QEP Student Workshop 21 August 2015
Birchwood Hotel and OR Tambo Conference Centre

Summary of challenges and solutions discussed in small groups

FOCUS AREA 1

CHALLENGES	SOLUTIONS
- Most academics not trained as professional teachers - Less student and lecture interactions and relationships - Failing only for not remembering - Being undermined by lecturers - Communication between students and lecturers – Language barrier - Teachers who are teaching modules they do not qualify to teach - Moderation of exams not in line with students in class - Poor relations between students and teachers	- Academics must undergo training to become professional teachers - More interaction and smaller classes - Review old teaching methods - Better communication methods - Translation devices must be introduced to assist students who struggle with English - Minimum requirement for teachers must be Master's degree (1) Lecture monitoring must be done from time to time (2) Get knowledgeable lecturers - Teachers must be humble and equipped to teach

FOCUS AREA 2

CHALLENGES	SOLUTIONS
- Lecturers not looking at emotional background of failing students - High student dropout rates as a result of failing to adapt to new learning environment - Peer pressure - Dedicate support and visibility of student leaders - Not enough training of lecturers; and tutors are not visible - Electronic teaching needed - Students not developed academically - Academic support - E-learning – students not provided with gargets	- Mentorship programmes and student support - Orientation and mentorship programmes - Students must learn from their own mistakes - Computer labs and libraries within residential areas and support for student leaders - Partnership of lecturers, tutors and student leaders - Lectures must be recorded and posted on institutions' websites to assist students - Basic English programmes - Continuous training of tutors - DHET must know that students are not provided with resources that will assist in their learning

FOCUS AREA 3

CHALLENGES	SOLUTIONS
- Poor security on campus - Many student in one class - Books with missing pages - Poor infrastructure - Shortage of books and library resources	24 hours security and installation of CCTV cameras - Increase in appointment of lecturers - Continuous monitoring of state of books used - Infrastructure must be user friendly for disabled students 24 hour study area and distribution of tablets

FOCUS AREA 4

CHALLENGES	SOLUTIONS
- Lack of academic counsellors to counsel students before they apply for qualification - Financial exclusion - High application fees - Lack of information for university prospective students	- Employment of academic counsellors - Government and Private sector must invest more and provide more bursaries - Online applications - Universities must inform prospective students of qualifications they offer, elements and challenges they are likely to encounter

Feedback in plenary from the groups

Focus Area 1: Enhancing academics as teachers
Table 1:
Under qualified lecturers
Raise concerns with council and senate
Researcher versus lecturer; passion for teaching subject
Lectures diversity

Table 2:
Accountability; Checks, communication
Training; Evaluations

Table 3:
Criteria for the selection/appointments of lecturers
Language and cultural barriers

Table 4:
Poor relations between lecturers and students
Lecturers with poor teaching methods/skills
Student-lecturer ratio

Inconsistencies in marking
Inadequate learning resources (LANs, library and etc.)
Poorly designed curriculum e.g. course outline not clear on assessments

Table 5:
There should be a minimum requirement for lecturers e.g. a lecturer should have masters
Lecturers should have a certain programme they undergo before they can teach; they should
	have some sort of training
Lecturers should be monitored from time to time

Table 6:
Communication – language barrier
There should be efforts made to bridge the gap between the lecturer and the student i.e.
	translation devices

Table 7:
The methods of teaching should be reviewed (Are they still relevant)
Social dynamics

Table 8:
Poor communication between students and teachers
There should be introductory courses (jargon)
Lack/poor training
Culture and diversity
Resources

Table 9:
Teacher training – obtaining a particular qualification to lecture/teach
Student and Lecturer interactions/relationship need to be enhanced
Use of available technology e.g. social media and Cyber interactive platforms
Broader scope of academic material and variety of sources of reference

Table 10:
University academic staff (lecturers) are not qualified teachers, not professionally trained
	teachers
Academic staff should undergo teaching training

Focus Area 2: Enhancing student support and development

Table 1:
Transformation
Access
Resources
Reviewed curriculum; work ready student
Basic skills first year support

Table 2:
Awareness; duty of student leaders to bring about awareness of support mechanisms
	synergy

Table 3:
Additional academic support
Extracurricular activities
Counselling for emotional support

Appoint a specialist to assess the impact a module/subject has on a student e.g. emotional impact

Table 4:
Provision of Wi-Fi in all universities
Electronic teaching aids
Proper career guidance
Incentivise senior students to tutor (training them in advance to become lecturers)

Table 5:
Focus is only materialistic (no academic support) e.g. there is a language barrier which prevents students from understanding simple tasks
There should be an introductory or Basic English programme
Academic support; There should be mentorship programmes for undergraduates and even at postgraduates
Discouragement from officials regarding student politics

Table 6:
Academic Development Officers/tutors - No proper training and they are limited; they are far more less than the number of students who need their assistance.
Fundraise as students and SRC'S for the tutor's training programs
The ability of the university to produce employable graduates both nationally and internationally
Conducive learning environment e.g. safety
Free access to all students that are academically deserving
Free Quality Education e.g. NSFAS, Bursaries from the university or any source of funding from the university

Table 7:
Failure to adapt to the new environment; especially first year students
Make sure that these programs like mentorship and orientation are implemented throughout the year and also have leadership development programs

Table 8:
Social issues:
Peer pressures
Dating lecturers and fellow students
Alcohol experimentation or drugs
Independency
Encounting vultures such as senior student/SRC

Table 9:
Dedicated student support personal
Departmental Support
Psychologists to address issues of mental health and social issues
Career guidance
Tutors
Residences must be a conducive place of learning
Mentorship programs in residences
Study halls and computer labs in residences and libraries
Works with academics to assist other students after hours in residences
Visibility and marketing of student support structures
Student disciplinary course (academic writing and ethics)
Developing co-curriculum (leadership course and personal development)

Support (academic) for student leadership

Table 10:
Psychological support (specific attention to students in special needs and more professional
    staff in counselling)
Social support
Academic support (E-resources, divisional tutorials with feedback to lecturer: challenge;
    large classes)
Financial support
University must continuously support student staff (tutors, mentors and etc.)

Focus Area 3: Enhancing the learning environment

Table 1:
Changing teaching methods and tactics e.g. more interactive teaching
More updated study material e.g. lecture slides from previous years should be used
Study guides for modules to practise and self-learn – great for revision
Making past papers/test or exam papers with memorandums available to students to
    practise and to see how to apply their knowledge in a test - how to structure an answer
    and etc.
Additional time in a test to each answers/spelling/facts and etc.

Table 4:
Provision of learning electronic aid
Free Wi-Fi access and gadgets in all universities
Sufficient study rooms in residences

Table 5:
Facilities/infrastructure for disabled students
Infrastructural development (accessibility of lecture halls/support room and soundproof
    lecture halls (residences and etc.)

E-learning materials (gadgets for online universities)
Table 6:
Inadequate facilities for e.g. outdated text books, limited study halls
Lack of proper infrastructure for disable students
Introduce electronic books
Ensure that all students are catered for even disabled students

Table 8:
Maximise security
Shortage of lecture halls and laboratories (facilities)

Table 9:
Universal WIFI
Residence should be required to be conducive and productive learning environments
Residence proximity to university/ campus must be of walking distance for safety
Lecturer – student to staff ratio must be reasonable, therefore more lecturers must be hired
    to avoid having large class
Creative spaces (Art gallery/centre, music lab, innovation and technology labs/hubs,
    untraditional recreative activities)
Promote student to be involved in campus activity
Increase equity

On assessments – only student numbers must be used to identify students to avoid gender bias and victimisation

Focus Area 4: Enhancing course and programme enrolment management

Table 1:
Sports bursaries should prioritise academic ability

Table 4
Winter schools and summer schools
Extensive career guidance prior acceptance in university
Selection requirements
Curriculum should be tailored to the profession the student is studying towards

Table 6:
No proper academic counselling

Table 8:
Financial exclusion
Academic exclusion
Long queues
Orientation
Mentorship
Bogus institutions and programs

Table 9:
Application fee limitation
Increase information of course available
General first year course to assist student acclimatize themselves to the university environment
Centralization of application
Intercommunication between universities, therefore if a faculty is full in Pretoria university they can be recommended to another institution that has lack of students
Career exhibitions – at grade 9 so that students advance academically well informed

Table 10:
Orientation must include:
- Career options
- Course information in details
- Job opportunities
A challenge of students choosing bursary over career
Partnership between university and funders to allow students to follow their passion
Elaboration and screening before registration (health, physical stature and criminal record)
Minimum entry requirements do not necessarily mean success