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**Quality Enhancement Project**

**Institutional Reports: Phase 1**

**Due Date: 11 December 2015**

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| **Name of Institution** | Durban University of Technology |
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| **Date of submission** | 11 December 2015 |

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

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# Abbreviations and acronyms

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|  |  |
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| AEM | Academic Executive Management |
| CAO  CAPEX | Central Applications Office  Capital expenditure |
| CELT | Centre for Excellence in Learning and Teaching |
| CHE | Council on Higher Education |
| CPD  CQPA | Continuing Professional Development  Centre for Quality Promotion and Assurance |
| CRP | Curriculum Renewal Project |
| DHET | Department of Higher Education and Training |
| DUT | Durban University of Technology |
| DVC | Deputy Vice-Chancellor |
| ECP | Extended Curriculum Programme |
| EXCO | Faculty Executive Committee |
| FAD  FAI  FAS  FEBE  FHS  FMS  FTE | Faculty of Arts and Design  Faculty of Accounting and Informatics  Faculty of Applied Sciences  Faculty of Engineering and the Built Environment  Faculty of Health Sciences  Faculty of Management Sciences  Full Time Equivalent |
| FYSE  GenEd  HCT | First Year Student Experience  General Education  HIV Counselling and Testing |
| HEAIDS | Higher Education and Training HIV /AIDS Programme |
| HELTASA | Higher Education Learning, Teaching Association of South Africa |
| HEQSF  HIV/AIDS | Higher Education Qualifications Sub-Framework  Human Immunodeficiency Virus/Acquired Immune Deficiency Syndrome |
| HoD | Head of Department |
| ICT | Information and Communications Technology |
| IT | Information Technology |
| ITS | Integrated Tertiary Software |
| ITSS | Information Technology Support Services |
| LGBTI | Lesbian, Gay, Bisexual, Transgender and Intersexed |
| LMS | Learning Management System |
| MSM | Men who have Sex with Men |
| NACOSA | Networking HIV/AIDS Community of South Africa |
| NBT  NRF  NSC | National Benchmarking Test  National Research Foundation  National Senior Certificate |
| NSFAS  PGDHE  PHC  RDG | National Student Financial Aid Scheme  Postgraduate Diploma in Higher Education  Primary Health Care  Research Development Grant |
| REP | Residence Education Programme |
| SASSE | South African Survey of Student Engagement |
| SATAP | Standardised Assessment Tests for Access and Placement |
| SC | Subject Committee |
| SFA  SET | Strategic Focus Area  Senior Executive Team |
| SRC  TDG | Student Representative Council  Teaching Development Grant |
| TVET | Technical and Vocational Education and Training |
| UoT  WiFi  WIL  WrC | University of Technology  Wireless Local Area Network  Work-Integrated Learning  Writing Centre |
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# **Introduction**

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

## Institutional context

At the Durban University of Technology (DUT), integration of the student experience is seen as an important element at the core of its approach to student success. Since the preparation of the Quality Enhancement Project (QEP) institutional submission to the Council on Higher Education (CHE) in 2014, there have been three new developments that speak to this integration.

### DUT Strategic Plan 2015 – 2019

The first development is the new *Strategic Plan: 2015 to 2019*. We refer to the *Strategic Plan* as the ‘2-4-6’ plan. The plan was endorsed by the University Council at the end of 2014 following extensive stakeholder engagement across the University. The Vice-Chancellor, together with a working group, conceptualised the draft strategic plan, which was subsequently discussed at a number of workshops and meetings to elicit input, then refine and enhance it prior to its approval by Council.

The ‘2’ refers to the two strands in the DNA of DUT, that is, *student-centredness* and *engagement*. These will permeate everything that goes on at DUT in a purposeful and integrative manner, allowing DUT to see students as complex individuals around whom the institution should be galvanising its resources.

The ‘4’ refers to the four strategic focus areas (SFAs) in the plan:

* SFA 1: Building sustainable student communities of living and learning
* SFA 2: Building research and innovation for development
* SFA 3: Building a learning organisation
* SFA 4: Building a sustainable University

The ‘6’ refers to the six strategic drivers that cut across the strategic focus areas and they are:

* A: Transforming institutional culture
* B: Back to Basics
* C: The Knowledge Project
* D: Networking the University
* E: Greening the University
* F: Internationalising the University.

### DUT Graduate Attributes

The second significant development is the approval of DUT Graduate Attributes by the Senate and the Council of the University. These attributes constitute a suite of outcomes that we would like to see emerge in our graduates over the period of time that students spend at DUT. A key discussion point at the Council meeting related to the impact of the Graduate Attributes on staff development. Council members emphasised that promoting the development of these attributes in students required academic staff to undergo capacity development.

The Graduate Attributes must be seen within the context of the Curriculum Renewal Project (CRP) that was launched in 2010. At the time, the University was acutely aware that practices in the classroom were unlikely to change without a major change initiative. It was also acknowledged that academic staff needed to be integrally involved in shaping the curriculum in order to be able to make meaningful change to their classroom practices that would ultimately lead to students’ attainment of the emergent Graduate Attributes. Indeed, the approval of the Graduate Attributes by Senate and Council is a significant milestone in relation to the CRP. In view of the implementation of new diplomas and undergraduate degrees commencing in 2016, enhancing academics as teachers is critical to the success of the CRP.

At a recent planning workshop, academic executive managers, under the leadership of the Deputy Vice-Chancellor: Academic (DVC: A), developed a draft Academic Operational Plan to give effect to the *DUT Strategic Plan*. Staff development in relation to the Graduate Attributes is one of the key activities that has been identified.

### Student-centredness

Since his appointment in September 2010[[1]](#footnote-1), the Vice-Chancellor, Professor Ahmed Bawa, has consistently promoted the philosophy of student-centredness as a perspective that should characterise the culture and operations of the University as a whole. He has argued in many forums that student-centredness should permeate both the formal curriculum and the co-curriculum, policies, rules and procedures of the University. Consequently, all current projects that have a direct bearing on student success revolve around the notion of student-centredness and around the idea that students are whole human beings. At the heart of the idea is that the University has to cater for the emotional, social and intellectual development of its students. This, then, is the third significant development.

At DUT, there is a clear link between the notion of student-centredness and that of student success (*ukuphumelela kwabafundi*), made explicit in the Vice-Chancellor’s address to the University’s Institutional Forum in 2012 where he described the creation of a student-centred institution. He posed three crucial questions to the University community which would assist the University understanding who our students are and what they bring with them to DUT:

* Who are our students?
* What kind of schools did they go to?
* What kind of University would work best for them?

The Vice-Chancellor is fully committed to implementing the vision he has actively promoted over the past years. The University’s *Strategic Plan* has as its first strategic focus area *Building sustainable student communities of living and learning,* demonstrating that the relationship between student life and student learning is to be seen holistically. Further, as described earlier, the one DNA strand ofstudent-centredness reinforces how this philosophy is built into the very core of the institution. Academic leadership (the DVC: A and Executive Deans) are committed to linking student centredness to student success, including through particular plans that have been developed for tracking student success.

## Preparation of the QEP institutional Report

In 2014, the Academic Executive Management (AEM) team, under the leadership of the DVC: A, established a task team responsible for the development of the institutional submission. In 2015, the task team continued to work on the Institutional Report and the membership of the team was broadened to include additional representation from the Centre for Quality Promotion and Assurance (CQPA), the Centre for Excellence in Learning and Teaching (CELT), and the Library. The AEM continued to serve as the Reference Group with oversight of activities related to the project. The details of the team and the co-ordinators are given below.

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| --- |
| Mrs K Sattar: Director CQPA (Chairperson) |
| Mr J Vooght: Quality Specialist. CQPA |
| Dr T S Pillay: Deputy Registrar. Co-ordinator for FA 4: Enhancing course and programme enrolment management |
| Prof T Ngwenya: Director CELT. Co-ordinator for FA 1: Enhancing academics as teachers |
| Prof L Makondo: Academic Development Practitioner. CELT. Co-ordinator for FA 2: Enhancing student support and development |
| Mr A Singh: Dean of Students (Durban) |
| Ms F E Haffajee: Director Student Services (Midlands) |
| Ms L Webster: Director Library. Co-ordinator for FA 3: Enhancing the learning environment |
| Dr S Neerputh: Manager, Academic Services. Library |
| Ms P Kisten: Senior Information Analyst. Management Information |
| Dr G Mheta: Co-ordinator. Writing Centre |
| Mr M Zulu: Student Representative Council: Education & Transformation |

To facilitate information gathering, the CQPA arranged focus group meetings with the Executive Committee of each of the six Faculty Boards. The faculties were reminded to invite their respective student representatives to the meeting. All task team members were invited to the meetings which were chaired by the Director: CQPA or a nominated representative. These meetings were very informative and also helped to sharpen subsequent requests for specific information from the faculties. Furthermore, this approach was successful in getting some students to attend the meetings, for example, the meetings with the Faculty of Engineering and the Built Environment (FEBE), and the Faculty of Arts and Design (FAD). In addition to these meetings, a workshop was held for key representatives from academic and administrative support services. The workshop was attended by 46 participants who enthusiastically engaged with the QEP. A challenge was the lack of attendance of the Student Representative Council (SRC) task team member at meetings.

The co-ordinators were responsible for consolidating the input and writing their focus area report; ensuring that relevant evidence was gathered; and editing their respective reports to ensure that comments from the Vice-Chancellor, faculties, AEM, Senate and the Senior Executive Team[[2]](#footnote-2) were addressed. The Management Information department provided the relevant data where required. The DVC: Academic and the Director, CQPA, were responsible for the finalisation of the institutional report prior to it being sent to the CHE.

# Focus Area 1: Enhancing Academics as Teachers

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

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

DUT has prioritised both the disciplinary expertise and pedagogical competence of academics as reflected in the DUT Teaching Development Plan (2014/15 – 2016/17) which was approved by the Department of Higher Education and Training (DHET) in 2014.The priorities of the University are clearly captured in that document, especially in the activities included under Programme 1 of the Teaching Development Plan. Programme 1 focusses on the professional development of academics in various ways including registration for discipline-specific Masters and Doctoral degrees as well as for teaching qualifications such as the Postgraduate Diploma in Higher Education. Professional development in its various forms features prominently in the University plan. As reflected in the annual reports to the DHET, significant progress has been made in this area. The reports indicate that a significant number of DUT academics across faculties are making use of the Teaching Development Grant (TDG) to improve both their disciplinary expertise and pedagogical competence.

DUT is currently reviewing its academic offerings to align them with the Higher Education Qualifications Sub-Framework (HEQSF) and with the recently approved DUT Strategic Plan. The CRP provides numerous opportunities for academic staff to enhance their knowledge as curriculum designers, teachers and assessors. Largely due to its focus on curriculum design expertise, the CRP has the potential to transform teaching and learning in fundamental ways. Thus, the institutional context in which various activities relating to the enhancement of staff takes place is shaped by the strategic directions of the University as well as by the key University priorities such as:

* blended teaching and learning,
* embedding graduate attributes in all University academic offerings, and
* incorporating general education (GenEd) into the University’s undergraduate curriculum.

Furthermore, the Human Resources policies of the University, including the Performance Management Policy and Induction Policy facilitate the attainment of the common goal of enhancing academics as teachers. The Performance Management Policy currently applies to senior executive staff only and is likely to be implemented for academic staff during the 2016 academic year. The Performance Management Policy will also cater for professional development activities that will enhance academics as teachers and researchers. There has been substantial discussion on the Workload Policy, as well as development of a workload formula. The Workload Policy for academics makes provision for continuing professional development activities.

One of the objectives of the recently approved DUT Strategic Plan is to “provide innovative teaching, learning and assessment that accommodates the diverse needs of our students and enhances the quality of our graduates.” Moreover, the University has committed itself to “create programmes of learning for all staff” as part of its revised strategic directions. In this regard, professional development initiatives could take the form of short courses or training in technical skills and other work-related competencies. The main idea is to facilitate organisational learning that can only occur if there is sufficient and relevant individual learning. It is also worth pointing out that the University has a well-regulated system governing teaching excellence awards at Faculty and institutional levels.

The Institutional Research office organises and hosts the annual Institutional Research Conference in which academics share the work they are doing as researchers and teachers in relation to both the formal curriculum and the co-curriculum. The annual Institutional Research Conference promises to be a vibrant forum for sharing ideas about teaching and assessment strategies that contribute to student success. What stands out about this initiative is that all organisational development initiatives are likely to succeed if they are based on the relevant data that are appropriately collected and analysed. This applies to all forms of academic development including staff or professional development.

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

The TDG has made it possible for the University to significantly improve its staff training programme in the area of online learning. Reports by the e-Learning Project leader confirm that there has been an increase in the use of the *Blackboard* Learning Management System (LMS) across the six faculties of the University.

The University plans to continue until 2016 with the Transformative Educational Studies (TES) Project. The TES project is an NRF funded project which started in 2011. The focus of the project is to provide opportunities for academics to research the question: “How do we improve our educational practice as ...?” Through this project, several staff have successfully completed postgraduate studies as they reflect on their practice and develop interventions to improve their educational practice.

The University is planning to reconfigure its academic induction programme so that it foregrounds activities aimed specifically at enhancing the role of academics as teachers. While the structure of the current programme will be retained, the revised induction programme of the University will, with effect from January 2016 onwards, incorporate four re-conceptualised topics that will be offered to new staff members as well other interested members of the DUT academic community:

1. Teaching and Learning in Higher Education
2. Assessment in Higher Education
3. Curriculum Design and Implementation
4. Researching Teaching and Learning in Higher Education.

In line with the policy of the University to utilise technology for its core activities, sessions on these four topics will be offered in blended mode. Academic Development Practitioners will play the role of online instructors for each of these topics. The University’s long-term plan is to offer a formal qualification to University lecturers in the form of a Postgraduate Diploma in Higher Education (PGDHE). Therefore, the four themes for staff induction mentioned above will be modularised in order to facilitate credit transfer to the proposed PGDHE qualification that may be offered for the first time in 2018.

In April 2015, the University had its inaugural Academic Literacies Symposium which featured speakers from the University of Westminster in the UK, Rhodes University, the University of Cape Town and Stellenbosch University. Like the Learning, Teaching and Assessment Symposium, the Academic Literacies Symposium will become an annual University event. The aim of this new initiative is to equip staff with the relevant knowledge and skills to successfully embed academic literacies into disciplinary discourses and practices. An Academic Literacies Task Team has been set up to lead this important staff development project.

Faculties have different approaches to staff development depending on a number of contextual factors. For instance, each Faculty uses the Skills Budget in a manner that suits its context. Faculties that have staff who are members of professional bodies, such as Engineering and the Built Environment, Health Sciences, and Accounting and Informatics, use the skills budget to support the continuing professional development activities of their staff members. Activities relating to continuous professional development are often organised and monitored by professional bodies which focus on, among other things, implementing changes in the curriculum, preparing students for the world of work and improving both disciplinary and pedagogical expertise. For example, academics in the Faculty of Engineering and the Built Environment (FEBE) are actively involved in seminars, symposia and conferences on Engineering Education.

With regard to awards and recognition, the University continues to recognise excellence in teaching at Faculty and University level through the faculties' and the Vice-Chancellor’s Teaching Excellence Awards. One major improvement in this area is that the training of staff in the compilation of teaching portfolios is now conducted in a blended mode. An online classroom with the relevant resources has been created and is being used actively by academics who wish to develop their teaching portfolios. The portfolio is seen as a developmental tool with the emphasis on reflective practice.

Capacity building in relation to the Extended Curriculum programme (ECP) has been improved. Staff teaching on the ECP have attended CELT capacity development workshops on curriculum design, assessment, pedagogy, designing rubrics, teaching first year students and teaching large classes.

In August 2015, an ECP capacity development workshop was held on ‘Academic Literacies: From Tacit to Conscious Awareness and Practice’, facilitated by Professor Cecilia Jacobs. Seven ECP staff received financial support from the ECP Training Funding to attend the ‘Foundation Provisioning (Extended Programmes) Colloquium’ held in 2015 at East London.

ECP staff presented their work at the University’s annual Learning, Teaching and Assessment Symposium. A regional workshop for sharing good practice in ECP is scheduled for early December. Staff from both mainstream and extended programmes are invited to ECP capacity development workshops to facilitate the transformation of their practice.

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

* The academic induction programme is exemplary in many ways. It promotes practitioner research methodology and as such focuses primarily on classroom practices. Academics who have completed the programme in the past few years have commented favourably on its impact in improving practice. Supporting evidence for this includes: comments by participants on monthly sessions; reflective papers presented by participants, etc.
* The high success rates in the ECPs are an indication that the training and support given to ECP lecturers achieve the desired result. The consistently high success rates feature prominently in the annual progress reports that the University submits to the DHET.
* The symposia and conferences organised by faculties and support units constitute a significant contribution to the scholarship of teaching and learning. The themes of these professional development initiatives often revolve around the CRP and the DUT Graduate Attributes, largely due to their status and significance as defining projects of the University.
* Partnerships with industry[[3]](#footnote-3) and professionals in the area of Continuing Professional Development (CPD) have a positive impact on the development of academics as teachers as they are afforded time to interact with peers and professionals in the workplace and other contexts. Interviews with members of Faculty executive committees confirmed that this is an exemplary practice. The Information Technology Department in the Faculty of Accounting and Informatics (FAI) provides an excellent example of this mutually beneficial relationship between academics and industry.
* The number of staff registered for master’s and doctoral degrees has increased.

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

We have not been successful in creating and sustaining online communities of practice around staff development programmes such as teaching academic literacies and compiling teaching portfolios. This challenge needs to be addressed collaboratively by CELT and Faculty management.

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

The University’s staff induction programme could be regarded as a promising practice. It takes one full semester to complete and covers a variety of topics relating to higher education pedagogy. From 2016 the induction programme will incorporate four topics that are structured as modules. The programme is open not only to new staff but to all academic staff who wish to enhance their pedagogical competence with regard to teaching and learning, assessment and curriculum design. Because it is anchored in practitioner and action research, the DUT induction programme is developmental and curriculum-focused. This focus is evident in the reflective papers that participants are required to present during the final session of the programme.

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

The absence of a coherent and well-coordinated seminar series focussing on topics relating to the scholarship of teaching and learning is a challenge for the University.

While acknowledging academics’ individual commitment to good teaching, a constraint facing academics at DUT in relation to professional development and related topics is the limited time available for engaging in the relevant capacity building activities. Much of their time is taken up by teaching and assessment. Furthermore, the professional development of part-time contract staff needs attention as these academics are not required to participate in induction and/or other CPD programmes of the University.

# Focus Area 2: Enhancing Student Support and Development

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

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

The key issues in enhancing student support and development are highlighted in the DUT Strategic Plan 2015-2019 that takes the notion of student-centredness to mean that “…DUT exists to provide its students with the kind of learning environment that helps them grow intellectually, socially and emotionally”. In this context, Strategic Focus Area 1 focuses on ‘Building sustainable student communities of living and learning’.

This section outlines the initiatives by the teaching and support units that contribute towards career and curriculum advising, life and academic skills development, counselling, student performance, and student performance monitoring and referral.

In view of the location of DUT and its campuses, as well as the backgrounds of the majority of its students and their levels of preparedness for university studies, the teaching and support units are required to develop initiatives meant to enhance students’ retention and success. Significant initiatives include addressing at-risk students, enhancing academic writing through the role played by the Writing Centre (WrC), enhancing subject mastery through the use of tutorials, fostering holistic student development through student support and development services and a focus on students’ experience in their first year. The increasing interest in the First Year Student Experience (FYSE) project is evidenced by the increased number of departments now participating in the initiative.

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

### Changes that have been made at institutional level

Changes that have been implemented focus on the holistic development of students through integrating academic learning and social development. This integrated approach has promoted improved collaboration between the Student Services division, in particular the Student Counselling and Health Department, other institutional support services and academic departments. One such initiative is the broadening of orientation programmes which now cover a diverse scope and are conducted by academics, the Student Services division and other support units.

The use of the WrC to improve academic writing and reading and to use *Turnitin* has increased. The WrC operating hours have been extended and the number of WrC offices across the University has increased to cater for the larger numbers of students and University staff now using this service. The Faculty of Arts and Design (FAD) and Faculty of Applied Sciences (FAS) report high usage of WrC resources. Students are required to submit written work with the WrC stamp and marks are awarded for having used the WrC. Students have indicated that they are comfortable to go to the WrC and that it has helped them improve their grammar and essay writing. The WrC also makes them confident and motivated to write and read. Further collaboration between academics and the WrC occurs in all faculties, for example, in FAD lecturers from the School of Education teach together with WrC staff.

Faculty executive management members periodically meet and discuss with students their academic and or social issues. For example, in the Faculty of Health Sciences (FHS) student liaison meetings are held regularly and a referral system operates between the faculty Academic Development Unit, and the Student Counselling and Health Clinic. Students are offered skills and development through work-integrated learning tasks outside DUT (such as field trips away to the relevant industry) and also within (such as first aid courses and guest lecturers from industry) on an ongoing basis to enhance the teaching and learning process. Also, schemes and support are in place for students from disadvantaged backgrounds and who are nutritionally at-risk. Students are further supported through the introduction of general education into new undergraduate programmes from 2016. In FAS the Executive Dean’s lecture series exposes students to professionals, mainly alumni.

New student support and development initiatives spearheaded by the Student Services division include operating four health clinics on the Durban campuses, re- integrating HIV counselling and testing (HCT) within primary health care, compulsory residence orientation for first year students, and the launch of the *Impilo Yami* LGBTI program in the Midlands in May 2015. In addition, a far reaching change has seen amendments to the SRC constitution which now requires that students seeking election to the SRC must meet certain academic requirements. It is envisaged that such a change will enable more constructive engagement with student leadership.

Renovation to the existing residences has commenced and has been completed in two Durban residences.

FAS successfully held a Sports Day to promote a sense of identity, ease integration into University life for students within the Faculty and to encourage cohesiveness amongst the staff and students across all Departments in the Faculty.

In responding to the challenge of students not having access to food, the Student Services division has implemented a food security programme which provides one meal a day to students who are placed within the programme.

### (b) Changes that are in progress

Changes that are in progress focus on implementing the FYSE project across the University. The FYSE project is aimed at providing psycho-social and academic support to first-year students in order to increase success rates and reduce the drop-out rates during the first year of study. This support is provided by trained Tutor-Mentor-Advisors (TMAs) who play the roles of mentors and advisors to the first-year cohort of students. The importance of this initiative stems from the fact that a significant number of students at DUT are first generation higher education students, have not previously spent time in a city and are exposed to new experiences which can be bewildering. Presentations on FYSE were offered at institutional and departmental forums. The departments of Information Technology, Drama, Public Relations, Ecotourism, Journalism and Financial Accounting have implemented the FYSE project.

Additional changes that are in progress include various awareness campaigns that focus on health and wellness, adjusting to campus life and diversity.

### (c) Changes that are in the planning stages

To enhance student support and development, the Student Services Division plans on rolling out Counselling Services to the City campus and Brickfield Campus. In addition, it seeks to strengthen graduate success through career planning, workplace readiness and the HIV/AIDS program. A Disability Office is being established in order to support the University’s enrolment of disabled students. The Student Services Division will also be introducing electronic voting for SRC, House Committee and Sport Union elections. In keeping with the significant changes regarding NSFAS processes, the University will be restructuring the Financial Aid Department.

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

Successful initiatives aimed at improving student success focus on (a) addressing at-risk students by early identification and tracking of these students, (b) improved student administration and appeals processes, (c) tutorial programmes, (d) the FYSE project and (e) psychosocial development.

### At-risk students

Students at-risk are identified early on in programmes. For example, in FAS students at-risk are identified based on results from the first assessment, and in some cases based on the individual student’s results from the preceding semester or year’s examination results. The Department of Construction Management and Quantity Surveying in FEBE writes letters and emails to students who are at-risk while some lecturers interview such students. Their weaknesses in the subjects are discussed and minutes are recorded. These issues are discussed at Subject Committee Meetings. Subject Committees have been in existence for the last two years and have responsibility for implementing strategies for monitoring, reviewing and improving teaching and learning.

### Improved student admissions and appeals processes

FEBE manages student performance and exclusions in a responsible and empowering way to enhance successful teaching and learning. In addition to the Subject Committees, student administration and appeals processes have improved over the years by design. Students are counselled at orientation and at various points in their studies regarding their performance. A major contribution to drop/stop outs and low graduation rates (below the benchmark) was the old system of dealing with student exclusions, which perpetuated a lack of accountability and commitment among students who were facing academic exclusions. A two phase process in the Faculty that deals with students facing academic exclusions and counselling has reduced the number of exclusion applications over the last five years. Strategies for counselling students include meeting with parents/ guardians and conditional re-admittance into the program. The number of referrals to the office of the DVC: A office is now less than three per semester.

### Tutorial programmes

Tutorial programmes are an intervention designed to assist at-risk students’ needs in a holistic way in mastering academic concepts and, simultaneously, to develop academic literacies (including critical thinking, social interaction and etiquette). Academic literacies are practices that are based on the linguistic, conceptual and epistemological rules and norms of higher education and the professional disciplines and are developed in these tutorial programmes as well as integrated into the mainstream modules. FAS engages in a consultative process with lecturers within the Faculty to identify the areas of weakness or where improvement is required in conceptual knowledge. Trained tutors are appointed to facilitate tutorials and to assist at-risk students. The tutorial programme in FAS has been successful in many Departments like Biotechnology and Maritime Studies and this is evidenced from the increase in pass rates from 2013 to 2014. In FAD, tutor training included input from the City Campus WrC on an ongoing basis. FAD has also introduced a Tutor-Mentorship Programme to help develop a new generation of academics in the visual arts and design. Tutor coordinators and departmental secretaries manage the identification, tracking and monitoring of the progress of students considered to be at-risk.

### The FYSE Project

Another intervention designed to contribute to the success of first generation students is the FYSE project. The institutional FYSE project team from CELT in conjunction with the Student Services division and other stakeholders are involved in various orientation programmes such as Residence, Sports, Faculty and Departmental orientation as well as tutorial programmes.

### Psychosocial Development

The Student Services Division supports at-risk students by early identification and referral for counselling and psychological intervention; staff development workshops for timely identification of students at-risk, advocacy for exam concession; identifying and treating/referring students who have opportunistic infections; vaccinations for students in high risk programs, for example, Emergency Medical Care and Rescue, and Radiography; post exposure prophylaxis; care and support for students living with HIV, Risk reduction gatherings; and Residence tutorial programmes.

As part of capacity building, various leadership initiatives are in place such as the *Durban Leadership Initiative*, tailored leadership programmes and the *Emerging Leaders* programme. Various student leaders have emerged through these programmes.

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

One of the changes that has not been as successful as expected is the tracking of at-risk students since the success of this initiative is dependent on academic staff entering marks onto the Integrated Tertiary Software (ITS) system and tutors being able to follow up with students timeously.

Another issue reported by the management of FAD is the challenge of integrating students into Faculty structures such as Faculty Board meetings.

Student Services identified the Capacity Building Programme for the SRC as not being successful due to lack of engagement from the SRC.

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

The Student Services Division has identified the following promising practices:

* Integration of HIV/AIDS into the Curriculum. This is a pilot program funded by HEAIDS with the intention of ensuring that HIV/AIDS issues are approached within the context of a discipline.
* Improved interdepartmental collaboration with academic departments. Collaboration occurs around Faculty Boards, orientation, referrals and the Student Services Board.
* The Golden Keys Program. The programme recognises and supports high achievers.

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

One of the major challenges experienced by the University is that there needs to be a shared conceptual understanding of the purpose of tutorials, in particular the roles and responsibilities of tutors.

Faculties use various systems and approaches to identify and assist at-risk students, but there is an absence of an effective student tracking system that focuses on the time spent by students on assigned tasks in a particular module or programme. While some Faculty-specific initiatives in this area may have been successful, there is need to have an institutional system that should form part of the University’s Learning Management System.

The Student Services Division is still encountering the following challenges that impact on the provision of quality support to students:

* Inadequate student recreational spaces
* Lack of student centres
* Lack of additional financial aid for students
* Inadequate sporting infrastructure for students
* Lack of adequate financial, physical and human resources (No incremental increase in staffing, including for administrative staff other than in Student Services, despite increases in student numbers)
* Insufficient resources to fully address students’ food security needs
* A health clinic is yet to be established at the M L Sultan campus.

# Focus Area 3: Enhancing the Learning Environment

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

### Teaching and Learning spaces

The University is focused on transforming the teaching and learning spaces to contribute to students’ emotional, physical and intellectual growth. A safe, clean, functional and pleasant physical environment is vital for optimal teaching and learning. All six faculties as well as the Library have redesigned at least some teaching and learning spaces, and support technology-enabled methods and devices that enhance teaching and learning. Generally, all faculties are constrained by limited venue spaces for multi-modal teaching. Varying infrastructural requirements across DUT campuses is a challenge for provision of quality teaching and learning spaces.

**Faculty of Arts and Design**

The shortage of suitable teaching venues at the City Campus is a challenge. It is difficult to identify venues for training, workshops, and seminars during lecture times. The Executive Dean’s office is currently working with the campus planner to improve venue availability. Comfortable seating in lecture venues on the Brickfield, Indumiso and ML Sultan campuses pose a challenge. Generally, the maintenance department is not able to comply with requests for venue and building repairs.

**Faculty of Engineering and the Built Environment**

The new S2 building, funded by DHET, incorporates cyber labs that will cater for 360 students at any given time. The building also has several formal lecture venues that could seat approximately 110 students per venue, with a general purpose teaching, learning and assessment venue for 150 students. The new engineering building complies with building regulations for the physically disabled.

Laboratories in the Faculty have been designed in compliance with the occupational health and safety standards and requirements. The Executive Dean and the safety officers conduct routine inspections. FEBE has engaged the services of its own maintenance personnel to regularly attend to the venue and maintenance issues.

The Faculty has a system in place to allow students to study on campus. Some staff offices have been redesigned to also accommodate teaching spaces for small groups.

**Faculty of Health Sciences**

Since the last QEP report, this Faculty introduced several physical changes inside and outside the classrooms. Nursing students in the undergraduate programme at the Indumiso Campus benefit from a well-resourced skills laboratory. The Department of Chiropractic and Somatology has developed several comfortable, work-ready and inspiring venues.

The introduction of e-learning continues to be a challenge in the Faculty, due to the inability of students to procure personal devices, as well as the fact that teaching venues are not conducive to blended learning.

**Faculty of Management Sciences**

The Midlands Campus (Riverside and Indumiso) classrooms are in need of upgraded infrastructure and supportive teaching and learning technologies such as data projectors.

Smartboards have been installed in some venues. Training and support for lecturing staff on how to optimise use of the Smartboard is an issue which hampers technology-enabled teaching. The Faculty requires greater support for integration of technology and resources, for example, for students to be exposed to online learning environments from their first year. Concerns were raised in terms of the training and facilities that need to be in place prior to the introduction of the general education modules in 2016. Other issues concerning quality teaching and learning included *YouTube* integration with Smartboards and the use of open access educational resources.

**Faculty of Accounting and Informatics**

The Riverside Campus was previously a high school with few teaching venues, thus limiting the number of students enrolled. Poor conditions such as lighting, ventilation and air-conditioning make teaching and learning a challenge. Whilst the Faculty is encouraged to offer short courses, thus providing third stream income, the poor infrastructural conditions at the Riverside and ML Sultan campuses are a deterrent to prospective students.

Limited access to devices to support student-centred teaching and learning was an issue despite the Library loaning laptops for student use. The Faculty is of the view that a customised Library and WrC is needed on the Ritson Campus to provide better support for student learning.

All courses have online registration. The quality of *Blackboard* teaching and learning was flagged as an important issue for providing an interactive teaching and learning environment. WiFi connectivity and load shedding were challenges in this regard. This Faculty expressed theneed for information technology support for academics and students on the Ritson Campus. An e-learning symposium was hosted for the Faculty by CELT which encouraged academics to use new technologies in their teaching.

Budget constraints in the Faculty also presented a challenge for the development of an environment conducive to teaching and learning.

### Academic Support Services:

**Library Services**

Refurbished spaces in the Library, in particular the ML Sultan Campus, have been fitted with innovative technologies and new furniture to support student-centred learning, collaboration and engagement. Further, the opportunities for integrating students' mobile technologies in the classroom environment are supported by strong wireless networking and the provision of access to the Samsung outdoor charging units.

**Housing**

The new student village, which is currently being completed, will provide an additional 800 beds. Technology-enabled learning spaces have been included, and some residences make provision for students who are differently-abled.

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

### E-learning and ICT enabled infrastructure

E-learning opportunities have gained momentum institutionally, with many projects and initiatives being undertaken across all six faculties to upgrade and re-purpose the learning environment. An amount of R15 million was allocated to modernising and strengthening the infrastructure. Although WiFi connectivity has been strengthened across all faculties, access is inconsistent in some areas. Plans are in place to address this issue.

Faculty strategies to enable digital learning focused on:

* Promoting e-learning training amongst staff to ensure that a maximum number of academic staff are able to use *Blackboard.* Training in the use of Smartboards has also been provided.
* Creating and populating Faculty online classrooms for general education modules to promote blended learning.
* Re-purposing learning spaces across the institution to provide for informal, collaborative and engaging digital footprints.

E-learning spaces were upgraded by providing colourful student seating, tables and sun-umbrellas. Device charging units were installed by Samsung. The Faculty of Management Sciences (FMS) contributed to the development of the *iPad* lab (sponsored by Apple and Lenovo) in the Library for student learning and collaborative teaching. Further, the Executive Dean of FMS has initiated a media project for live-streaming information to all departments. Dedicated relevant TV channels will be set up for informal learning, for example, videos relating to departmental and University information, live coverage of graduation ceremonies, channels on tourism and sport. .

Smartboards were procured but setup and training challenges hampered progress for interactive teaching and learning. Theft of equipment from the venues remains an issue.

The Library has progressively increased access to e-resources which are supported by online LibGuides as an interactive resource for seamless access and student support to relevant curricula resources. Statistics indicate that these resources are well-used. A joint project with the SRC and Student Services Department has enabled libraries at all sites to loan laptops to students.

### Re-organisation of dedicated teaching and learning spaces

Re-organisation and re-development of teaching and learning spaces are ongoing across all faculties in DUT. This has created spaces for multimodal learning. Comfortable, customised learning environments are created for student engagement and informal learning. One example is the *Tholulwazi* multi-function room at the Student Counselling and Health facilities which is used to provide academic, personal and career support for students. The Enterprise Development Unit uses its venue for training unemployed, disabled youth in end-user computing. The Student Career Resource Centre offers computerised career assessment tests. The HIV/AIDS Centre boardroom is used to support group meetings and peer educator meetings. The DUT/HEAIDS co-operation is ongoing and the HEAIDS TVETofficer was allocated an office space. Another example stems from the re-organisation of the libraries for greater student engagement and collaborative informal learning. The BM Patel Library has been reorganised to create a more student-centred environment with associated services. This will be completed by the end of 2015. Both the Library and the WrC have extended opening hours for better access. The WrC is well positioned in the Library to enhance academic support for students.

The Chemistry Department utilises laboratory spaces on both the ML Sultan and Steve Biko campuses to better accommodate teaching, research and analytical consulting services. In addition to their core programmes, Chemistry is also offered as a service subject to 19 other programmes at the University. Due to the increase in the number of students registering in the Chemistry Department, learning and laboratory spaces are over-utilised and are inadequate to cope with the growing demand. Renovations are planned which will result in more efficient use of the academic and laboratory staff to provide the necessary teaching and learning skills required, including accommodating additional students registered in the Faculty.

The Chemistry Department envisages a centralised instrument facility, equipped with state-of-the-art analytical instruments for use by students, researchers and the wider DUT community. This facility will strengthen the consultancy services offered by the department. A funding proposal is being written in preparation for acquisition of a sophisticated instrument facility through the NRF (National Equipment Programme).

### Creating a stable IT infrastructure environment

DoHET infrastructure fund of R2.4 million is being utilised for expanding the DUT WiFi footprint to all rooms in the residences at both Durban and Pietermaritzburg campuses. The IT ‘infrastructure refresh’ project was completed in May 2015, thus facilitating the relocation of the Library integrated system and institutional repository to the central ITSS data centre. The current *Blackboard* server has been moved to the ITSS production cluster to provide enhanced support for teaching and learning. This relocation will attempt to address ICT infrastructural stability and access to resources while on or off campus. ITS support and training is required for identification and monitoring of the at-risk students per Faculty/department. There is improved utilisation of student WiFi; Student email (DUT4LIFE); Student IT support; Online Office/365 access and Student IT support helpdesks in libraries.

### IT support for student devices and laptops

Four thousand tablets were distributed to NSFAS beneficiaries at the end of the first semester 2015. Unfortunately, a large percentage of students are still unable to procure their own devices. As the roll out of student devices (NSFAS allocation) gains momentum, so too does the demand for IT support for these devices. Further, there is need for additional *Blackboard* technicians to support the increased use of e-learning in the academic programmes, including student help centres across all the faculties.

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

### Expansion and Infrastructure Projects

The Midlands expansion and infrastructure projects will enhance the teaching and learning goals in the University. The Library project, to be completed in 2018, is supported by the University financial resources to develop two new libraries. The Riverside Library will be transformed from a single floor Library to a three floor Library, creating additional study and reading areas. The Indumiso Library will be a purpose built modern Library. The Steve Biko Library developed a blueprint for repurposed learning spaces and refurbishment in 2014. This project is incomplete due to lack of funding. The refurbishment will increase the seating capacity as well as provide informal seating for diverse student needs.

Plans to refurbish the City Library and Brickfield Library are at an early stage due to funding constraints. The Brickfield Library is being re-organised to accommodate the establishment of an e-zone (computer laboratory and mobile learning space) for student use.

### Support for student devices

The uptake of devices and laptops by students has necessitated the creation of information technology (IT) support centres and services in both the Library and in the faculties. The two IT support centres located in the Library are heavily used by students with statistics indicating an increased usage of this service. Plans are afoot to employ an IT technician for the Midlands Library. The employment of ‘IT roaming students’ is an initiative to provide peer support to students.

### Teaching and learning technology in the Library

To enable and promote the use of technology for teaching and learning, the Library engaged with technology giants Apple and Lenovo to implement their latest technologies in the Library. The *iPad* laboratory is used by students, and is also used for training academics to optimise mobile teaching and learning. The Lenovo technology centre exposes students to the latest technologies which they can use or experiment with at their leisure.

### Enhanced printing facilities in the Library

Since March 2015, the new photocopy service has been implemented at Library sites. The new service offers enhanced features for students printing. Seamless printing is now possible via direct printing from the Library e-zones or via a mobile device or laptop; it is also possible to print from a USB directly from the photocopier. Students now have access to colour machines, and are able to scan material directly to email or USB. In the forthcoming months, the Library will move into phase two of the project which will enable cashless printing.

### Re-purposing of teaching and learning spaces

WiFi connectivity across the campus has created new and informal learning spaces e.g. Curries Citrus Garden e-learning space. FMS redesigned and recreated new e-learning spaces, for example, tables and seating space outside the classrooms and customised learning spaces. Evidence is found in the Faculty infrastructural reports and requisitions.

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

### Some gaps in WiFi access

Despite considerable progress in extending WiFi access on campuses, the University is still grappling with several WiFi “dead spots” across campuses. The IT network team attempted to address this issue by asking the University community to report these occurrences. This is an ongoing IT project with substantial work being undertaken in FHS and on the Ritson Campus.

The management and provision of server space for multimedia learning materials (primarily videos) has not been resolved. The need for such provision was flagged in reports from Pathfinder project leaders. The e-Learning Core Team has brought this matter to University management for resolution during 2015.

Financial resources are required to integrate students' mobile technologies with classroom venues and repurposed learning spaces.

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

### Re-purposing of learning space to accommodate all learning styles

Faculties, Library and student services projects have, to varying degrees, addressed the creation of a comfortable, inspiring learning environment that offers a seamless student experience, including physical and virtual learning support. This project has been successful in the Library. The projects at the Steve Biko Library, City Library, Brickfield Library and Midlands are on track with plans already approved for the Midlands Libraries and Steve Biko Library. FMS has realised innovative ideas for repurposed learning spaces.

### Collaborative relationships

Positive relations and collaborations between Faculty and administrative support departments, for example, ITSS, CELT and the Library auger well for creating an integrative, systematic approach to enhance the learning environment for student success. Collaborative events and activities, for example, collaboration with CELT and the Library; the WrC and faculties; and Student Services and the faculties, support the enhancement of teaching, learning and research in alignment with the DUT strategic plan.

### The DUT App

The DUT app (using *Blackboard* MOSAIC software) was launched at the start of 2015 to provide new and existing DUT students an easy link to student services and campus resources. Student users were surveyed during the first semester try-out of the App, and their responses were used to design the new updated version for the second semester. In the survey, students called for access to the student portal for their results and fees status, as well as for email access. Exam timetables, test dates and *Blackboard* access were also in demand. The updated App includes these features and also integrates well with Mobile *Blackboard* Learn, creating a more supportive student experience, providing maximum access to course materials for students on mobile devices.

Other components featured on the DUT App include:

* DUT4life
* RadioDUT
* Intercampus shuttle schedule
* News
* Photos
* Videos
* Maps
* information in case of emergency

### E-learning

The uptake of e-learning at the University increased from 33% in 2014 to 53% in April 2015. The target was 50% of academic qualifications (programmes) to have an online component by the start of 2015. The DUT MIS draws on the *Blackboard* LMS to report on the number of qualifications that have an e-learning component.

The current Pathfinder project leaders, together with a list of Vanguard programmes (programmes that are already offering a critical mass of modules online) indicate successful e-learning initiatives in the University. Lecturers in these programmes are experienced *Blackboard* users whose good practice has influenced others in their Faculty and departments to adopt e-learning as a mode of provision.

A wider understanding of the place of Open Educational Resources (OERs) in online education was established via a joint conference with the DUT Library on OA and OERs (“Generation Open”). This has been followed up by the drafting of an OA/OER policy for the University and the publication of a Library *Libguide* on OERs.

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

### E-learning: integration of technology

While the increase in the number of online classrooms is meeting University targets, more attention is needed to ensure that the technology is being fully optimised for engaged, interactive multi-modal teaching and learning. An e-learning policy and the implementation of minimum standards for e-learning practices are currently being developed with the assistance of the CQPA. Despite significant improvement recently, faculties require greater integration of technology and resources support in particular for the use of the *Blackboard* LMS (in first year teaching). Additional training and facilities need to be in place in 2016 to enable general education modules to incorporate e-learning. Increased capacity is required for the storage and streaming of online videos in virtual classrooms. The integration of the *Blackboard* LMS and the University ITS system is in progress and should be completed in early 2016.

In general, e-learning requires ongoing support across the campuses as regards venues, devices, WiFi connectivity, generator usage for load shedding and human resources support for teaching.

### Financial Constraints

The University goals in developing spaces conducive to learning are hampered by insufficient funding and/or sponsorships for infrastructure projects.

Computers in the computer laboratories and in the Library have not been renewed since 2011 due to lack of a CAPEX budget. This is frustrating for students and poses a challenge to efforts to improve teaching and learning.

Damage to laboratory equipment as a result of load shedding is a challenge. Such damage to high-end analytical instruments is not covered by the University insurance which poses a risk for teaching and learning. Compilation of a full inventory is currently underway to establish a comprehensive list of laboratory equipment used for teaching and research that have been damaged as a consequence of the regular power outages.

### Health and safety

Environmental health and safety challenges both within and external to the institution affect students and staff.

“Open” classroom venues are often in poor condition compared to the faculty venues which are usually in better condition. Escalators, lifts, and toilets are sometimes out of order. Maintenance and repairs are main issues of concern, exacerbated by the lack of CAPEX budget. Consequently, many teaching venues across all campuses are not conducive to quality teaching and learning. The poor condition of these venues also pose health and safety risks.

Safety and security problems continue to plague faculties despite the presence of security cameras and gates. Projectors have often been stolen from teaching venues. Broken furniture in teaching venues and venue doors being left open are common issues of concern.

Laboratory fume cupboards are in a dilapidated condition and not functioning efficiently. In addition, the cupboards are outdated and do not conform to the health and safety standards. A recommendation has been made for the institutional health and safety committee to urgently inspect and evaluate the current status of the fume cupboards, and if deemed non-compliant, for these to be replaced.

Due to the multi-faceted campus infrastructure and location of the University close to the city of Durban’s core public transport hub, crime negatively affects the teaching and learning environment. Student and staff muggings occur in and around the campus. City Campus, for example, has often had cases of students being mugged and theft of cars parked on roads alongside the campus. Public security is a serious challenge.

### Access for disabled persons

Access for disabled persons is an institutional challenge and responsibility. A Disability Unit, to be established in 2016, will coordinate equitable access for the disabled. Although most campuses have access ramps and lifts, some of the lifts are in urgent need of repair. The new Engineering block on the Steve Biko campus and some dedicated residences are compliant in terms of access for the disabled.

### Inadequate sporting facilities

Sporting facilities for students are inadequate. Eighteen sporting codes are offered with limited resources. With the strategic projection of growth in student numbers at the Midlands campuses in Pietermaritzburg, some sporting facilities, for example, fields and courts would need to make way for the development of the required teaching and learning spaces.

### Focus Area 3 Portfolio of Evidence (available on request) includes:

* Faculty Strategic Plans/ Executive Dean’s minutes and notes
* Faculty Board minutes
* Architectural plans for Midlands- DUT Libraries
* Faculty Reports and AQM reports
* E-learning reports
* E-learning listing of courses
* Library Annual Reports
* Strategic Plans and Management meetings
* Institutional Annual Reports

# **Focus Area 4: Enhancing Course and Programme Enrolment Management**

**(**Includes: admissions, selection, placement, readmission refusal, pass rates in gateway courses, throughput rates, and management information systems)

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

As indicated in the 2014 submission, the institution has been grappling with the idea of adopting a coordinated strategy for improving throughput, success and graduation rates and for decreasing the dropout rate. The issue of an institution-wide approach to enrolment management, as exemplified by the practice of Strategic Enrolment Management (SEM) which has been adopted by many universities in the USA and certain other countries, has recently been seen as a priority at DUT. SEM is practiced on the premise that it is largely through an integrated, concerted approach by the University as a whole, that significant improvements in the retention and success of students will be achieved. The idea of galvanising DUT’s resources in such a concerted manner is articulated in the DUT Strategic Plan (2015-2019).

To this end, a recent two day meeting of the Senior Executive Team (SET) on 3 and 4 August 2015 devoted a significant amount of time brainstorming the key elements and strategies that underpin international models of successful SEM.

The meeting agreed to appoint a committee to consider options for the adoption of a structure/approach for dealing with all constituent elements of course and programme enrolment management. Further details of this initiative are provided in 5.2 below.

Related to the above, and forming a critical part of SEM, are the careful recruitment, selection and eventual registration of students. Despite improvements initiated by the institution, as included in the 2014 institutional submission, many challenges still remain. These will be expanded upon in ensuing sections.

From the foregoing, it is evident that much institutional research has to be conducted for successful course and programme enrolment management. Institutional research is necessary for us to have a thorough understanding of our applicants and various facets of our student population. Such research will assist us in understanding applicant behaviour – why applicants choose DUT, why applicants who have been given offers do not register, why applicants do not register at prescribed times and other issues such as whether the programme chosen for study was the first choice of the student. Institutional research will also give us a more nuanced understanding of the difficulties encountered by students, which may point us to reasons for dropout and failure to succeed, and initiate more thoughtful interventions.

With this in mind, at the end of 2014, DUT initiated the formation of an Institutional Research Working Group. Membership of this group was drawn from diverse constituencies of the University, and includes individuals from faculties as well as from support departments such as Student Counselling and the Registrar’s office. The Working Group is tasked with identifying areas for institutional research and promoting such research within the institution.

One key issue relates to monitoring of the performance of students. It is evident that this aspect is being taken seriously by all faculties and various methods are used for tracking students, identifying at-risk students and making interventions. This issue is linked with identifying bottleneck/gateway subjects that impede progression as well as implementing measures for improving performance in these subjects.

The manner in which the institution intervenes in cases of non-performing students is also significant. The exclusion of non-performing students, while not a desirable outcome, has to be dealt with responsibly.

A major feature of a successful enrolment management programme is the adoption of student retention strategies. This will be referred to briefly in this focus area. Note that all focus areas allude to specific areas in which DUT is attempting to create an environment, both in and outside the classroom, that is welcoming, enriching and nurturing, and contributes to students persisting until successful completion of studies.

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

### An integrated approach to enrolment management

As indicated above, DUT has agreed to adopt an institution-wide, integrated approach to enrolment management. Traditionally, enrolment management has been viewed simply as a management approach to ensuring that enrolment goals, in particular the “input indicators”, have been met. The University now views enrolment management as being a far broader initiative, involving all facets of the life of the student with the primary purpose of optimising student success. This initiative should be viewed as being in the early planning stage.

In the international context, enrolment management, which is the concept that DUT has subscribed to, has been referred to as:

*an institution-wide, systematic, comprehensive, research-driven system designed to locate, attract, and retain the students the institution wishes to serve.* (Noel-Levitz, 2001:8)

A further definition and one which elucidates the comprehensive nature of strategic enrolment management is:

*Enrolment management is also defined as an organizational concept and a systematic set of activities designed to enable educational institutions to exert more influence over their student enrolments. Organized by strategic planning and supported by institutional research, enrolment management activities concern student college choice, transition to college, student attrition, retention and student outcomes. These processes are studied to guide institutional practices in the areas of new student recruitment and financial aid, student support services, curriculum development, and other academic areas that affect enrolments, student persistence, and student outcomes from college.* (Hossler, 2000:78)

Figure 5.1 below depicts the traditional perspective of enrolments juxtaposed with the overarching and comprehensive perspective of strategic enrolment management. This illustration, using an inner ring (traditional perspective) and an outer ring (SEM perspective) is useful in that it depicts the limitations of how enrolment management has traditionally been perceived, viz. that it only dealt with the recruitment/marketing, admission, funding arrangements and possibly some form of early orientation. This traditional perspective does not deal with the retention initiatives in a coordinated manner, and faculties are left to deal with such matters individually. The role played by support departments in creating an environment conducive to learning (or contributing to students’ frustrations) is also not considered in such a traditional perspective.

The contrasting SEM perspective (depicted in the outer ring of Figure 5.1), however, includes and places much emphasis on the interventions required by the University well after the student is accepted and registers. The role of academic support and the role played by other sectors of the University are crucial to the student success continuum.

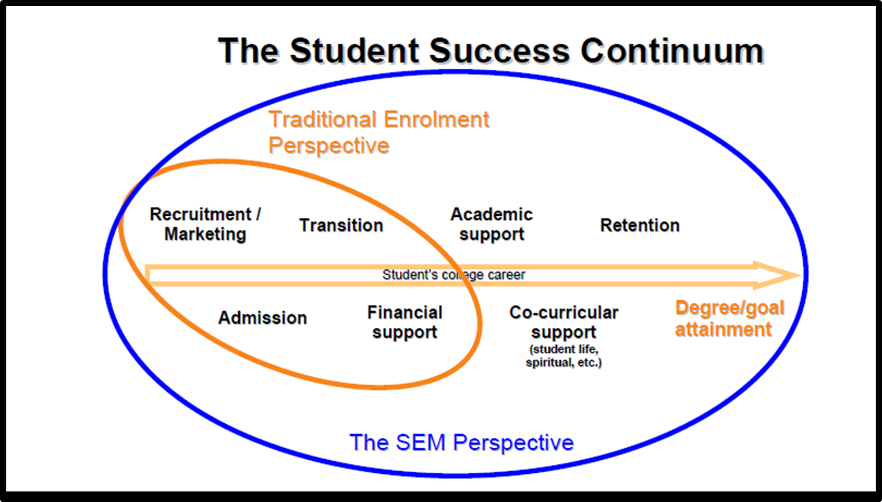


Figure 5.1: The Student Success Continuum

(Source: Bischoff: 2007)

### Marketing and Recruitment

As a result of first year enrolment targets not having been met a few years ago, the institution appears to have been put on high alert in respect of ensuring that sufficient initiatives are in place within departments for the successful recruitment of students.

Varying practices exist within DUT for the recruitment of students. The common purpose of selecting students who are likely to succeed is at the heart of the recruitment process. While some academic departments rely on the initiatives taken by the institution’s marketing and recruitment support divisions (e.g. school visits, open days, press advertising), other departments use their own student recruitment initiatives. For example, within FAS, school visits were conducted by a number of departments in 2014, with the intention of ensuring that enrolment targets were met. In another instance, FAD participates in a number of national events such as arts expos, drama productions and the Annual Fashion Show, and in this way, are confident that the “DUT Brand” is being promoted through the excellence displayed in these events. There is potential for using these events to do marketing more aggressively.

Individual departmental initiatives are not the general practice, however, and this is an area that could be given more attention. The problem of the vast number of applicants not meeting entry requirements or being heavily reliant on NSFAS funding still continues, suggesting the need for careful identification of different market segments for the purposes of marketing and recruitment.

### Student Selections

The streamlining of DUT’s admission and registration processes commenced in 2011 as a special project initiated by the Vice-Chancellor, and this initiative has seen many steady improvements to the student selection process. This is evidenced by a significant increase in offers of spaces made in advance, as well as an increase in the taking up of such offers by applicants. The revised procedures include:

* Timeous selection of students thus providing an opportunity for careful scrutiny on the quality of applications (Annexure 4.1: SET decisions; Annexure 4.3 increase in number of offers made).
* The requirement for applicants to pay deposits in order to take up offers that have been made (Annexure 4.2: letter to applicants).
* Integration of offers of a place with allocation of student housing. It was hoped that the offer of a place could also be integrated with an offer of NSFAS financial aid. However, the centralisation of the NSFAS applications and allocations systems has stymied this initiative.
* Improved communication with applicants.

The above procedures will be elaborated upon below. Some of the initiatives have only gained momentum in 2014 and others earlier. These procedures have been included in this report because they were inadvertently omitted in the 2014 Institutional Submission.

A redefining of roles within the Student Admissions Department (reporting to the Registrar’s office) has resulted in (a) a closer working relationship between this department and individual academic departments and (b) an improved student selection process. This initiative has taken the form of assigning a dedicated member of staff in the Student Admissions Department working with an appointed member of academic staff who has been tasked with selection decisions at departmental level. The intention of this arrangement is that progress with selection decisions are jointly steered by the Registrar’s office and the offices of Executive Deans. While it is the responsibility and prerogative of the academic department to select students, the service provided by the Student Admissions Department is that it captures the selection decisions on the CAO system for academic departments.

The offers of spaces are in most instances “conditional offers”, since applicants are usually still in Grade 12 at school, and are yet to write their final National Senior Certificate (NSC) examinations. However, there are a significant number of applicants who completed Grade 12 in the preceding year (or earlier), and are hence given firm offers of spaces. Usually, the Student Admissions Department sends a schedule of unplaced students to academic departments who then tick the relevant decisions on the schedule and return it to the relevant staff member in the Admissions Department who captures the decisions. (Annexure 4.3) This arrangement is currently working well, and as a result “walk-ins” are only accepted in exceptional circumstances.

A further change has been the imposition of a non-refundable minimal deposit of R500 that applicants pay when they accept an offer of a space in a programme. The intention of this deposit is to get some indication of commitment to the taking up of an offer by applicants. In the past, there were a significant number of applicants who accepted offers of spaces, but did not arrive for registration. The deposits are only refunded if applicants do not meet the admission requirements for entry into a programme, as evidenced by their final results.

In the case of one department in FEBE, the requirement is that applicants pay the full registration fee if they wish to accept an offer of space. It has been reported that this requirement has worked well for the department, assisting with the attainment of enrolment targets.

The offices of Executive Deans and the Registrar monitor selections throughout the year, and intervene when necessary especially if it is found that selection decisions are not being attended to in some form (Annexure 4.4: example of an extract of the status of applicants).

The Central Applicants Office, which involves the higher education institutions in Kwazulu-Natal, is also of much assistance in providing status reports to senior managers on the status of applicants, the number of applications received per main campus, compared with the status of the previous year. In this way, improvements (or otherwise) can be noted (Annexure 4.5: example of report by the CEO of the CAO).

All of the above initiatives have positively enhanced the effective selection of students, thus contributing in some way to the student body being created to a large extent by design and not chance.

Despite the multifarious benefits provided to many academic departments by effective use of the Central Applications Office, there are many difficulties still encountered by some academic departments.

In respect of the application pool from which DUT makes its student selection decisions, it is noteworthy that despite the fact that over 80 000 applications were received for the available 7500 spaces in the 2015 application cycle, there were a number of programmes that failed to meet enrolment targets that had been set for first-time entering students. This occurred despite improved strategies for student selection, as explained earlier. In the case of returning students, this was also a concern since a significant number of students did not re-register, suggesting that they have dropped out of university.

### Registration of Students

It is submitted that efficient and effective student registration procedures form an important component of any enrolment management system. It is also submitted that while student registrations can be perceived to be a mere administrative process, a poor student registration system can negatively affect the aim of admitting students that the University has carefully chosen in advance. It is clear from past experiences of DUT as well as from negative press publicity involving other institutions that student registration can be a frustrating experience for many students as well as academic staff. Lengthy queues at registration, the recording of incorrect student and programme information and the registration of students based on fraudulent documentation have been the experience of many students and academic staff. The enhancements in this area, particularly the introduction of a web-based registration system, were initiated from 2012. However, the benefits of our improved registration systems have been seen only recently as a result of the various “teething” problems and system glitches being attended to. Further, it has taken much campaigning with academic departments and certain support departments to accept the enhancements, as the web registration system is a fairly dramatic departure from previous practices.

Some of the benefits of the enhanced registration processes have been:

* Students, both new and returning, are able to register for their programmes of study at off-campus venues in their own time, thus alleviating queues at the University.
* Greater accuracy of programme information in the sense that the “academic structure” is built into the registration system.
* Less possibility of registration based on fraudulent NSC results (the results are already uploaded from the CAO system onto DUT’s registration system).
* More time for academic staff to pay closer attention to the students that they wish to select, particularly at the commencement of the academic year, when firm offers are made.
* ‘Alerts’ when approved admission requirements have not been adhered to.
* Indicators for academic departments on enrolment target ceilings so as not to exceed planned intake.

Linked to the improved registration procedures described above is the use of management information systems for the tracking of enrolment targets by Executive Deans, Heads of Departments and senior management during the period of registrations. A programme used by our MI department provides detailed information on a comprehensive spreadsheet on registration progress, both for new and returning students. The registration figures which are matched with a column on expected enrolment targets are circulated to Executive Management and to academic departments on a daily basis during the period of registration so that areas of concern can be attended to (Annexure 4.6: template and sample of spreadsheet). However, the matter of tracking enrolments during registration is not without problems since it has been our experience that students do not arrive at registration on prescribed dates, or in other instances do not take up the offer of a space at all.

### Tracking Student Departure

The 2014 institutional submission indicated that a major challenge remains the premature departure of students in a number of programmes. However, the development of retention programmes, or even grasping a basic understanding of dropout behaviour at DUT, is limited by the fact that important information which could assist with retention research is not included in student records and institutional data. Nearly all of the students who leave do not follow formal procedures for de-registration. Their departure from the institution is only known from their absence in final examinations and from the registration records of the following year when these students are formally recognised as dropouts. The actual reasons for dropping out are rarely reported to the institution. These factors inhibit the attainment of vital success indicators.

In 2015, discussions have been taking place on measures that can be taken to exert some forms of control over the recording of student departure. Some of the measures to be taken (still in the planning stages) are:

* Designing a form that students are required to fill in when they terminate studies during an academic year.
* Creating a general rule that enforces the practice of students completing the abovementioned form.
* Encouraging students to seek counselling from the Student Counselling Centre when they encounter difficulties and consequently consider leaving the institution.

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

### Interactive use of the Central Applications Office

A clear case of a successful change is the ever-increasing and effective use of the Central Applications Office (CAO) by specific departments for the purposes of student selection.

At the level of the management of the CAO, an interactive arrangement exists between individual institutions and the CAO. Hence, structures such as a CAO Steering Committee, a CAO User Group and a CAO Board are all helpful in ensuring that improvements are initiated constantly.

While the problem of a large number of applicants not meeting entry requirements still continues, it is noteworthy that the commitment within the institution to use the CAO system proactively has enhanced DUT’s ability to be more thoughtful about the final selection of students into its programmes. Use of the CAO has also enabled the institution to be more responsive to the communication needs of individual departments. For example, if selected students with a conditional offer are required to write an additional entrance test, or attend an interview, such messages are communicated in multiple ways such as via SMS and email through arrangement with the CAO.

Furthermore, at the time of release of NSC results, the CAO arranges, on behalf of participating institutions, for the official NSC results to be uploaded to the CAO application system and matched with the respective applicant’s information. This facilitates the final, firm offers of spaces to be made to students and obviates the need for applicants to provide proof of their NSC results, thus limiting the possibility of fraudulent or incorrect admission into programmes.

It should be noted that many of the above practices in respect of the KZN CAO may have to be modified when DUT migrates to the Central Applications Service (CAS) which is to be launched in the next few years, and will include all public higher institutions in the country.

### Use of Management Information Systems and Internal Structures for Monitoring Performance

It is apparent that a large number of departments have entrenched the practice of tracking the performance of students through management information systems. There has also been a refinement of measures being adopted in faculties.

In FAS, for example, a number of initiatives are in place. A recent development in this Faculty has been the creation of reporting structures within each department where staff are required to report quarterly on the progress of all students, including those students identified as at-risk. Another initiative is the practice of the attainment of previously determined Faculty targets such as pass rates, throughput rates, success rates, etc. being discussed with Heads of Department or at Faculty EXCO by the Faculty’s Academic Development Practitioner. Comparisons are made between semester/year results and DUT and/or DHET benchmarks (Annexure 4.7: Portfolio of evidence).

Another innovative initiative is filtering student performance down to the level of subject tutors. Tutors are provided with the results of each assessment per module in the diploma programmes, which can be used to identify students at-risk. Tutors meet with students deemed to be at-risk, and have group tutorials that focus on common problem areas. The success of this project is dependent on academic staff capturing marks timeously and tutors following up with students.

Similar initiatives are in place within most faculties. Only one Faculty does not appear to be using management information systems for tracking of student performance. In this Faculty, various methods are being used and the need for a coordinated use of existing management information systems is under discussion.

A limitation within the University is that varying systems are used to record and track success. However, faculties are presently engaged in discussions with our ITSS department for the development of a standardised, automated system.

### Gateway subjects

It is a common practice within all faculties to interrogate pass rates in gateway subjects. It is a recent development for these to be regularly discussed at the Faculty Exam Board. In some cases, results are analysed after each test and students are referred to the necessary staff members/structures for interviews.

### Re-admission Refusal

It is widely held at DUT that managing student performance and exclusions in a responsible and empowering way is vital to successful teaching and learning. Hence, re-admission refusal is viewed as part of an integrated approach to the goal of improving student success.

A submission by FEBE, which typifies the approach adopted by other faculties, is as follows:

In addition to the subject committees which are now running for two years with the sole purpose of monitoring, reviewing and improving teaching and learning, student administration and appeals processes have improved over the years by design. Students are counselled at orientation and various points in their studies regarding performance. A major contribution to drop/stop outs and low graduation rates (below the benchmark) was the old system of dealing with student exclusions which perpetuated a lack of accountability and commitment among students who were facing academic exclusions. A two phase process in the faculty that deals with students facing academic exclusions and counselling has reduced the number of exclusion applications over the last five years. Counselling students includes meeting with parents/ guardians and conditional re-admittance into the program. The number of referrals to the DVC’s office is now less than three per semester.

Evidence of this as a promising practice can be seen in the subject committee minutes (Annexure 4.9).

In FMS refusal is also viewed in the context of an overall teaching and learning strategy. In this particular Faculty, the Executive Dean takes personal responsibility for “signing off” on students recommended for exclusion, and requires extensive reporting on cases before academic exclusions are approved.

In all faculties, “slow progress” students, that is, those recognised as being at-risk for exclusion, are identified early for purposes of intervention.

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

DUT is one of a group of institutions piloting the implementation of the centralised system for students applying for funding from the National Students Financial Aid Scheme (NSFAS). An area of concern (and which has already been alluded to above) is the matter of financial aid and its link to student selection. In the first instance, the preponderance of applicants who rely on NSFAS funding is a risk to the institution meeting its enrolment targets, since not all students who are financially needy will receive funding for studies. Secondly, the centralisation of the NSFAS funding makes enrolment management less predictable, since it is not clear if applicants who do qualify for funding will choose DUT for their studies.

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

### Social integration contributing to effective enrolment management

It is now commonly held, largely due to research contributions from student retention theorists such as Vincent Tinto, that both academic and social integration are vital for student success. Social integration of students assists in shaping and promoting institutional commitment which, together with goal commitment, leads in most instances to success.

There are exemplars of good practice in this regard. As an illustration, the idea of a Sports Day was mooted in FAS and on September 2014 the first Sports Day was held. The objective of the event was to encourage cohesiveness amongst the staff and students across all Departments in the Faculty. Leading up to the event, meetings were held with the staff and student representatives to encourage participation and involvement in the event and to create excitement amongst the students. A group of students, led by a student in the Department of Sports Studies, volunteered to assist. The group was overseen by a lecturer from the same Department and volunteers assisted with the organisation of events and sponsorship for the day. A number of exciting sporting events were arranged and the various departments in the Faculty nominated combined teams of staff and students to participate in the different competitions. The events proved to be exciting with students and staff together cheering in teams for their classmates and friends with wonderful enthusiasm. Sponsors were present at the event; prizes and trophies were awarded to the winning teams with the Department of Maritime Studies taking most of the prizes. It is believed that events such as this will be promoted to a greater extent by other faculties as well.

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

The applicant pool as alluded to above will still pose challenges for DUT and some of our observations in this matter are summarised as follows:

* Many applicants do not meet entry requirements (Annexure 4.9)
* Difficulties have been experienced in predicting applicants’ behaviour. Many students apply for multiple programmes and multiple institutions and despite being given offers of a space in advance do not register.
* Tracking of our enrolments is a problem in some instances. For example, many students register well after closing dates as they wait for the necessary funds in order to register. Further, many students leave without us knowing when they left, or why.
* Heavy reliance by applicants on NSFAS and the provision of housing by the University.
* Many students drop out, notwithstanding the number of initiatives to promote student success.
* The problem of arrear fees (student debt) prevents many students from re-registering.

Another challenge is that a more nuanced understanding is needed of the difficulties faced by students which consequently lead to their premature withdrawal.

Retention theories, based on the student integration discourse, as typified by Tinto’s student integration model (SIM) (1975) as well as the more recent focus on the student adaptation discourse (see for example, Thomas: 2007) need to be deliberated by the institution in order to develop more effective retention strategies.

**Focus Area 4 References**

Bischoff, P.A. 2007. *Strategic Enrolment Management: Concepts, Structures and Strategies.* Douglas College.

Hossler, D. 2000. The role of financial aid in enrolment management. *New Directions for Student Services, (Spring)*:77-90.

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Tinto, V. 1975. Dropout from higher education: a theoretical synthesis of recent research. *Review of Educational Research* [online], 45(1):89-125. Available at <http://jstor.org/stable/1170024>

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### Focus Area 4 Portfolio of Evidence (available on request):

Annexure 4.1 – Decisions of Senior Executive Team – 2012

Annexure 4.2 – Letter to applicants

Annexure 4.3 – Selection decision correspondence

Annexure 4.4 – Schedule of status of applicants

Annexure 4.5 – E-mail from CAO

Annexure 4.6 – Enrolment statistics spreadsheet

Annexure 4.7 – Minutes of Faculty EXCO meeting – FAS

Annexure 4.8 – Minutes of Subject Committee meeting – FEBE

Annexure 4.9 – Applicants Schedule – not meeting entry requirements

# Reflection on phase 1 of the QEP

## What has been the effect on the University of participating in the QEP for the past two years?

We cannot attribute any one occurrence at DUT solely to participating in the QEP. At DUT, the QEP was never seen or treated as a standalone ‘project’, but rather as a process that is closely intertwined with the work that we do, especially the work that is supported by the TDG. Perhaps the most significant impact of the QEP process is that it created opportunities for the academic, academic support and administrative divisions to work together towards attainment of the goal of helping students succeed. The QEP task team, for instance, consists of staff from academic development, the Library, the WrC, academic administration and quality promotion and assurance.

For the first time this year, we convened a workshop involving senior managers from student services, academic support divisions and faculties. The purpose of this workshop was to discuss issues related to maximising academic development interventions and to ensure that these interventions are aligned with the work and needs of faculties and/or academic departments. This highlighted the importance of placing the students at the centre of everything we do. Our strategic plan (DUT Strategic Plan 2015-2019) underscores the need to improve “the life chances of our students and helping them to reach their maximum potential” within a student-centred and an engaged institution.

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

Collaboration with other institutions has not happened, at least not solely because of involvement in the QEP. Collaborations with other universities exist, some of which were established in the last two years. However, these are largely related to collaborative TDG projects as well as the QEP process.

## Looking back over the past two years, in a page or two, summarise the university’s main triumphs, improvements, changes and challenges related to the four QEP focus areas.

### Focus Area 1: Enhancing Academics as Teachers

The most noticeable triumph under this focus area is the staff uptake in the teaching improvement opportunities led by the academic development unit. The case in point is the launch of the first symposium on academic literacies. Along with other related academic development activities, the academic literacies symposium is seen as a very important intervention in developing staff capacity in teaching and learning. The annual Learning, Teaching and Assessment symposium has been running for four years and continues to attract a number of participants.

A marked growth in the number of staff registered for postgraduate studies in the last two years is definitely an improvement for DUT. The availability of a number of funding sources, including the TDG, Research Development Grant (RDG) and NRF Grants has made it possible for staff to reduce their workload and therefore have time to study.

The high student to staff ratio remains a challenge. The QEP process served as a vehicle for us to heighten discussions on staff workload. The last two years saw a critical and productive engagement on academic staff workload, opportunities for staff development and a refocused staff induction programme.

### Focus Area 2: Enhancing Student Support and Development

There has been a much more deliberate and focussed approach to student success. All faculties report a number of interventions aimed at facilitating student success, chief among which are (a) early identification of students at-risk, (b) an increase in the number of mentorship and tutorial programmes and (c) active participation of support divisions, such as student counselling services, the HIV/AIDS unit and the Library, in activities aimed at helping students succeed. Hence, there is marked improvement in success, graduation and dropout rates.

The challenge is that dropout rates, although improving, remain high. Similarly, minimum time to completion is very low in some of our programmes, especially those that require a year of WIL after the completion of the first two years of the programme. It is hoped that the introduction of new programmes starting in 2016 and the implementation of the FYSE as an institutional project will help mitigate this challenge.

### Focus Area 3: Enhancing the Learning Environment

Access to WiFi throughout the institution is a triumph at DUT. This has led to maximum use of formal and informal learning spaces by students. Faculties have created several comfortable learning spaces outside the classroom where small groups of students can be seen huddled together and working on their electronic devices.

The re-purposing of one of our main libraries, through creating a student-centred learning and researching environment, has improved student experience in the Library. Improvement of the learning spaces in the rest of the libraries is underway.

However, access to state of the art learning spaces at DUT remains a challenge. Budgetary constraints remain a major impediment to maximising our efforts in enhancing the learning environment.

### Focus Area 4: Enhancing Course and Programme Enrolment Management

The QEP process has heightened our attention to issues covered under this focus area. Over the years, enrolment and course management has been a difficult area to manage effectively at DUT. Our efforts at managing enrolment have improved. Led by the Registrar’s office, considerable time this year was given to deliberations around challenges we face in managing enrolment. DUT held a senior management meeting on enrolment management. This was the first time that senior management from support, administration and academic divisions spent time together and tried to unpack the challenges associated with managing enrolment.

Improvements have been made in course management. Annual workshops on the performance of the faculties have created a platform for the Executive Deans, Directors of academic support divisions (CELT, Library, International Education and Partnerships, Centre for Quality Promotion and Assurance, WrC and the E-Learning Project) and the DVC: Academic to openly discuss issues of success for each Faculty and try to understand challenges facing faculties in their efforts to manage course enrolment. The challenge remains with respect to understanding reasons for dropouts and/or stop outs as well as reasons why we have continued to experience difficulties in meeting our enrolment targets in spite of having streamlined the admissions process.

1. The Vice-Chancellor’s contract has been renewed by another five year period, commencing 2015. [↑](#footnote-ref-1)
2. A special meeting of the Senior Executive Team was held to discuss the draft report [↑](#footnote-ref-2)
3. ‘Industry’ is used as a collective term to denote business, industry, healthcare facilities, etc. [↑](#footnote-ref-3)