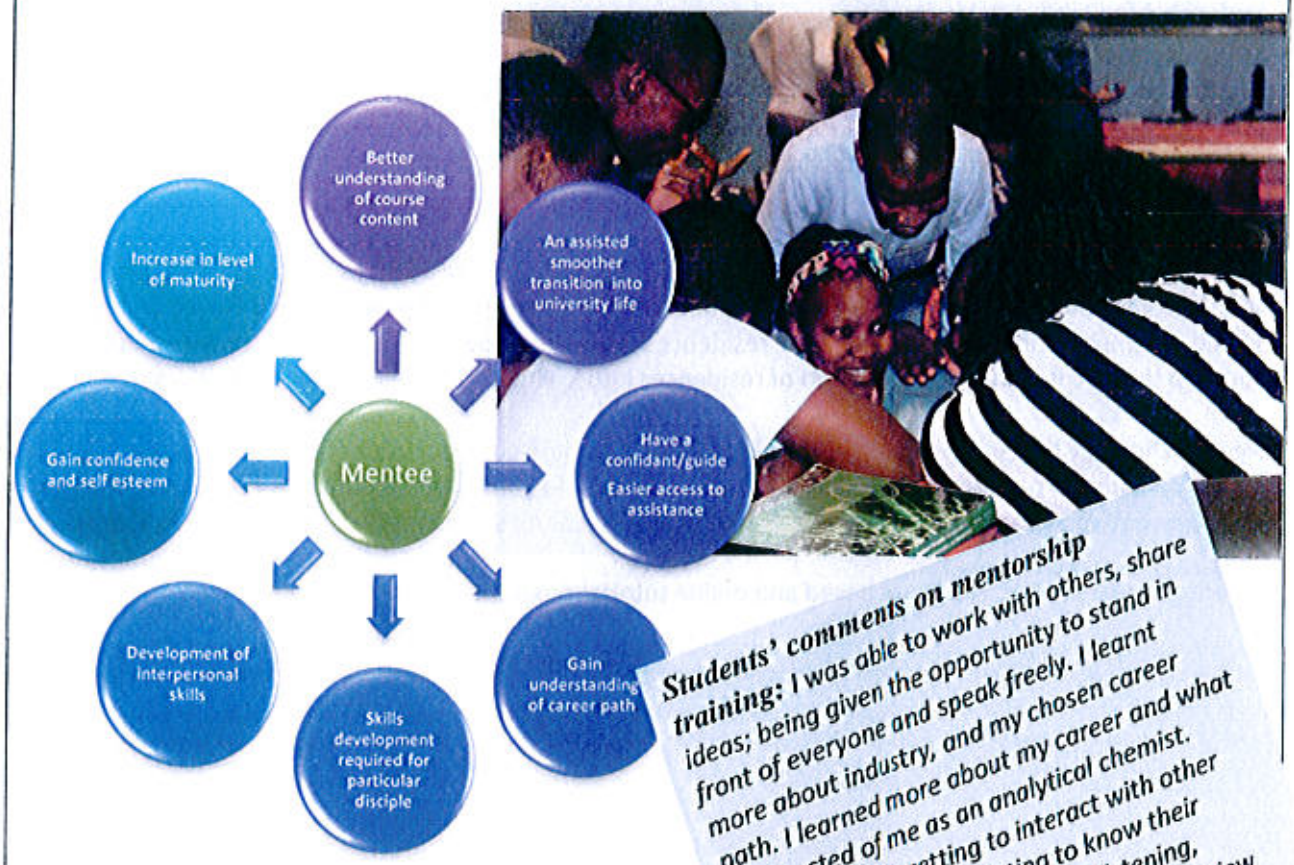
Many students coming to MUT are un/underprepared. Prior to coming to MUT, many students have very little of no idea of the programmes they enrol in or their potential careers.

To assist students in their studies, tutorial programmes are being put in place. These involve online and residence based tutoring. As a pilot, the on-line tutoring with first year students focuses on the Mathematics courses.

In the mentorship programme a holistic approach is followed focusing on both academic, career and interpersonal skills. The programme incorporates two types of mentorships, running concurrently:

1) Student-Student (13 Senior student mentor paired with max 3 first year students as mentees);
2) Staff-Student (10 Department staff member mentor paired with max 2 senior students as mentees).

A pilot program was run during the first semester 2014 in the Department of Chemistry with about 40 students. In the second semester the Departments of Chemical Engineering and Surveying were added.



Students' comments on mentorship training: I was able to work with others, share ideas; being given the opportunity to stand in front of everyone and speak freely. I learnt more about industry, and my chosen career path. I learned more about my career and what is expected of me as an analytical chemist. Team working getting to interact with other fellow students and getting to know their backgrounds. Communication, listening, thinking skills as well as listen to others view points. I had a greater understanding of interpersonal skills and the idea of teamwork.

Quality Enhancement Project Inkundla 11 September 2014

Institution name: Mangosuthu University of Technology
Representatives' names: Prof S Malinga, Dr Aria Merkestein
Representatives' emails: senzo@mut.ac.za, merkestein@mut.ac.za

Focus Area 3: Enhancing the learning environment – Creating Sites of Learning

MUT has embarked on a drive to increase student access to sites of learning including access to technology and in doing so, enhance the student experience. Emphasis is placed on this experience being holistic. Since much learning takes place outside formal teaching and learning spaces such as lecture rooms and laboratories, MUT is on a drive to create additional sites of learning on campus and in residences, both on and off campus.

Social & Learning spaces – Until recently there were no designated social & learning spaces on the MUT campus outside the Library or the Campus Residences. Hence, four spaces on campus have been designed to ensure that students have a place to gather in order to undertake group work, hold discussions or socialise. The 4 social & learning spaces will have a covering (tensile structure), external furniture and electrical connections to ensure that while students are gathering they can use electronic devices such as laptops, iPads or cellphones.

Open and drop-in and open laboratories - The open and drop-in laboratories have enabled students to access learning materials outside the classroom and complete assignments on time. There are always queues of students waiting for their turn to use the open laboratories when academic programmes are in session. Each student is generally given a one hour slot to ensure the usage of these resources by as many students as possible.

Wifi - Through WiFi hotspots, students are able to access learning materials from most locations on campus.

Library as a site of learning – The Library has facilities for self-study and discussion, three drop-in laboratories as well as a laboratory set aside for BTech and Advanced Diploma students. In addition to this, the Library has a dedicated drop-in laboratory for students with disabilities, which makes it possible for these students to access material that is located in areas of the library they cannot reach.

Residences as Sites of Living and Learning - Hence emphasis is placed on residences being sites of living and academic learning. Since 2012 the Student Housing Unit has provided training to all newly elected House Committee members aimed at empowering student leaders in residences with the knowledge and competencies needed to provide leadership that focuses the transformation of residences into "living and learning communities".

Also the role of technology to create interactive learning sites is emphasised. Since residences are considered to be sites of learning, all external residences have dedicated study areas and computer laboratories (WiFi). Additionally, students can access networked resources from four of the twelve off-campus residences.

To assist students in their studies, residence based and online tutorial programmes are being put in place.

Quality Enhancement Project Inkundla 11 September 2014

Institution name: University of Johannesburg
Representatives' names: Prof Rory Ryan; Dr André van Zyl
Representatives' emails: rryan@uj.ac.za andrevz@uj.ac.za

Focus Area 2: Enhancing student support and development

The UJ First year Experience (FYE) initiative

The UJ First-Year Experience (FYE) initiative was launched during 2010 and has become part of the UJ culture and its strategic direction. The UJ FYE is an institutional initiative aimed at enhancing the institutional teaching and learning environment in order to improve student success.

The UJ FYE is defined as a holistic initiative which encompasses all aspects of first year student experience in the context of an invitational and equitable institution. It comprises both curricular and extra-curricular initiatives, and is far more than a single event, programme or course. It attempts to establish an ethos and a way of life, through which all first year students will experience the transition into university life.

During the launch phase, the UJ FYE consisted of seven initiatives (placement testing, orientation, extended orientation, senior-student involvement, extra-curricular activities, improving the academic ethos in the residences and student tracking). The first years of the UJ FYE were a great success with many structural improvements and incremental improvements in the student experience. An institutional FYE approach with top-management support, a committee structure, faculty involvement and an FYE coordinator seems to be the best way forward when trying to improve institutional readiness and the environment into which the students step when arriving on campus. Although the seven initiatives described continue, more the UJ FYE has continued to develop with written and e-materials becoming available; a developing social media presence; more institutional stakeholders being involved and informed and the general FYE momentum growing over time. During the first two FYE Strategic committee meetings of 2014, the following priorities for the UJ FYE were decided upon:

- Meal assistance for students: The aim is to establish the depth of the problem and then make suggestions on how this can be more comprehensively addressed in order to assist hungry students
- Transport problems: Many students report experiencing problems with finding reliable and safe transport to and from campus. Various options, including the UJ inter-campus bus service and the Ria Vaya bus rapid transport system will be investigated
- Student accommodation: According to the Initial Student Experience Survey, very few students stay on campus and 35% of students reported being unhappy where they resided
- First year students have difficulty with English as a language of instruction which is the main language of instruction at UJ
- Another set of challenges facing both the institution and its students are the issues surrounding Information and Communication Technology readiness. It was decided to progressively roll out a strategy at UJ to ensure that all first year students have an internet ready device (laptop or tablet) and to provide internet infrastructure on campus. This has brought many challenges for both students and the institution
- Learning Spaces have to be created for students who want to study either individually or as groups without constructing new buildings. This will involve the better use of current spaces and the exploration of 'dead' spaces within existing buildings

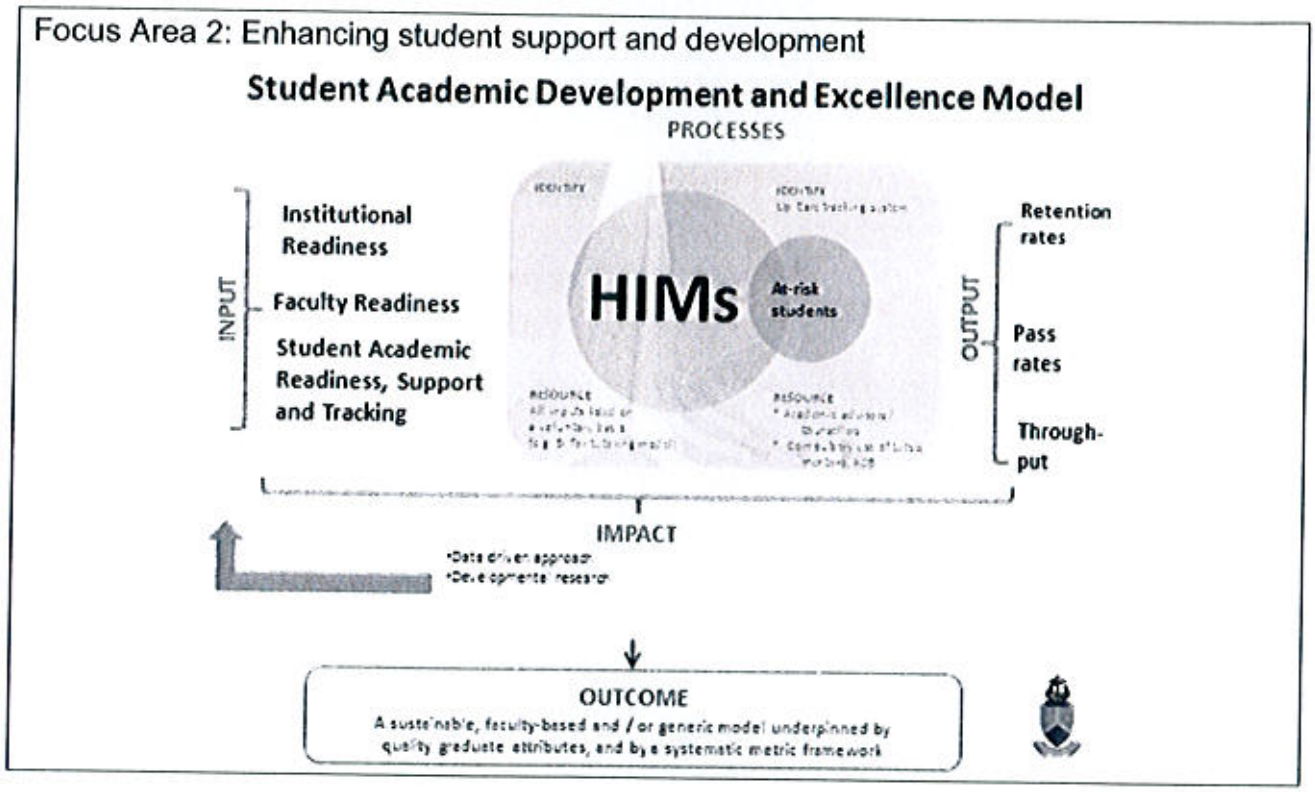
UJ has been successful in receiving a substantial grant from the Collaborative Programme Fund of the DHET, for the establishment of a First Year Experience National Resource Centre. The NRC will function as a locus for research, collaboration, conferences, international partnerships and best practice models for FYE in South Africa.



Quality Enhancement Project Inkundla 11 September 2014

Institution name: University of Pretoria
Representatives' names: Prof. Wendy Kilfoil (alt. Prof. Ana Naidoo) & Ms Lindi Tlou (alt. Ms Karen Kellerman)
Representatives' emails: wendy.kilfoil@up.ac.za & lindi.tlou@up.ac.za

Focus Area 2: Enhancing student support and development



In 2010 a Steering Committee for Student Access and Success was formed, chaired by the Vice Principal: Teaching and Learning. Executive leadership was important to the success of the committee's work. The steering committee was a response to student success being identified as a significant risk for UP after the lower-than-usual undergraduate success rate in 2009 after the first intake of NSC students from the outcomes-based school syllabus. The steering committee became a forum for wide-ranging, rich discussions on student success as well as a practical instrument for planning, integrating and resourcing student development. Initially five Faculties participated in piloting a number of initiatives identified in the literature and at international conferences as key to student success, particularly at first-year level: academic orientation, tutoring, mentoring, supplemental instruction and academic advising. Other pilots included the use of technology – clickers and mobile devices. After a year the other Faculties joined the committee. At about this time, the learning from the successful pilots was systematized as the Student Academic Development and Excellence Model (SADEM). The model looked at institutional, Faculty and student readiness; processes in place to identify and resource high impact modules as well as at-risk modules and students; output; outcomes and impact. The gradual improvement in success rates since then can be attributed at least partly to this model that expanded and integrated initiatives across the institution and its resourcing. The latter is a good example of how the DHET teaching development grant can be used to improve teaching and student success. We know the interventions have worked because the pass rate has slowly increased since and we also conduct research into each intervention annually and improve as necessary.

Quality Enhancement Project Inkundla 11 September 2014

UNIVERSITY OF KWAZULU-NATAL
INYUVESI YAKWAZULU-NATALI

Institution name: University of KwaZulu-Natal (UKZN)
Representatives' names: Dr Rubby Dhunpath; Professor Bala Pillay
Representatives' emails: Dhunpath@ukzn.ac.za; Pillayb1@ukzn.ac.za

Focus Area 2: Enhancing student support and development

One of the successful Institutional initiatives implemented systematically in line with the Academic Monitoring and Exclusions Policy is the University **Academic Monitoring and Support Strategy (AMS)**, a home-grown support programme that recognises student success and failure are a product of both Institutional and student (under)preparedness. AMS is evidence-driven and determines what resources are required to improve Institutional responsiveness for student progression success and quality.

The AMS programme is **primarily targeted at "At Risk" students**, who are identified on the University system through academic progression codes, which use a colour coding based on students meeting (or not meeting) their minimum credit progression requirements (Academic Monitoring and Exclusions Policy). However, AMS is available to all students who require additional support. If a student falls below minimum progression requirements for their qualification, their status on the system changes from green to orange and this initiates required AMS actions on the part of both the students and College/School staff; if low/poor performance persists, they are flagged on the system as red showing they are at risk of exclusion.

Through **a coherent University-wide system supported by ULTO** (http://utlo.ukzn.ac.za), Support Sector services (e.g. QPA [http://qpa.ukzn.ac.za]; Research Office [http://research.ukzn.ac.za]; ICS [http://ics.ukzn.ac.za]) and College specific support; students' receive academic, pastoral and counselling support. Additionally, Colleges are able to access early-warning indicators that impact student progression through a Dashboard of Institutional Data (https://ii.ukzn.ac.za/Report).

Success Evidence:
The AMS strategy has been externally reviewed and also externally evaluated and a set of commendations to gauge success and a range of recommendations to improve its functioning and impact have been provided. These are being deliberated by Schools and Colleges and a response will be tabled at Senate later this year.

Based on the last **AMS report tabled in Senate** (6 November 2013), all Colleges reported that they have fully functioning AMS systems and have assessed themselves as being fully or adequately compliant on the majority of Senate approved AMS minimum criteria. UTLO reported that 73% of all 2012 UG students met or exceeded minimum progression requirements. The number of academic exclusion appeals considered at an Institutional level have reduced from several hundred annually five years ago to under a 100 (Academic Exclusions Appeals Committee minutes tabled at Senate 14 May 2014).

Monitoring of a range of indicators which are expected to show improvement as a result of Institutional support activities. For example, attrition rates in UG degrees have declined from 13% in 2005 and remained consistent at 11% (which is due to dropout rather than exclusion); Success rates have been above national averages but achieved DHET target of 80% in 2012 for the first time (AMS report to Senate, 6 November 2013).

Quality Enhancement Project Inkundla 11 September 2014

Institution name: University of Venda
Representatives' names: Dr Clever Ndebele and Mr Vakele Nobongoza
Representatives' emails: Clever.Ndebele@univen.ac.za and Vakele.Nobongoza@univen.ac.za

Focus Area 2: Enhancing student support and development

The university has the Centre for Higher Education Teaching and Learning (CHETL). With three of its units, namely, Student Counselling and Career Development Unit (SCCDU), Academic Development Unit (ADU) and Disability Unit (DU), the centre share one key role which is student support and development. CHETL is a comprehensive establishment which offers a holistic range of programmes and services on teaching and learning to guarantee continuous improvement in throughput and graduation rates. This centre contributes significantly to this mandate by empowering academic staff on methods and strategies for more effective teaching and assessment as well as helping students acquire effective learning skills.

CHETL is currently involved in the following successful activities:
Academic Support for Student and Staff: coordination and implementation of academic development programmes as well as provision of services that are intended to empower staff and students to participate successfully in the process of enhancing teaching and learning.
Capacity Building: Students: responsible for the provision of a range of services necessary for the enhancement of student success which takes into account their personal growth and career development. Participation in the Institutional Student Orientation Programme and mobility training for visually impaired students. Student Development Programmes to enhance life and academic skills. 179 students have already been trained as mentors, 85 trained as tutors and 16 trained as language assistants. Counselling and Career Development Services including job search skills for final year students. ***Social Welfare Services:*** The centre has a database of needy and deserving students and has since introduced Thoho-ya-Nzie Sharing Scheme. This is a scheme designed to help financially needy students.
Student Counselling and Career Development: the centre provides a range of services necessary for the enhancement of student success which takes into account their personal growth and career development.
Support for students with disabilities: The DU provides services to students who, due to their various disabilities are experiencing barriers to learning. The unit also provides training in adapted technology for students with various disabilities.

CHETL has the following planned activities:

1. Electronic module on study skills and writing skills for first years
2. Student tracking system of "at risk" students and modules
3. Mentor and Tutor Guide
4. Benchmarking with other institutions on the Graduate Recruitment Programme
5. Benchmarking with other institutions for development/identification of a suitable testing system
6. Marketing of services to students through class visits, use of electronic board and radio broadcasts.

Quality Enhancement Project Inkundla 11 September 2014

Institution name: Cape Peninsula University of Technology
Representatives' names: Professor Chris Winberg, Ms Luclaire Airey
Representatives' emails: winbergc@cput.ac.za , aireyl@cput.ac.za

Focus Area 2: Enhancing student support and development

[Use this space for words, graphs, pictures, photos, diagrams or tables to present a successful activity or initiative related to this focus area and how you know it was successful]



Extended orientation for all first years/ECP students: building basic skills for academic success.



Physics concepts: hands on experiments with physics (example from Emergency Medical Sciences).



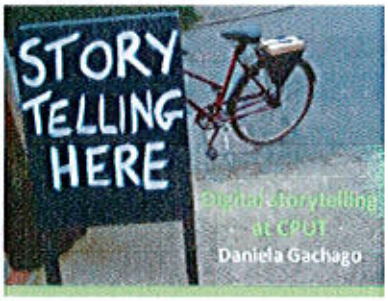
Tutor and mentors – trained and supported by Fundani and the Faculties.



The Disability Unit: support for CPUT staff and students.



Tablets and laptops to support student learning.



Affirming diversity (and developing video skills) through digital stories.





Student development: sports, clubs, - raising environmental awareness through the green team & water warriors



Student Counselling Services



Multilingual maths tutorials.



Autumn and Summer Schools for students who are close to passing 'at risk' subjects.

Quality Enhancement Project Inkundla 11 September 2014

Institution name:	Nelson Mandela Metropolitan University
Representatives' names:	Cheryl Foxcroft, Piet Roodt & Denise Zinn
Representatives' emails:	Cheryl.Foxcroft@nmmu.ac.za; Piet.Roodt@nmmu.ac.za; Denise.Zinn@nmmu.ac.za

Focus Area 2: Enhancing student support and development

Supplemental Instruction (SI)[4] is a student academic assistance programme that increases student performance and retention. Fundamental features are that it is *voluntary*, *student driven*, *cost effective*, *and focuses on high risk courses* rather than high risk students. The SI facilitators are senior students themselves (near peers), who have successfully completed the course concerned and have received intensive training in the principles of non-directive facilitation of small groups. They offer regular, out of class, *peer facilitated sessions* after attending the lectures, thereby integrating content with learning skills and study strategies. The programme is offered to all students, predominantly at first year level, and is *embedded within the context of the discipline*. The programme attempts to address students' needs in a *holistic approach*. *Departmental ownership* of the programme is critical for the successful implementation of the programme.

Statistics: In 2013, 101 trained senior student facilitators provided 2091 SI sessions mainly for first year students in 104 high risk modules across all our campuses.

In keeping with the drive towards adopting a more blended approach, student support and development initiatives are increasingly being made available online. An example of this is the **e-PAL (Electronic Peer-Assisted Learning) programme** in which senior students facilitate SI-like interactive learning sessions online in 26 modules via the Moodle-based i-Learn. There was a 9% increase in participation in e-PAL from 2012 to 2013.

While SI and e-PAL continue to expand, in some diploma programmes and for senior students **mentoring** has been introduced instead of SI. Three mentoring models are in place, namely:

1. A holistic mentoring and student development programme for first years (e.g., in management diploma's and in the School of Engineering).
2. Mentoring programmes for senior students sometimes run by external professionals and senior students (e.g., in the Social Development professions).
3. Mentoring programmes guided by academic development professionals in collaboration with academics & retired professionals)(e.g., in the Faculty of Engineering, the Built Environment & IT).

Are the various peer-assisted learning opportunities impacting on student success?

Impact on Student Success: SI, e-PAL and mentoring are impacting positively on student success. For example, since introducing a mentoring programme in the School of Engineering, success rates have grown from 64% in 2007 to 72% in 2013. Furthermore, modules in which e-PAL is offered showed increased success rates and in 56% of the modules the increase in success rates was higher than NMMU's general 2% increase in success rates over the past few years. For modules where SI is offered, success rates increase by at least 5% on average. Sometimes the increase is more dramatic. For example, in 2013 a new lecturer who participated in some teaching development courses, made use of active and collaborative learning, included some online activities and strengthened the role of SI leaders saw the pass rate in his analytical chemistry module increase from below 50% to 98%.

Impact on growing the next generation of academics: A recent count shows that 37 of NMMU's academic staff members are former SI Leaders.

Challenges: Voluntary attendance - should SI, e-PAL and mentoring be compulsory? Maybe compulsory at least for students who are "flagged" as needing support?

[4] NMMU's SI programme is in its 21st year of existence. NMMU is also the National Office for SI in South Africa and is responsible for training SI Supervisors and academics at other SA universities and VCET Colleges. Training has taken place on 41 institutions to date.

Quality Enhancement Project Inkundla 11 September 2014

Institution name: University of the Witwatersrand
Representatives' names: Prof Andrew Crouch (DVC Academic) & Prof Christine Woods (Director: Centre for Teaching, Learning & Development)
Representatives' emails: Andrew.crouch@wits.ac.za; Christine.woods@wits.ac.za

Focus Area 2: Enhancing student support and development

STUDENT SUPPORT PROGRAMME IN THE FACULTY OF HEALTH SCIENCES

The Faculty of Health Sciences run a comprehensive Academic Support Programme through the **Office of Student Support** in the faculty. It involves the following components

ACADEMIC TUTORING:

- **GROUP TUTORING FOR 1ST YEAR COURSES:**
- **ADP's FOR 2ND YEAR COURSES:**

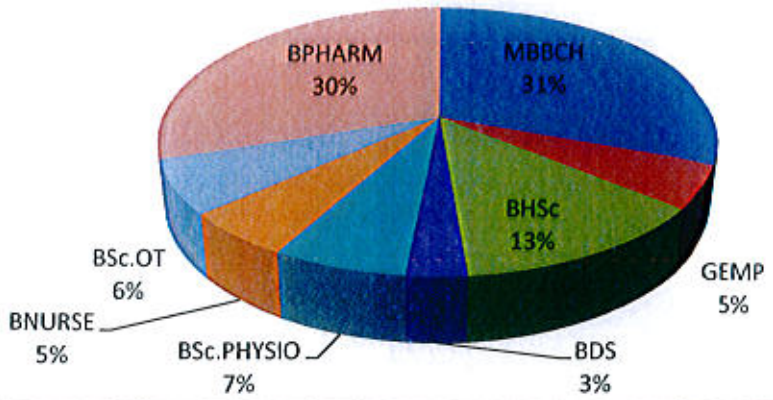
The Schools of Anatomy, Physiology and the Department of Molecular Medicine, School of Pathology, run ADP's and all students who were deemed to be at risk academically were required to attend. 12 ADP tutors were utilised to tutor 400 2nd year students in the subjects mentioned above. The tutorials took place on an average of 2 sessions, per tutor, per week and in groups of 25 students.

- **STUDENT PEER TUTORING**

Student peer tutors provide academic assistance to other students on a 1:1 basis or in very small groups.

Figure 1 below provides details of the number of students per degree who were provided with tutoring.

Figure 1. Percentage of Students Tutored Per Degree



"READ ON" PROGRAMME:

Academic reading and writing are a major area of need amongst students, particularly those for whom English is not their home language. In 2013, the Faculty introduced the Read On! programme and made it compulsory for readmitted students.
Read On! is an interactive deep-learning computer programme to improve a student's English language. It comprises three aspects of reading namely: Reading Strategies (reading), Language Clues (grammar) and Combined Practice (free writing). Read On! offers graded lessons in vocabulary, phonological awareness, reading comprehension and reading fluency. Read On! offers built-in formative assessments at every lesson and level, that diagnose reading deficiencies and prescribe instruction and practice and even further practice, in areas of reading 'weakness' for the learner.

The Read On! programme has ten instructional levels, RA, AA, BA, CA, DA, EA, FA, GA, HA and IA, with RA being the lowest level and IA being the highest level. Each level contains twenty lessons and each lesson includes a reading, comprehension and writing component. The lessons focus on **vocabulary, reading, language arts, writing, and listening skills** at varying levels of difficulty.

The instruction and assessment is individualized as soon as the student takes the screening and assessment, which places them at an appropriate level in the Read On! programme that offers them challenging reading, comprehension, analysis and writing instruction for their personal level.

The Read On! management system monitors the learner's progress through formative assessments and prescribes an individualized, self-paced path of learning for the learner. If learners require extra practice or instruction (identified by the ongoing evaluation in Read On! when learners have not mastered specific skills) they are redirect to former levels of instruction, so they can practice, until they achieve mastery of that particular aspect, there after they return to their own level in the Read On! and continue to work forward.
The level set in the Read On! programme is 80% as a pass mark and a reading speed of 100 w.p.m. as recommended by the provider.

The Read On programme was set up, installed and launched to first and second year Health Science students. Read On screening and assessment of 1187 students was carried out across all schools. Of the 170 readmitted students for whom the Read On programme was compulsory, as one of the conditions for readmission, 35 (*4* did not participate*) were placed on the programme throughout 2013. The only students not assessed were BHSc and BDS students.

Table 1. Results of the Read On! Screening and Placement Assessments Per Degree and Year of Study

DEGREE + YOS	No of students	Placed onto RO	Level									% placed
			AA	BA	CA	DA	EA	FA	GA	HA	IA	
Occupational Therapy I	52	8			1	1			3	1	2	15%
Pharmacy I	82	21					3		3	12	3	26%
B Nursing I	41	20		1		2	3	1	3	5	5	49%
Physiotherapy I	61	7							2	4	1	11%
BCMP I	53	19					3		7	6	3	36%
GEMP 1	299	16					2		2	5	7	5%
MBBCh I	245	27					1		3	16	7	11%
TOTAL	**833**	118										
Occupational Therapy II	44	3					1		1		1	7%
Pharmacy II	62	14					3	1	3	6	1	23%
B Nursing II	21	6						3	1	1	1	29%
Physiotherapy II	50	4								4		8%
TOTAL	**177**	27										
FRC/CRC/MAR	170	35 (*4 did not participate)			1	1	2		5	20	6	21%
Cuban Trained Students	3	1								1		33.3%
EXTRAS	4											
TOTAL	**177**	36										
Total Students	**1187**	181	**0**	**1**	**2**	**4**	**18**	**5**	**33**	**81**	**37**	15.2%

4

Quality Enhancement Project Inkundla 11 September 2014

Institution name: Stellenbosch University
Representative 1: André Müller aemuller@sun.ac.za
Representative 2: Antoinette van der Merwe advdm@sun.ac.za

Focus Area 2: Enhancing student support and development

The First-Year Academy is a comprehensive University initiative to improve the success rate of first-year students by implementing or facilitating a variety of research actions, programmes and projects. The abstract below summarizes a key research project in terms of the BeWell project:

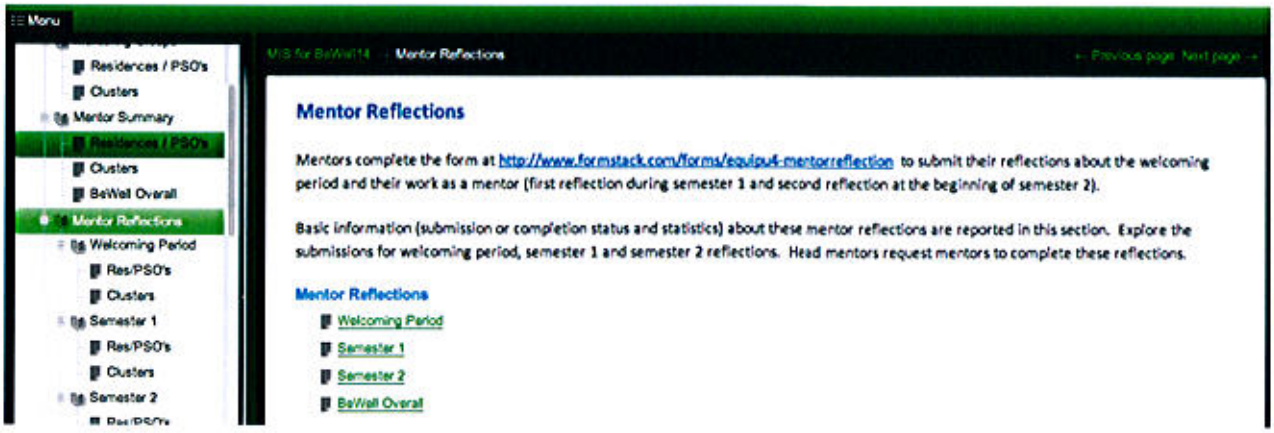
Mentoring Wellness and Positive Psychological Predictors of Academic Performance via a Network of Student Mentors and Innovative Web and Mobile Apps

Student Affairs at Stellenbosch University adopted a wellness model that focuses on six wellness dimensions, namely the physical, emotional, intellectual, occupational, social and spiritual. A comprehensive literature study revealed that wellness related factors from all six dimensions, like physical exercise, emotional intelligence, self-control, grit, hope, optimism, type of mind-set, equanimity, positivity, character strengths, curiosity and mental toughness, affect academic achievement. Academic support efforts at our institution attempt to address these factors.

At first-year level our university utilises 560 trained mentors (senior students) to guide approximately 5000 first-year students during their first six to nine months at university. This psycho-social support aims to enhance wellness, to develop positive psychological factors that affect academic achievement and to create a "flourishing" campus culture, and takes place in 39 residences and private wards.

Six wellness cards with definitions, guiding questions and activities are used by mentors during 10 to 12 one hour sessions with their mentees to facilitate growth and positive discussions. Gamification principles are integrated within the supporting website of the project to enhance engagement, competition and motivation. Mobile apps are used by both mentors and mentees to record their sessions, to access supporting material, to study leaderboards and engage with social media. All mentors and mentees are also supported by their own individualised and secure wellness websites with assessments, ebooks, audiobooks, e-workshops, tracking tools, journals, profile pages and personalised leaderboards.

Results from 2013 indicate a sharp improvement in the academic performance of first-years in residences that actively participated in the project.

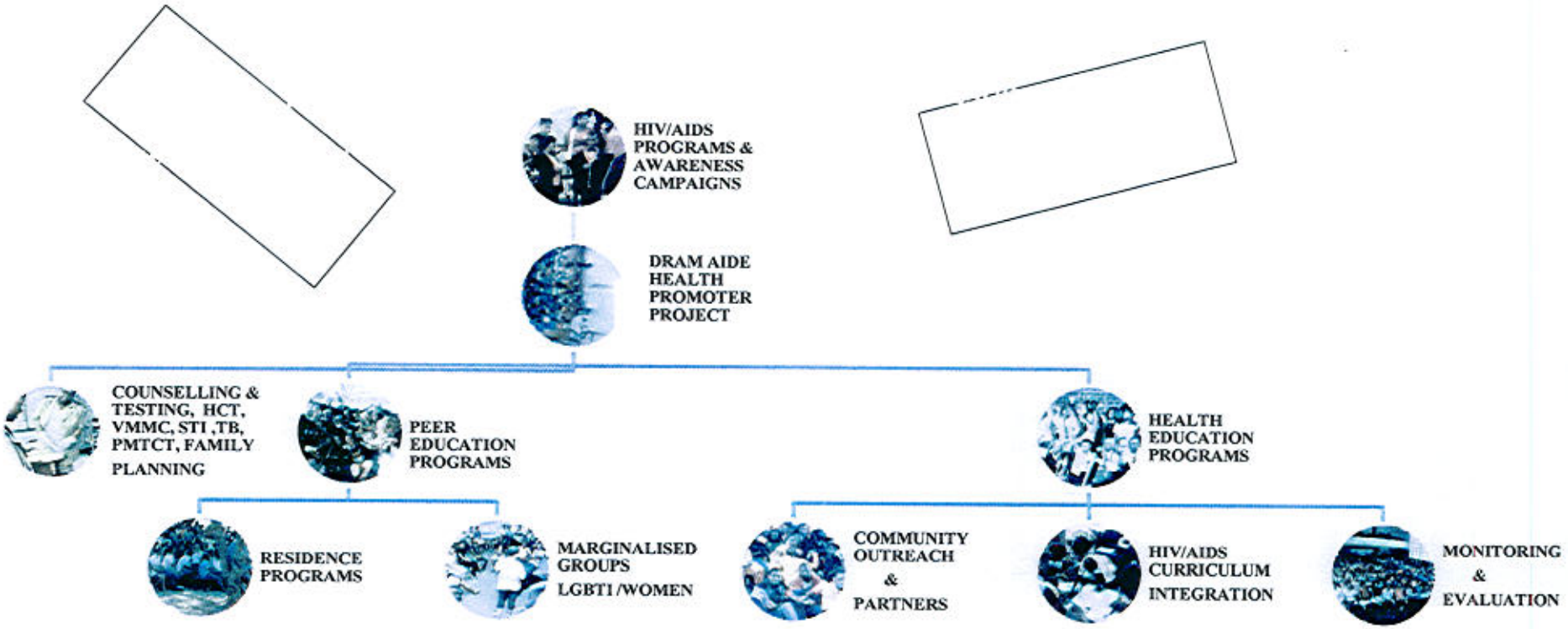


Picture: A screen shot of the BeWell management information system's website, also accessible on cell phones

DURBAN UNIVERSITY OF TECHNOLOGY: *REPRESENTATIVES: MRS K SATTAR sattark@dut.ac.za PROF. T NGWENYA Ngwenya@dut.ac.za*

FOCUS AREA 2 : ENHANCING STUDENT SUPPORT & DEVELOPMENT

Providing Accesss, Maximising Opportunities for Testing, Intergrating HIV/AIDs into Reproductive Health Services & Curriculum



Quantative & Qualitative Indicators : Utilization of Health Clinics and Counselling Services, Statistics of Attendance and Number of Psycho Educational Programs and Campaigns Developed and Implemented, Enrollment Figures for Peer Educator Programs, Statistics for Residence Programs, Statistics of Condom Distribution, Prevalence Studies , Number of Community Outreach Programs Coordinated, Successful Funding Proposals Secured, Curriculum Integration Tracking, HCT,VMMC STI, Family Planning, TB Statistics, Teenage Pregnancy Statistics, Monitoring & Evaluation Results, Partner Feedback NACOSA,HEAIDS,DRAMAIDE, Nos. of Students Graduating , Feedback from Orientation Programs……

- HIV/AIDS programs and initiatives are rolled out via the Student Services and Development ambit in conjunction with Higher Education HIV/AIDS (HEAIDS).
- Prevalence figures for HIV/AIDS identify the age group 14 -25 years as the highest at risk for contracting HIV/AIDS, the university attending population falls within this group. KwaZulu Natal is the most affected province.
- Females within this age group are identified as the most vulnerable.
- To mitigate the effects of HIV/AIDS on the university going population HIV/AIDS Prevention Programs are developed and implemented campus wide.
- Mass Campaigns or macro events like Graduate Alive, First Things First and Know your Status seek to encourage students to test by taking the first step in getting to know their HIV AIDS Status.
- The ZAZI campaign is geared specifically towards empowering female students to get to know themselves and to take responsibility for their sexual decision making.
- Voluntary male medical circumcision (VMMC) is a mass campaign that seeks to mitigate the effects of HIV/AIDS as research has shown that it is effective in reducing the risk of contracting HIV/AIDS in males.
- The Dramaide Health Promoter Project seeks to promote healthy lifestyles amongst students via a Health Promoter who is a person living openly with HIV/AIDS.
- HIV AIDS Counselling and Testing (HCT) services are offered at the Health Clinics campus wide as is TB Screening, STI treatment, family planning CD4 counts as well many other services..
- Funding for specific programs is secured via HEAIDS, DRAMAIDE, NACOSA and other partners and is dependent on submission of a proposal.
- The various prongs of the diagram identify the comprehensive institutional response to mitigating HIV/AIDS amongst its students

Quality Enhancement Project Inkundla 11 September 2014

Institution name: **UNIVERSITY OF FORT HARE**
Representatives' names: Noluthando Toni; Rod Bally
Representatives' emails: ntoni@ufh.ac.za; rbally@ufh.ac.za

Focus Area 2: Enhancing student support and development

The Teaching and Learning Centre (TLC) has been capacitated by the university over many years to tackle the issue of under-preparedness of a significant proportion of students. It has adopted a multi-pronged strategy to achieve improvements in performance; these are listed below.

- Training and management of Supplemental Instruction (SI) leaders;
- The Writing Centre;
- Management of the learning management system, Blackboard;
- Management of the plagiarism prevention tool, Turnitin;
- Management of the Tracking system (together with the Planning & Quality Assurance unit);
- The Peer Assisted Student Services (PASS) venues;
- Developing and administering instruments for students to evaluate courses (this must be voluntarily requested by lecturers);
- Tutor training.

Notable in this multiplicity of approaches is the role of postgraduate students. The institution has been following a consistent approach of growing this component of the student body over many years. In doing so, the university has created an aspirational environment for its undergraduate students, one that is peopled by successful and experienced who are able to provide support, guidance and advice in both formal and informal contexts. These students are also available after hours, when formal academic support is not to hand.

Evidence for the TLC's effectiveness comes both from the Student Satisfaction Survey (held annually and where the unit scored a 77% satisfaction score) as well as from the special survey conducted in preparation of the institutional QEP report. The results of the latter survey are tabulated below.

	Frequency	Percentage
Very helpful in advancing understanding	110	71%
Varies	19	12.2%
Some tutors don't attend	9	6%
Not good – use own language, have bad attitude, not effective	7	4.5%
None available for this year of study, but want them	7	4.5%
Not enough equipment for practicals	1	0.6%
Time consuming during test week	1	0.6%
Difficult to understand them	1	0.6%
	155	100%

The TLC is, therefore, a highly successful intervention that enhances student support and success.

UNIVERSITY OF THE FREE STATE
UNIVERSITEIT VAN DIE VRYSTAAT
YUNIVESITHI YA FREISTATA
UFS
UV

Quality Enhancement Project Inkundla 11 September 2014
Focus Area 2: Enhancing Student Support and Development: UFS101

Representatives' names: Saretha Brüssow / Beate Gadinger
Representatives' emails: sbrussow@ufs.ac.za / gadingerb@ufs.ac.za

1. How Do We Become Democratic and Cultivated Citizens?

- Discuss citizenship in South Africa and beyond;
- Conduct a reflexive inquiry, analyse and document the narratives of their peers with regard to citizenship;
- Discuss how they visualise South Africa in 10 years' time; and
- Reflect on the role each citizen has towards contributing to the imagined South Africa.

2. Your Rights Versus My Rights?

- Critically reflect on human rights;
- Understand the complex and interconnected world of law, morality and ethics;
- Reflect on the role of law in facilitating order in society; and
- Demonstrate the ability to critically reflect on the above issues using reading, writing and argumentation skills.

3. Why is the Financial Crisis Described as 'Global'?

- Distinguish between micro and macro-economics;
- Understand what globalisation is and what it is not;
- Interpret the role of globalisation in the increasing global economic interdependency of local economies; and
- Understand how globalisation and economics are related to modern-day problems in society.

4. How Green is Green?

- Explain the concept "nano", how it is measured and how chemistry and nanotechnology are important in everyday;
- Appreciate time and energy measurements associated with chemical reactions;
- Reflect on the advantages and disadvantages of scientific work; and
- Think critically about the importance of scientific thinking for citizens to be innovative in addressing local & global challenges.

5. How Should We Deal With Our Violent Past?

- Understand the meaning of a historical event;
- Think critically about a historical event and link that knowledge to contemporary problems;
- Place reason above emotion alone; and
- Achieve greater balance in reasoning (to appreciate both sides of a complex argument).

6. Are We Alone

- Explain what astronomy and astrobiology is;
- Describe the importance of the scientific method in astronomy;
- Reflect on the value of investing in astronomy to answer the "big questions"; and
- Define parameters (conditions) of extreme environments in which life could be possible.

7. How Do People Change?

- Explain what social psychology is;
- Describe, by using conformity and obedience, why people do not change;
- Use social psychological research to critique mass media portrayals of love and relationships; and
- Apply principles of influence and persuasion to facilitate change.

Quality Enhancement Project Inkundla 11 September 2014

Institution name:	North-West University
Representatives' names:	Prof MJ Oosthuizen
Representatives' emails:	oosthuizen.martin@nwu.ac.za
Representatives' names:	Dr J Jacobsz
Representatives' emails:	jannie.jacobsz@nwu.ac.za

Focus Area 2: Enhancing student support and development

SI (Supplemental Instruction)

NWU has a well-established Supplement Instruction (SI) programme, which commenced in 2004, and is implemented at all campuses. SI provides a non-remedial approach to learning enrichment that increases student retention and performance, by means of regularly scheduled, out–of-class "super group" study sessions where students work together to consolidate key concepts and develop effective study strategies. SI sessions are facilitated by SI leaders, students who have previously and successfully completed the targeted module. SI leaders attend lectures, take notes and act as model students for their peers. In this manner, SI creates broader learning communities for many disciplines. Although the SI programme at NWU is largely used in first year modules to support the first year experience, research has shown that it is equally effective at further levels of study. Since 2010, there has been a noticeable trend for more students from their second year onwards to attend SI.

At NWU, the SI programme targets, but is not limited to, "at-risk" modules, defined as modules with a pass rate of less than 50%, modules with challenging content, or modules with large classes. During 2013, the percentage of at-risk modules in which SI was presented fluctuated from 33% at the Mafikeng Campus to 63% at the Vaal Triangle Campus (an average of 44% "at-risk" modules across the University). The most recent annual report to Senate on the SI programme demonstrates that for a sample of modules across the campuses during 2013, students who attended SI achieved an average module mark that is 10% higher than those who did not participate, and also have higher average levels of academic achievement. This trend is consistent with monitoring data for the period from 2008 to 2013. Significantly, a review of the impact of SI attendance for the period from 2008-2013 suggests that the SI programme contributes to student retention, as withdrawal percentages are consistently higher for students who do not attend SI.

To ensure the successful and consistent implementation of the programme, the SI manager has developed a suite of training manuals for SI leaders, SI mentors and supervisors, and participating lecturers, which set out their respective roles and responsibilities.

The feedback obtained from students during external academic programme evaluations, as well as during the consultative process relating to the QEP, supports the notion that they experience the SI programme as highly beneficial. They appreciate the opportunity that the smaller groups provide for personal interaction with the SI leaders, and it is often mentioned that some SI facilitators are willing "to walk the extra mile" by facilitating in a variety of (home) languages as requested by SI participants. This assists learners to comprehend key concepts much faster, which in turn, empowers them to explain difficult work and or concepts to other fellow students.

Gr 1

Quality Enhancement Project Inkundla 11 September 2014

Institution name: **VAAL UNIVERSITY OF TECHNOLOGY**
Representatives' names: Dr Hans Brits hansb@vut.ac.za
Representatives' emails: Mr Gerrit du Plooy gerritdp@vut.ac.za

Focus Area 2: Enhancing student support and development

[Use this space for words, graphs, pictures, photos, diagrams or tables to present a successful activity or initiative related to this focus area and how you know it was successful]

1. Writing laboratory

Attending to the needs of approximately 1500 students (2014). Enhancing (academic) writing skills of students. Evidence: quality of assignments and research manuscripts.

2. Mathematic Centre

Centre supports students in Mathematics (focusing on first years) and Statistics. Total of 2417 individual consultations were held. Evidence: Maths pass rate increased dramatically.

3. First Year Experience Programme

FYE programme supports first year students in their transition to the higher education environment through effective academic and social integration. Vehicle to enhance student success and retention. Evidence: Outcome of programme evaluation: academic competencies, comfort and relationships with academic staff, social and moral development and greater understanding of multiculturalism.

4. Academic Learning Programme (Pre-diploma intervention)

All students not qualified for main stream programmes – attend 1 Year Academic Learning Programme consisting of 5 modules determined by respective faculties. Short Learning Programme as pre-diploma intervention. Academic Learning Programme is based on a centralised system (administration, management, coordination by a dedicated unit). Evidence: Pass rates of students when in main stream higher than students that did not attend Learning Programme, feedback from academics and results proof that the students that completed the course are better prepared for main stream.

Quality Enhancement Project Inkundla 11 September 2014

Institution name: UNIVERSITY OF CAPE TOWN
Representatives' names: JUDY FAVISH/ LISA CLOETE
Representatives' emails: judy.favish@uct.ac.za; lisa.cloete@uct.ac.za

Focus Area 2: Enhancing student support and development

Flexible foundational provision

The trend has shifted from offering extra-curricular academic support or adjunct bridging courses towards embedding foundational provision in fully credit-bearing courses and flexible curricula. The rationale is not to overburden students already in need of academic support and to create alternative routes through curricula. In order to give effect to the goals of the UCT Strategic Plan, faculties have developed flexible and supportive curriculum frameworks which cater for the wide diversity of educational needs of the students entering various degree programmes. Faculties use various models of foundational provision in accordance with the needs of their degree programmes and the students therein. All faculties run some form of extended curriculum programme which adds a year of study, thus providing curriculum space for additional academic support. The different models currently offered are:

* Extended curricula incorporating a fully foundational year followed by the regular curriculum (Faculty of Health Sciences);

* Regular first year curricula taken over two years with a combination of foundational and regular courses; the foundational courses are a mixture of extended courses which comprise a structured blend of foundational and regular course material taught over a full year instead of a semester, and 'augmented' courses which cover the content of a regular course and has the same duration, but approximately double the contact time (Commerce, Science and Engineering and the Built Environment);

* Extended curricula using 'augmenting' courses, which are separate from, but integrally linked to, a specific regular course (Humanities and Law)

These models are not static, and continuous reflection and adaptation occurs. There is a growing recognition of the wide range of levels of educational preparedness that students come with and thus different models are introducing greater degrees of flexibility and choice, where possible. Thus, the timing of the entry of students into extended programmes varies for different degree programmes with some programmes placing students in the extended programme on arrival at the beginning of first year, while others use poor performance during the first semester or the first half of the first semester to place students in the extended programme. There is also a varying degree of flexibility with respect to allowing students to transfer into the extended programme at more than one point during the course of first year.

In reviewing the impact of the different models of extended programmes on facilitating progression of students through the various degree programmes (based on the cohort survival analysis since 2008 published in the 2012 Teaching and Learning Report), the Dean of the Centre for Higher Education Development (CHED) reported on the key characteristics of the models that appear to be the most successful viz:

* Flexibility with respect to placement of students, thus allowing students to transfer into the extended programme at more than one point during the course of first year.
* Extending support beyond first year in order to provide extended programme students with a smooth transition through the degree programme especially at the point where they join the mainstream cohort.
*Embedding key learning skills into the curriculum at appropriate discipline-specific points
*Providing general support for non-academic challenges, such as psychosocial, financial and emotional difficulties, which can hinder adjustment for first year students.

4

Quality Enhancement Project Inkundla 11 September 2014

Institution name: Unisa
Representatives' names: Oupa Mashile; Gugu Moche
Representatives' emails: mashieo@unisa.ac.za; mocheiog@unisa.ac.za

Focus Area 2: Enhancing student support and development

The university commissioned a study in 2009 of factors impacting on student success within ODL contexts. This study developed a model of student success and demonstrates that there are both academic and non-academic determinants. Non-academic determinants of student success in ODL contexts were shown to impact heavily on students (Subotzsky & Prinsloo, 2011).

In 2011 the university begun, as one initiative to provide student support, to source an instrument that will shed light on some non-academic determinants of student success. The ShadowMatch instrument was identified and tested in 2012 and a pilot initiated in 2013.

"Shadowmatch® is a worksheet application that is used to determine the strength of an individual's habits. The student is rated on 19 different habits as well as on the individual's conceptual fitness, task efficiency and attitude. The application determines the scores received by the applicant on these measures by using the input of the student. A student is then provided with what is known as a "shadow" or benchmark that indicates the habits of the individual. Habits provide insight into behaviour due to their recurrence patterns and these patterns can be predicted with relative high accuracy" (Archer, Chetty, Liebenberg, 2013). The system has a readymade and automated intervention programme in the form of a development plan.

The Department of Institutional Statistics and Analysis conducted an evaluation of the programme and found it had, amongst others, the following benefits:

- It provides additional information about non-academic risk factors for students
- It provides differential data about the profiles of habits and behaviours that facilitates success in various courses
- Students find the assessment accessible and would recommend its use
- Students find the reports easy to understand, positively framed and useful for their personal, graduate and academic development
- The PDPs provide a customised, automated intervention to support students in increasing their chances of success
- The system allows role-based user access to a course administrator's panel which will allow academics and support staff to identify students who may need non-academic support earlier
- All training for course administrators and various Unisa staff members on Shadowmatch® is done online in an automated fashion which means it can be done at any time and place, providing flexibility, responsiveness and sustainability

The Senate Teaching and Learning Committee, after considering the evaluation report of DISA, approved the full implementation of ShadowMatch in all modules of the university.

Quality Enhancement Project Inkundla 11 September 2014

Institution name: Rhodes University
Representatives' names: Jen Snowball and Lynn Quinn
Representatives' emails: j.snowball@ru.ac.za l.quinn@ru.ac.za

Focus Area 2: Enhancing student support and development

One of the objectives in our institution's strategic plan is 'to promote and understanding of learning as knowledge making'. This understanding of learning, particularly at undergraduate level is not necessarily widely accepted or understood by students or academics. More easily articulated and understood are the ideas that students don't know how to learn at university and students don't know how to write. In 2012, a guide to learning entitled *RULearning* was produced as a result of work (Boughey 2012) which attempted to conceptualise the link between research and teaching at a 'research-led' university such as Rhodes. Since 2012 the guide has been handed out to students at Orientation Week and sessions devoted to working with the guide with students are offered. Although this is useful for some students it is not deemed to have made a big impact on learning development across the instiution. Three further developments have taken place since then to attempt to ensure a more systemic take up of the ideas contained in the guide:

1) The guide is now being used extensively in staff development Academic Orientation CATALyst and the PG Dip) as it unless academic staff ideas in the guide and kind of learning suggested in the curricula, teaching and not going to work. There is these ideas are beginning to be broadly by academics.



much more courses (the Programme, is recognised that implement the encourage the guide through their assessment it is evidence that taken up more

2) In 2013 Ubom!, an Eastern Cape theatre company was requested to dramatise the guide. This was done on the understanding that learning results from *learning practices* which could be 'made visible' to students via a theatre production. The resulting show 'Unzip your Learning' was presented to students in the first week of the second term of this year. The question and answer session at the end of each show provided evidence of students desire to engage with issues of how to learn at university. A recording of the show has been made which is now being used to show to students who missed the live performance and once again opportunities are made for discussion.

3) Linked to the ideas contained in the guide, using TDG money, a project entitled the Writing Intensive Project (WIP) was initiated. The WIP is devoted to developing language and literacy in the disciplines. It is providing an opportunity to further insert the ideas contained in the guide through working with academic staff, student tutors and students themselves. The project is being evaluated by the co-ordinator and early data indicates that students' ability to represent their learning in appropriate ways and their understanding of learning as knowledge-making is improving. This project allows many more students to engage with issues of writing than a one course intervention does.

QUALITY ENHANCEMENT PROJECT

Institution Name: Central University of Technology
Representatives' names: Mr Ike Mokhele and Ms Jane Nkhebenyane
Representatives' emails: nmokhele@cut.ac.za and snkheben@cut.ac.za

Focus area 2: Enhancing student support and development (successful activities/initiatives

Vision 2020 and Strategic Plan 2010-2015

- CUT is clear about the need to develop and use learner-centred methodologies and facilities. In this regard, specific reference is made to work-integrated learning and the use of e-learning and educational technologies to develop graduates that are digitally literate and that are problem solvers with attributes required by the world of work (p 28, 33-34).

Teaching and Learning Plan 2014-2020

- CUT awards excellent learning (A-students are awarded with Vice Chancellor's bursaries). (Page 8-9)
- Annual Open Days are hosted for schools to assist learners with their career choices. (Page 9)
- Extended Curriculum Programmes are offered to students who need support (CUT has 11 ECPs in Engineering, Information Technology (IT), Health and Environmental Sciences, and Art and Design). (Page 9 and 11)
- Work-integrated and service learning. (Page 18)
- The Student Peer Mentorship Programme for first-year students was implemented in three of the four faculties in 2013. (Page 11)
- Supplemental instruction; the Reading Laboratory; counselling of at-risk-students; career services; tutorials; student advising; the core curriculum (Digital Literacy, Numeracy, Success Skills, and Academic Literacy and Communication Studies); personal information management (PIM); the large class initiative; the learner-centred philosophy; and the use of an electronic class-attendance monitoring system. (Page 12)

Career and curriculum advising

The institution offers career information for individual prospective students and schools, as well as further tests and interviews for groups and individuals for career guidance. Good feedback has been received from stakeholders. More than two thousand Grade 12 learners from schools in the Free State attend annually.

The institution further offers the following services to its current students: An annual Career Fair; job-hunting workshops; CV writing; an employer database; graduate work-readiness workshops; career library services; and assistance with on- and off-campus recruitment and the appointment of students.

CUT offers Winter School and Saturday classes to Grade 11 and 12 learners (prospective students) from schools in the Free State. This project is funded by Standard Bank.

Life, academic and literacy skills development

ADS provides academic support services such as supplemental instruction for at-risk students and for students in high-risk courses; faculty tutorials; assistance for students with special needs; a student peer mentorship programme; the graduate attributes/employability project; work-integrated learning and placement for experiential learning; and promoting the use of educational technology in teaching and learning. (Ref.: ADS Brochure; First-year Orientation Guide 2014).

An Academic Literacy and Communications Study Programme that forms part of the core curriculum is offered by the Department of Communication Sciences in the Faculty of Humanities. This programme is compulsory for all first-year students.

Counselling

CUT has a unit that delivers effective psycho-social services for both individuals and groups. The unit for student counselling further offers comprehensive HIV counselling and testing; lesbian, gay, bisexual, transgender and intersex (LGBTI) awareness campaigns; MMC awareness campaigns and know-your-status campaigns.

CUT has signed memorandums of understanding/agreement (MoUs/MoAs) with the Free State Department of Health (FSDoH), Aurora, Bloemcare, ER24 and HEAIDS.

The institution also has standing partnerships with various community stakeholders, namely, Lesedi Lechabile; Cansa; Pathcare; the South African National Blood Service (SANBS); Nedbank; and Virgin Active. These partners provide services to students during awareness campaigns.

Gr 1

Quality Enhancement Project Inkundla 11 September 2014

Institution name:	University of Limpopo		
Representatives' names:	Dr Abbey Ngoepe	&	Dr Kwena Masha
Representatives' emails:	Abbey.Ngoepe@ul.ac.za	&	Kwena.Masha@ul.ac.za

Focus Area 2: Enhancing student support and development

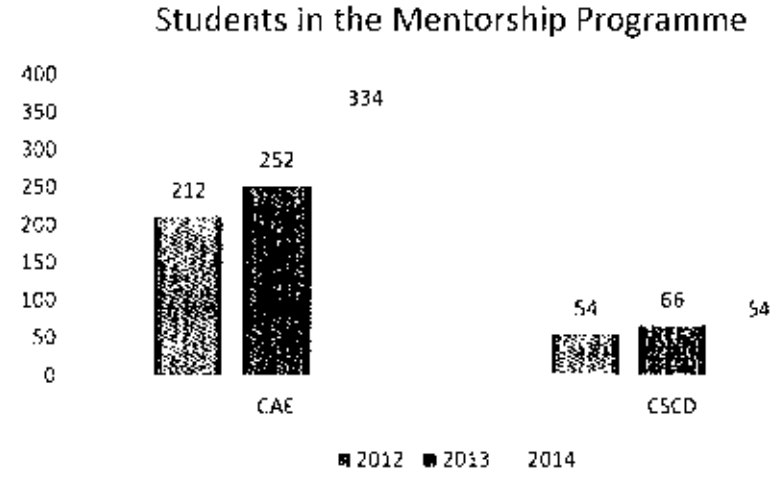
The students' mentorship programme

The Students' Mentorship Programme is divided into two areas – the first focuses on first entering students and is coordinated by the Centre for Academic Excellence and the second focuses on students beyond the first year and is coordinated by the Centre for Students Counselling and Development.

The purpose of the first years mentorship programme is to ensure that each new student has a mentor who will assist with the transition into the University environment, especially with regard to academic matters. About 10 mentees are assigned to each mentor. This helps students to organise themselves as communities of practice.

The mentors beyond the first years still work in a similar way but the activities are more structured and addresses specific issues such as time management, studying and reading techniques, memory and concentration techniques, etc. The approach makes it possible for relatively bigger number of students to be serviced and therefore the mentor to mentees ratio is more than that at the first year.

The success indicators so far has been the level of interest by students who volunteer their services. For the past three years the numbers are as reflected in the graph hereunder.



The current plan is to conduct a qualitative study to assess the impact of the programme on students.

Quality Enhancement Project Inkundla 11 September 2014

Institution name: University of Zululand
Representatives' names: John Boughey, Isaac Machi
Representatives' emails: bougheyj@unizulu machiI@unizulu.ac.za

Focus Area 2: Enhancing student support and development

The Tutorial Programme

Context

The University is concerned about a large number of students who do not graduate within an acceptable time and who remain in the system. The causes and ways of addressing them are varied, and on 18 April 2012 Senate adopted a multi-dimensional strategy towards improving student throughput. One of the areas that require attention is student mentorship and assistance. The project involves development of a coordinated tutorial support system for the University, especially the first year students, with due consideration to proper tutor training and performance monitoring and any ICT implications as well as the development of a tutorial policy.

Tut programme 2014

As of semester 1 of 2014 there are 31 academic departments, out of a total of 46 running tutorial programmes, mainly for first year students, utilising the services of 333 student undergraduate, graduate or post-graduate tutors.

The programme is shaped and monitored using the following instruments:

* Initial plenary orientation for all co-ordinators and tutors.
* Guidelines for tutor selection (3rd year and above, 60% average in previous year's modules)
* Tutor training workshops (using an application template).
* Tutorial impact assessment (improvement in pass rates? Feedback from students).
* Student employment policy. (No specific Tutorial policy as yet).
* Teaching and Learning policy.

Feedback

Departments

Student attendance and participation in tutorials varies, but in those departments where they are high, positive gains are reported, including improved performance in both formative and summative assessment activities. The Law department has particularly noted the emergence of the application of critical thinking skills in students. A couple of departments commented on the particular usefulness of tutors in helping students bridge the gap between school and university. A number of departments have noted the usefulness of the programme in identifying potential future academics.

Students

One of the major benefits noted by students is the greater ease in which they are able to identify and communicate with their tutors than with their lecturers, as evidenced in the following comments:

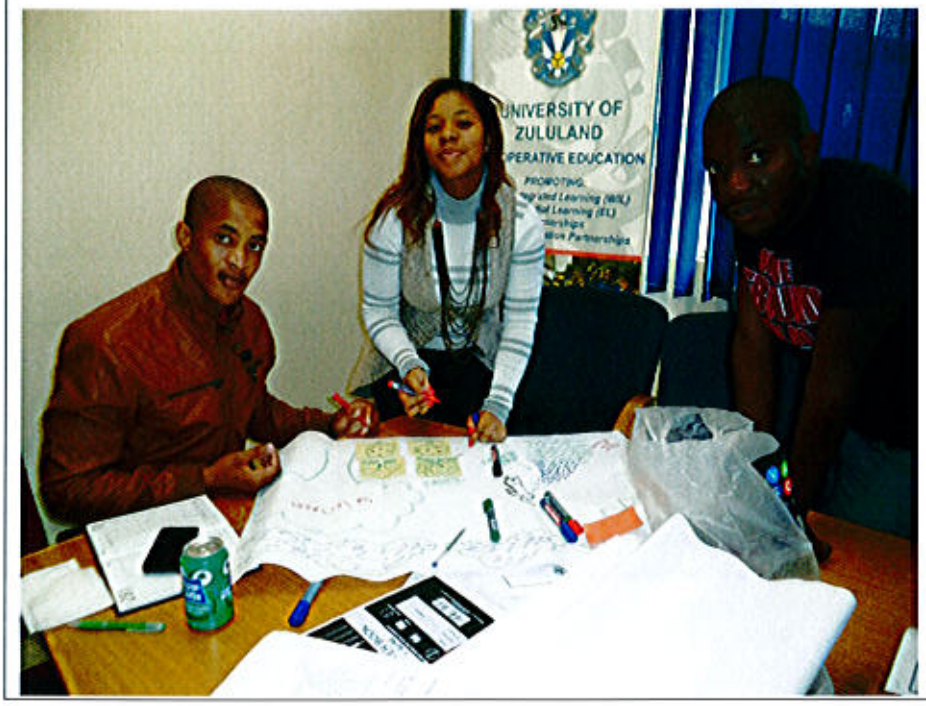
- Students feel that the tutoring system is useful because they can relate to the tutors and communication is easy.
- Students did like that they were able to get experience from their fellow students and could sometimes relate things better when coming from student experience.
- The support from tutors is productive because as students we find it easy to communicate with them as they are closer to our level of life".

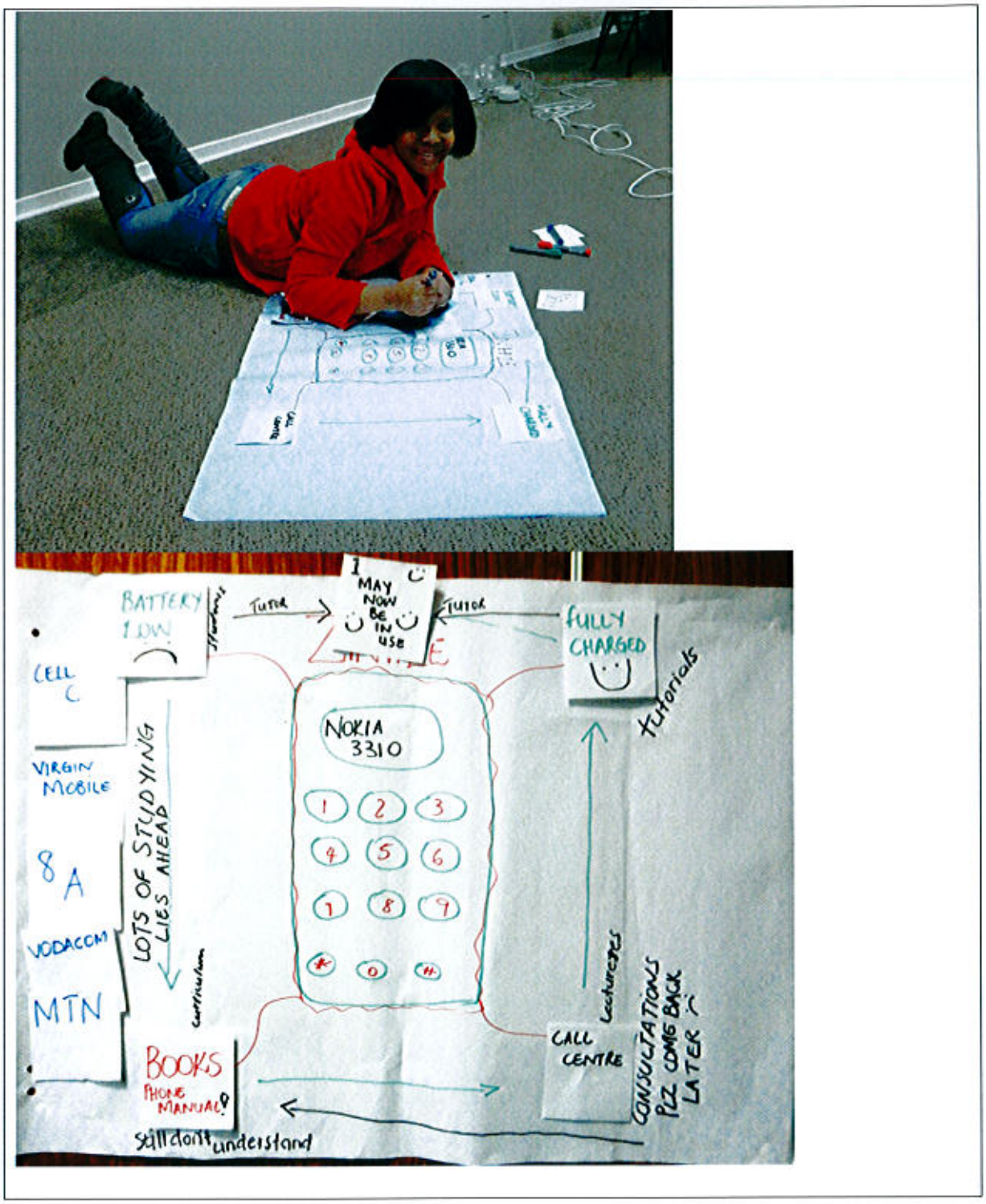
Tutors

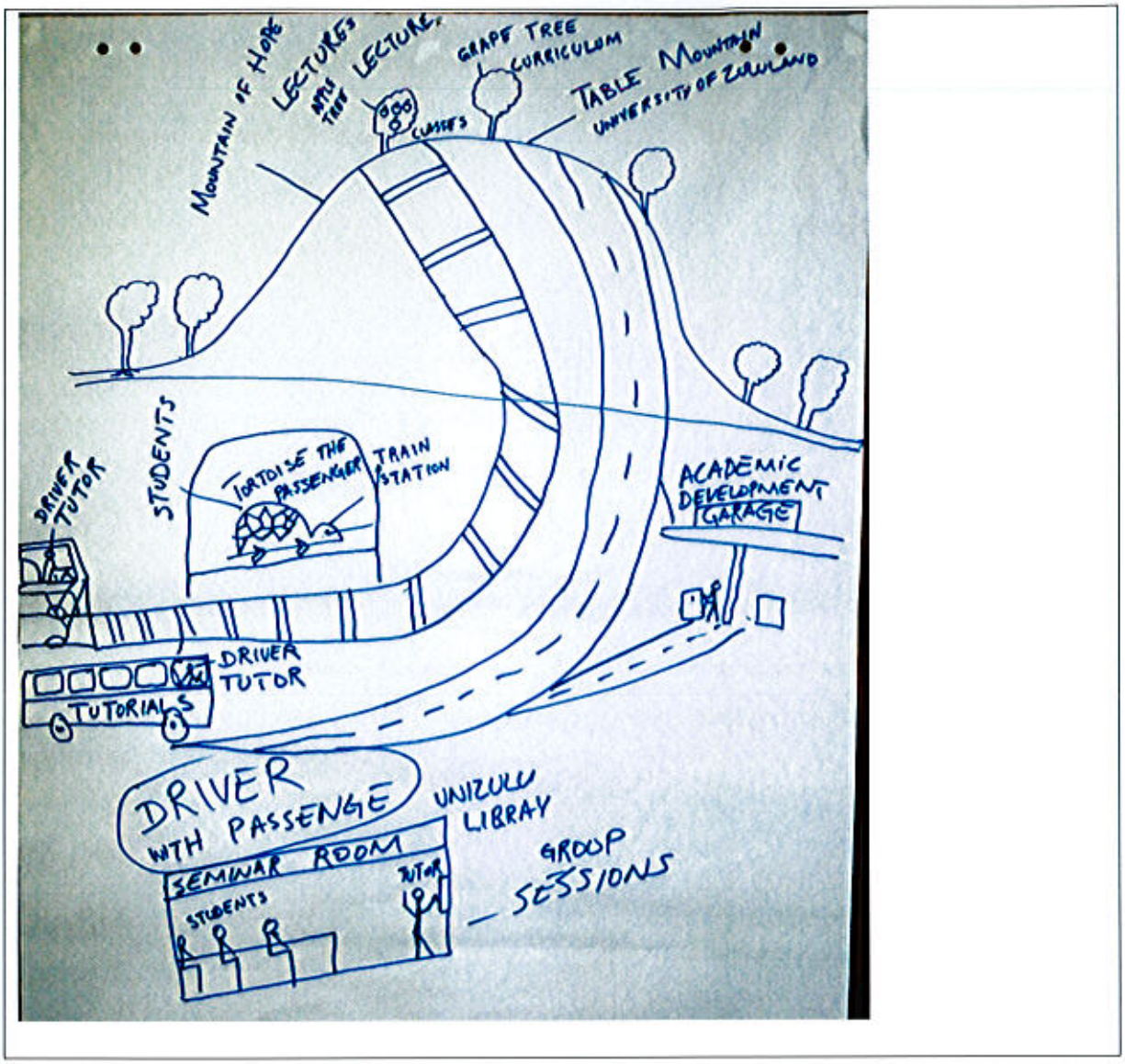
Benefits to the tutors themselves have also been noted, e.g. "Tutors were very grateful to have had this opportunity to teach their fellow students and extend their skills for the future"

Of particular note

(1) The use of the technique of 'rich picturing' (using pictorialized metaphor) to reveal conceptions of the teaching-and-learning process and the role of the tutor. Workshop participants (staff and tutors) are asked to work in colour on newsprint and to give free rein to their imagination. Some examples of rich pictures are shown below.




BATTERY LOW
CELL C
VIRGIN MOBILE
8 A
VODACOM
MTN
LOTS OF STUDYING LIES AHEAD
curriculum
BOOKS
PHONE MANUAL?
still don't understand
Tutor
I MAY NOW BE IN USE
Tutor
FULLY CHARGED
tutorials
NOKIA 3310
lectures
CALL CENTRE
CONSULTATIONS PLZ COME BACK LATER


MOUNTAIN OF HOPE
LECTURES WITH TREE LECTURE
GRAPE TREE CURRICULUM
TABLE MOUNTAIN UNIVERSITY OF ZULULAND
CLASSES
STUDENTS
TORTOISE THE PASSENGER
TRAIN STATION
DRIVER TUTOR
ACADEMIC DEVELOPMENT GARAGE
DRIVER TUTOR
TUTORIALS
DRIVER WITH PASSENGE
UNIZULU LIBRAY
SEMINAR ROOM
STUDENTS
TUTOR
GROUP SESSIONS



(2) The linking of the tutorial programme to the establishment of fledgling/embryonic Writing Centres (x5) in the Faculties of Commerce and Administration, Law, Arts, Education, and Science & Agriculture with some student tutors doubling as writing respondents. Faculties have been asked to conceptualise this project more in terms of the notion of supporting students in their writing rather than simply thinking about a physical location called the Writing Centre. We could therefore think about 'virtual' centres, with co-ordinators, staff and students discussing assignments via email for example. As more and more departments start to use Moodle (the University's chosen LMS) electronic communication about assignments between participants will more and more become the norm. (This model is the eventual manifestation of an idea discussed in Boughey, J. 2012 "Department-specific writing centres linked to tutorial programmes: the quest for quality. *South African Journal of Higher Education*, 26, (1), 51-65).

Challenges and recommendations

* Inconsistent attendance. (Students need to be reminded that tutorials for first years are mandatory).
* Insufficient venues. (Ideally, tutorials should be timetabled, but this is not possible when we have 16000 students and the infrastructure for only 12000).
* Heavy burden of paperwork for all concerned. (Certified bank statements and IDs, registration with SARS, academic records, student employment forms), which leads to some departments starting late. (Departments will be requested to identify and process next year's tutors at the end of this year, if possible).
* Remuneration rates (R35 p.h. for undergrad, R50 for grads and R75 for post-grads), together with a restriction of 23 hours per month is demotivating – especially as 60% is taken by the University if students are in arrears.
* Insufficient time and opportunities for ongoing tutor capacity-building.

Quality Enhancement Project Inkundla-Project

Institution name: UWC
Representatives' names:
Representatives' emails:

Gr 1

Focus Area 2: Student Development and Support

The importance of the learning environment as a major contributing factor towards student and institutional success has become uncontested (Lange, 2010). Seminal theories on student integration and student engagement have emphasised the importance of a learning context that promotes effective academic practices (Tinto, 1997, 1998; Astin, 1993, 1996; Kuh, 2001; 2009). UWC's Student Development and Support has created many opportunities for student engagement which entice students to engage in activities which are linked to promoting student academic success. In addition, Student Development and Support is focused on promoting the development of holistic students, premised on the assumption that the integration of the academic-cognitive, personal-affective and social-behaviour underpins student and institutional success.

Harper and Quaye (2009) emphasise that student engagement is more than just participation, and requires dynamic sense-making and responding. Trowler (2010) proposes that engagement is conceptualised in behavioural, emotional and cognitive dimensions. These notions of student engagement provide a textured model which supports the promotion of equity and participation. This multi-dimensional conceptualisation of student engagement affirms that learning is synergistic and that "cognitive and affective dimensions of development are related parts of one process" (King & Baxter-Magolda, 1996, p. 163).

To this end, Student Development and Support has developed a range of programmes, two of which are briefly described below:

1. Peer Mentoring Program

The Peer Mentoring Program aims to provide academic and social support to first year students via a supervised mentoring relationship with a senior student. First year student and senior student are matched according to criteria, and not only does this program significantly correlate to academic success, but it also provide opportunities for senior student development and student-institutional integration, which improves persistence. Below see an image of our mentors (senior students) and mentees (first year students) sharing a day to improve their integration into the program, into campus and into the life of the institution.



2. Leadership Academy

The Leadership Academy aims to develop students' leadership and participation capacities, with special emphasis on leadership theories, personal development, skills training and volunteer-service provision to our community. Students are carefully selected to participated in this modular one year program which requires them to explore their leadership and participatory engagements in any of the many volunteer social responsibility projects. Below see three images which illustrate: 1. Theme of Active Citizenship, 2. Volunteering at a Community Hall, 3. A group of volunteer leaders celebrate the end of a project, 4. A group of high school learners listen to the guidance of one of our volunteer leaders.









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Astin, A. (1996). "Involvement in learning" revisited: Lessons we have learnt. *Journal of College Student Development, 37*(2), 123-134.

Harper, S. & Quay, S. (2009). Beyond Sameness, with Engagement and Outcomes for All. In S. Harper & S. Quay (Eds), *Student Engagement in Higher Education,* pp. 1-15. New York and London: Routledge.

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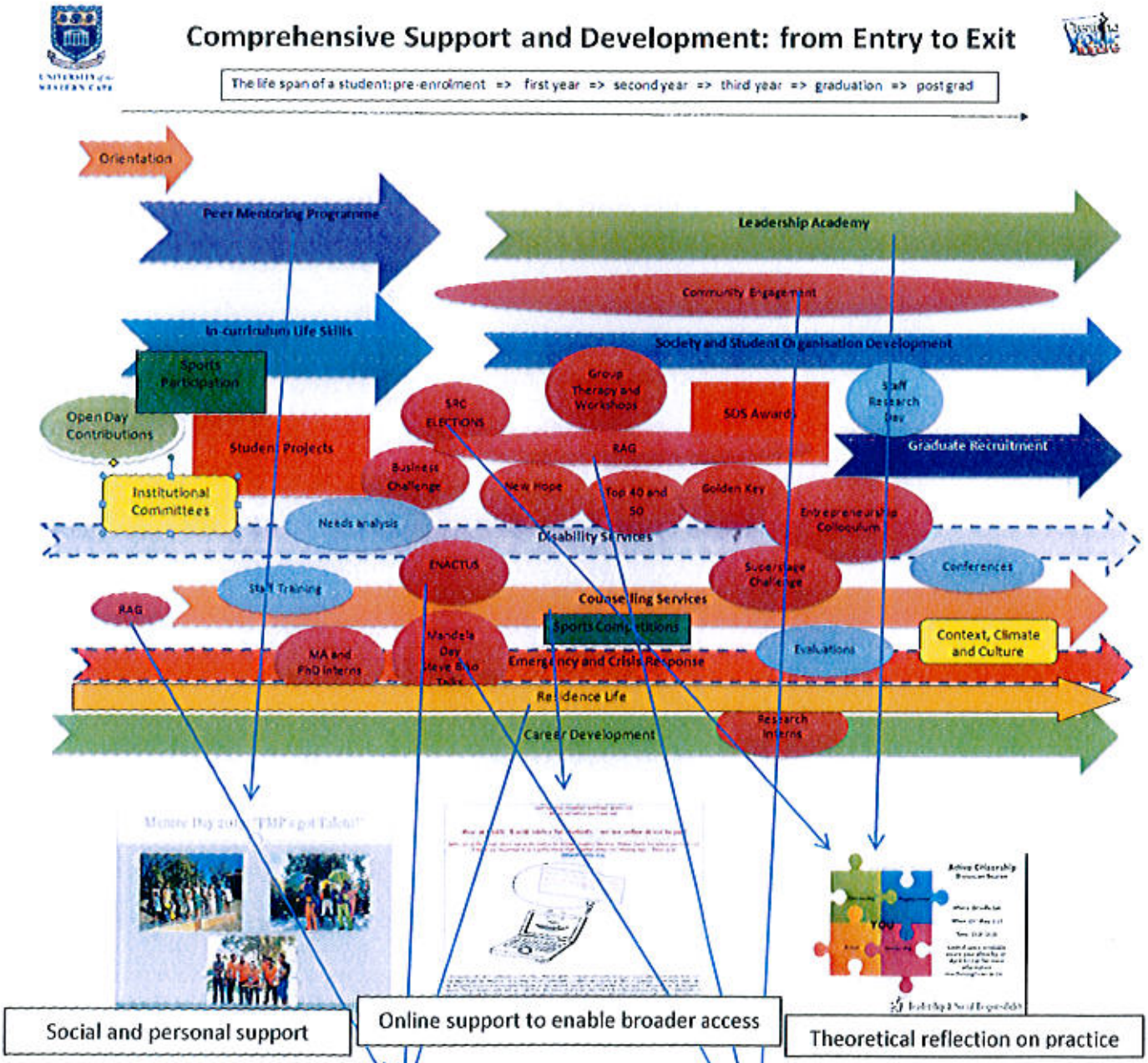
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Inkandla-Project

QEP Area 2: Student Development and Support

The theoretical framework which guides our Support and Development is informed by Social Justice (White Paper 3), Integration and Engagement (Student Affairs Theory), Universal Design for Learning (Social Model of Diversity). The context into which we are embedded is shaped by the socio-economic reality of South Africa and our institutional history and culture, and we take serious cognizance of the lived realities of our students. Our practices are guided by medico-legal and professional guidelines as well as national and international Student Affairs best practices. The importance of recognising the life wide experience of our students and the diverse needs of our students mobilizes us to extend our online service provision. The UWC Support and Development division is responsive to the evolving needs from entry to exit towards a life of active citizenship.



Quality Enhancement Project Inkundla-Project

Institution name: UWC
Representatives' names:
Representatives' emails:

Cd 1

Focus Area 2: Student Support and Development

The principles of inclusion, access and equity inform the overall framework for Student Development and Support. The Universal Design for Learning is a very useful model with has informed much of UWC's Student Development and Support programs as it affirms students' diversity and promotes flexible learning environments as a normative framework to accommodate the range of individual styles of learning and development. It guides support and development practices in terms of enabling multiple means of representation. This means that we need to present our information, interventions and support in different ways, modes and media, via real and virtual, individual and social, and in short-term project and medium-term process focussed models. Secondly, it guides us to enable multiple means of expression of what has been acquired or multiple ways of recognising how student development has taken place. Thirdly, it alerts us to the importance of enticing students to engage in support and development via multiple routes, means and paths, in a plurality of programs which attract and speak to a range of diverse students (Burgstahler, 2007, 2008).

For Student Development and Support this means that our services and programs need to span the range of interactions, modalities, styles and media. For instance, counselling might be provided in the traditional face-to-face modality *and* be offered via chat facilities or online support. UWC has a history of offering online support, either via chat or via email, which attracts underrepresented groups of students and enables improved access to support and counselling services. This is an example of broadening access via multiple means of representation (Schreiber & Aartun, 2011).

One such example is the current support and advice line via email which enables students to access support via online, anonymous, accessible, immediate and convenient way by emailing a counsellor. This is particularly useful for students who might be resistant to access support via face-to-face counselling, or might have difficulties making the time on campus, or might have other, perhaps personal-social-cultural inhibitions preventing them accessing the services. Below is an image of the poster which UWC used recently to advertise its online support and advice service.

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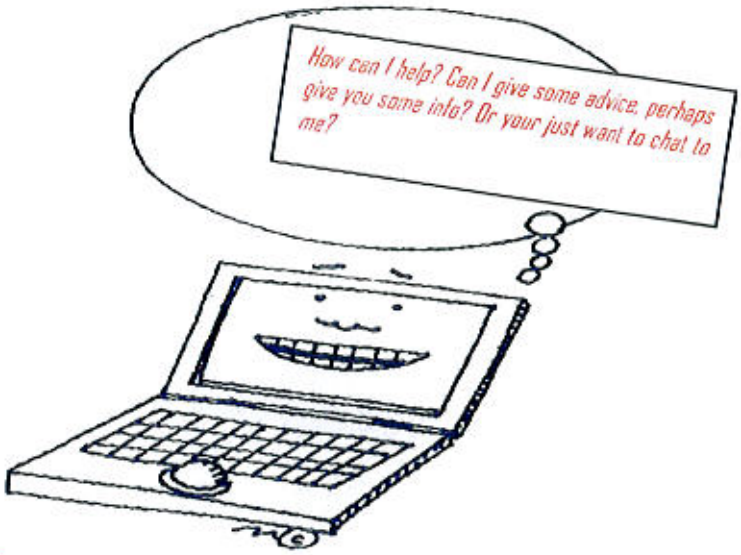
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CENTRE FOR STUDENT SUPPORT SERVICES
Reach out before you freak out!

New at CSSS! E-mail advice for students – we are online direct to you!

Make use of the e-mail advice line at the Centre for Student Support Services. Rather reach out before you freak out! E-mails are responded to by a professional staff member within two working days. Email us at studentadvice@uwc.ac.za



[1] Psychologists may share confidential records within a multi-disciplinary team approach and for the purpose of providing holistic mental health care. This might include information on your academic record. Confidentiality is complete and assured as per HPCSA regulations. Confidentiality implies that the therapeutic process is protected against disclosing any information to third parties, and it includes the intrusion of information onto the therapeutic process. The psychologist cannot deny nor confirm any information about his/her client without the written permission of the client. Confidentiality is only broken when the therapist assesses the risk to life and safety to outweigh the integrity of confidentiality of the therapeutic relationship. All e-mails will be treated confidentially within the limits inherent to online services. By making use of this service, you consent to the receipt and storage of your personal informationby the team of Psychologists. The purpose of receiving and storing this information is to provide you with a complete and efficient service.

(3) TUT

FOCUS AREA2 : ENHANCING STUDENT SUPPORT AND DEVELOPMENT

- We selected successful activity from the student performance monitoring and referral focus group: **Student Tracking System (STS)** and its use towards tracking students at risk
- Students attendance of interventions are tracked through the STS which enables early identification of, and communication with at-risk students and captures all the intervention data.

STUDENT TRACKING SYSTEM

The Student Tracking System (STS) has three primary purposes: data management, identification and monitoring of students at risk, and communication.

In terms of data management, the STS enables the capturing of co-curricular and extra-curricular student data, including student development and support intervention/programme attendance data, and lecturers' consultation notes.

Criteria that have been used for the identification of students at-risk include results on admission tests, scores from the student profiling evaluation (English proficiency, learning and study strategies, emotional intelligence, and career choice awareness), failing the first test, failing a subject at the end of the semester/year, and repeating a subject for the third time.

Once the students at risk are identified, email notifications are sent to the relevant personnel. Emails are also sent to the relevant students with details on the appropriate development and support interventions.

Relevant reports on student development and support activities may be filtered by qualification, department, faculty, and campus. These reports allow for the continuous tracking and monitoring of students at risk. As the system is linked to the ITS, a comprehensive student profile may be generated, which allows monitoring of students' academic progress as well as attendance of the recommended programmes by faculty personnel and student development and support practitioners.

The main challenges with the STS are: academic staff members are often unaware of the system's effective utilisation; data capturing is resource intensive; the majority of students do not have valid email addresses; and student's failure to follow up on the recommendations.

The following two bullets are from the participant feedback of the five day contact session (July 2013):

- *"All the presenters gave most helpful and usable information which will help in planning and executing our lessons."*
- *"A fruitful session. I have a lot to apply in my classroom/lectures."*

An email comment from a LtT participant after the Teaching Evaluation: *Thanks very much for making time to come for class visit. I gladly welcome all your inputs and suggestions and hope to implement them to improve me teaching strategy. I didn't actually think that you'll remember the content of the lecture so vividly. I am so impressed by your good memory. Overall thanks once more for the courage that you are giving us to complete the program despite our hectic schedules. To your team also many thanks for the effort and time.*

The programme's accomplishment is rooted in its perspective of support and development. Lecturers mostly feel acknowledged an empowered; they express their sense of belonging and value the connection with other lecturers from across the university environment. The exposure to the dynamic HE environment is often noted as beneficial.

Focus Area II
WSU, vdwalt@wsu.ac.za

WSU Turn Around Framework Project 20 Objective 1.6

Implement DHET requirements, including academic admissions and exclusion policies.

3.2 What successful activities do you currently have in place related to this focus area? What evidence do you use to conclude that they are successful? (Do not provide detailed evidence, just a description of the type of evidence you collect.)

- Rule G7, the academic exclusion rule was implemented I 2012.
- A number of student services in line with Affordable best practice have been implemented;
- 24 library services, WIFI in and around libraries and other hotspots;
- physical infrastructure.
    - Student performance rates improved at institutional level, from 78% to 80.0% on success rates and from 18% to 19% on graduation rates (*HEMIS data*).

- There are 25 extended programmes
    - Results indicate that students in the Extended Programmes (EP) are increasingly achieving better results in their studies.
    - In 2013 the post examination success rate of the EP in the first year of foundation courses for 2013 was 81% which represents an increase of 10.4% against 2012 and 75% in regular courses representing an increase of 6.8% from 2012.
- New students' are exposed to Orientation at the beginning of each year. The event is aimed at introducing the new students to the university life and culture academic support programmes and the student life logistics and activities
- The success of the activities is measured by the attendance of students.
    - *Academic Advisors* conduct workshops for new students on topics that are intended to assist them in coping with university life demands. The topics include adjusting to university life, study skills, time management and exam preparation skills etc
- The availability of the time for students is often hampered by the need to attend lectures as the Academic Advisors are not time-tabled.
    - Academic Advisors conduct workshops for the final year students so as to prepare them for the world of work. The workshops include employability skills: Good CV writing, interview skills, communication skills, etc. entrepreneurial skills: Business Plan writing, presentation skills, networking, communication skills etc.
- The Peer Assisted Learning (PAL) Programme is an intervention which is offered for the high-risk as well as gateway courses at first year level. The process starts by requesting faculties to identify and submit their high-risk courses as well as their gateway courses. The academically competent senior students are recruited,

selected, trained and appointed to be the Peer Assisted Learning Leaders (PALLs). The training involves: facilitation of learning, exposing students to collaborative learning (peer-to-peer interaction in problem solving) and infusing study skills in learning. The PALLs involvement assists junior students by facilitating learning so that they too can be able to navigate through historically difficult courses. The student PALL ratio is 1:50.

- The Writing and Reading Centres, at the Buffalo City Campus, in particular, have seen an increase in the number of BTech students utilizing the centre. This can be attributed mostly to buy-in from lecturers involved, and possibly the fact that in that level of study there is a lot more writing required from such students than in undergraduate studies.

- Concerning Student Performance Monitoring the following activities can be reported: development and approval of WSU Students Exclusion Policy/Rule G7, development of WSU strategy on student performance monitoring and academic development, implementation of procedures on study advice, evaluation of teaching/courses, and assessment for student learning
- Establishment of managementinformation systems (MIS) including Integrator III, Higher education Data Analyser (HEDA) and the WSU Blackboard e-learning platform named WiSeUp. Higher Education Data Analyser (HEDA) is an MIS system with student tracking and monitoring module which has been purchased by the institution.
    - Established student development structures through academic, religious, political, cultural and community partnership societies. The recognition of all structures is done by the SRC together with Student Affairs. These structures are governed by the SRC Constitution approved by Council and are funded from SRC budgets. For structures to function, a Programme of action is submitted and approved. Evidence for success is concluded from the implementation of their Programme of action and budget expenditure. Improvements have been made to sporting infrastructure in Butterworth (Tennis courts and Cricket pitch) and NMD (Tennis courts). Subsequently more students are participating in these sporting codes.

3.3 What activities related to this focus area have you initiated during the past three or four years that have not been as successful as you had hoped? In what ways were they unsuccessful? What do you think might be the reasons for the lack of success?

- A strategy and supporting policies are in place for the support of student learning. The strategy funded by the Teaching Development Grant
- WSU has partnership arrangements with local high schools in order to assist in the regional challenge of under prepared students.
- There is management of access as part of programme delivery (epistemological access).
- Throughput rates are to be measured and monitored at faculty, programme and course levels. WSU has initiated a student tracking and monitoring system, but this still remains a pilot that is implemented only in one School