



UNIVERSITY  
OF  
JOHANNESBURG

**Annual Report 2022**

**ACADEMIC  
DEVELOPMENT  
AND SUPPORT**

**ADC | CAT | PSYCAD**

# CONTENTS

<b>1</b>	<b>Overview</b>	<b>3</b>
<b>2</b>	<b>Operating Context, Governance and Risk Management</b>	<b>18</b>
<b>3</b>	<b>Strategic Focus and Targets</b>	<b>28</b>
<b>4</b>	<b>Employee Profile</b>	<b>76</b>
<b>5</b>	<b>Community Service, Stakeholder Engagement, Reputation Management</b>	<b>82</b>
<b>6</b>	<b>Financial Review</b>	<b>84</b>
<b>7</b>	<b>Transformation, Leadership and Leading Change</b>	<b>86</b>
<b>8</b>	<b>Conclusion and Way Forward</b>	<b>89</b>
<b>Annexures</b>		
<b>1</b>	<b>UJenius</b>	<b>93</b>
<b>2</b>	<b>Online Programmes Portfolio</b>	<b>97</b>
<b>3</b>	<b>ADS Publications in 2022</b>	<b>100</b>



# OVERVIEW

The Division of Academic Development and Support (ADS) endeavours to support various initiatives aimed at offering a fulfilling academic experience for undergraduate students at the University of Johannesburg while ensuring maximum retention, success, and throughput. Our primary focus is on reducing dropout rates, and improving the module pass rate and the degree throughput rate.

ADS strives to offer cutting-edge initiatives, including psychosocial support to enhance students' personal environments, academic interventions to maximise learning opportunities, and the innovative use of academic technologies.

We aim to become a national leader in teaching and learning student support divisions. Collectively, our institutional goal is to develop confident and passionate graduates who are intellectuals, professionals, ethical and responsible citizens, and innovators. ■

## ACADEMIC DEVELOPMENT CENTRE (ADC)

ADC comprises three units: ADC Access, Academic Development and Innovation (ADI), and the Academic Literacies Unit (ALU). The centre also houses the UJ First Year Experience (FYE) and Senior Student Experience (SSE) coordinator, as well as the South African National Resource Centre for the First Year Experience and Students in Transition (SANRC), an independent entity managed by ADC.

Throughout 2022, ADC had to adapt to the post-Covid-19 situation and changing student support requirements. ADC supported undergraduate student success and contributed to all UJ strategic objectives. It directly contributed to Strategic Objective 2 (Excellence in teaching and learning), essential to its core business. Additionally, significant contributions were made to Strategic Objective 3 (International Profile for Global Excellence and Stature) through the work of the SANRC.

### The UJ Integrated Student Success Initiative (ISSI)

The Institutional Student Success Initiative is an effort to improve student success at the University of Johannesburg. The initiative focuses on module pass rates, degree completion rates, and dropout rates by using data-informed processes to allocate resources where they can have the most significant impact on student success. The initiative involves the collaborative participation of all eight Vice-Deans: Teaching and Learning and aims to improve student success in selected priority modules, as determined by the Faculties. The Academic Development Centre worked closely with the Centre for Academic Technologies and other support services, in conjunction with the various Vice-Deans: Teaching and Learning in each Faculty/College as well as the module lecturers, to develop and implement agreed interventions.

Traditionally, the ISSI interventions have relied on the UJ Priority Module Index (PMI), which identifies the 20% of modules where most funded credits were lost during the previous academic year. However, over time, the shortcomings of the PMI became more apparent. These include over-emphasising module size, including the same modules year after year, and a weak link between improvements in minimum time completion and interventions in Priority Modules.

To address these shortcomings, Dr Graham Dampier from the Academic Development Centre analysed UJ's undergraduate qualifications to identify the best intervention areas. The analysis resulted in the development of an approach that measures historic student progress in a specific qualification, allowing ADC and the Faculties/College to identify specific qualifications where student progress over time has been lower than expected. These analyses were shared with the Faculties/College, and initial intervention plans were devised to positively influence student minimum time completion rates. Overall, the ISSI is an ongoing effort to improve student success at UJ, using data-informed processes and collaboration among various departments and stakeholders to allocate resources where they can have the greatest impact.



**ADC creates  
a welcoming  
environment for all  
UJ students  
and supports  
undergraduate  
success**



## ADC Access

In 2022, ADC Access continued to manage the extended curriculum programmes, with a particular focus on the Doornfontein Campus, as well as the Soweto and the Bunting Road Campuses. ADC Access taught approximately 625 first-year students enrolled in FEBE, Humanities, and CBE throughout the year. All 16 extended curriculum groups achieved success rates of 86% and above, while the success rates of extended diploma offerings reached their highest level (88.6%) since 2009. In the first year of the FEBE extended degree offerings, the success rate was 89%, while the extended diploma offerings in CBE and Humanities achieved success rates of 89% and 80%, respectively.

ADC Access staff continued to develop multimedia teaching and learning resources based on the ADC Access methodology, intending to share these resources with all UJ staff members.

## Academic Development and Innovation (ADI)

In 2022, the Academic Development and Innovation (ADI) unit continued to play a pivotal role in supporting student success at the University of Johannesburg. ADI comprises two parts: The Learning Development (LD) unit and the University of Johannesburg English Language Programme (UJELP).

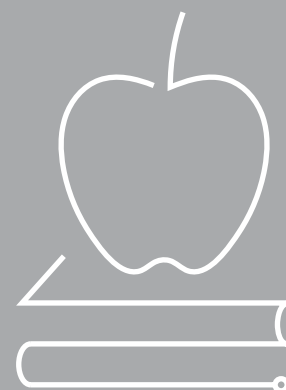
ADI staff members taught in the Mastering Academic and Professional Skills (MAPS) modules, which are offered in the College of Business and Economics (MAPS Eco) and the Faculty of Humanities (MAPS Hum). These modules engaged 681 students, and both registered 94% and 89% pass rates, respectively.

ADI led several innovative programmes and interventions aimed at reducing student dropout rates and enhancing both the First Year Experience (FYE) and Senior Student Experience (SSE), including the Student Success Initiative (ISSI). ADI also coordinated the student mentoring programme, working closely with UJ stakeholders. In 2022, online mentor training material was further developed and customised to meet the unique needs of individual Faculties and the College. A second-level mentor training course was also designed, and training evaluations were carried out.

The Reading in the Discipline (RID) initiative maintained its good work in 2022, supporting the Faculty of Humanities, the Faculty of Art, Design and Architecture (FADA), and the Postgraduate Centre. RID's approach involved developing materials and embedded interventions using actual academic content to assist students in making sense of the academic reading they encountered. Moreover, a range of online resources was developed throughout the year.

## Academic Literacies Unit

The Academic Literacies Unit (ALU) continued to make an excellent contribution to teaching and learning at the University of Johannesburg in 2022 through the provision of three key modules, namely English for



Extended diploma offerings reached a 88.6% success level – the highest since 2009



MAPS Eco and MAPS Hum modules registered pass rates of 94% and 89% respectively



Law (EFL), Language and Skills for Science (LSS), and Language for the Economic Sciences (LES). The success rates in these modules ranged from 82% (in LSS) to 91% (in LES), indicating the high quality of instruction and support provided by ALU staff.

In addition to these modules, the ALU's writing centres were heavily engaged with students, with 5419 consultations completed throughout the year. The pandemic necessitated a shift from the conventional model of one-on-one and small group consultations, prompting the Writing Centres to adapt their services to better support students. Improvements include the availability of online consultations, scaffolding materials on the SOS site and pop-up webinars on literacies. Despite these challenges, the Writing Centres remained committed to providing high-quality feedback to students by developing new learning units for the On the Go SOS module, which is offered to all UJ students.

**First Year Orientation 2022 was unique; it was intentionally blended, and not just first-year students new to campus were welcomed, but it was also the first complete return to campus following the Covid-19 lockdowns**

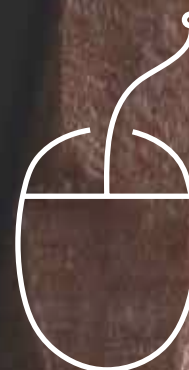
### The UJ First Year and Senior Student Experience (FYE/SSE)

In 2022, the UJ First Year Experience (FYE) and Senior Student Experience (SSE) continued their essential work. The FYE began with the First Year Orientation (FYO), which for the first time, offered an intentionally blended UJ Orientation to welcome new UJ students. The 2022 First Year Orientation (FYO) was planned by ADC in collaboration with UJ Faculties and College, Support Services and specifically CAT, to develop this blended first-year orientation experience. Following months of cooperation, we jointly produced eight FYO modules (one for each Faculty/College) as well as a full on-campus FYO programme. The modules were used to deliver information included in the FYO to first-time entering students in 2022 and to empower extended orientation. In 2022, student engagement in the FYO was excellent, with 75% of first-year students utilising the online modules within the first two weeks and a high level of attendance for on-campus events.

The 2022 FYO had a unique feature, as it was not just first-year students who were new to campus, but it was the first complete return to campus following the Covid-19 lockdowns. To support all undergraduate students, the FYE office recruited 105 FYO marshals strategically placed on all four campuses for the first two weeks of class. During this time, these marshals recorded 23 463 consultations with students. The fully online FYO was also a highly successful event. Following the FYO's implementation, feedback meetings were conducted, and input was collected from all stakeholders to contribute to the 2023 planning. During the second half of 2022, the FYO office coordinated and led the detailed planning and preparation for the intentionally blended 2023 FYO. Additionally, the UJ FYE/SSE office was integral in supporting many of the student success initiatives mentioned above.



**5419**  
writing centre  
consultations  
in 2022



**75%**  
of first-year  
students  
accessed  
FYO  
online modules  
within first  
two weeks

## UJELP

The University of Johannesburg English Language Programme (UJELP) is a collaborative initiative between Academic Development and Support and the Internationalisation Office. In 2022, UJELP continued with its mandate as an English Proficiency Level testing facility and as an English Language programme for international students from non-English speaking countries. The University of Johannesburg has just over 3000 international students from 82 countries and about 6% of those students require an English Language Proficiency Certificate (TEOFL or IELTS), delivered by internationally accredited centres to enter the university. Alternatively, students are invited to take the UJELP placement test as an entry requirement, providing that they score at an appropriate international standard level of 6 and 7 score points minimum for undergraduate and post-graduates respectively. Candidates who are unable to reach the threshold have a further opportunity to enrol in the UJELP course, based on the Common European Framework of Reference (CEFR).

The largest contingents of UJELP students are from the African continent, mostly from the Democratic Republic of Congo, (DRC), Gabon, and Somalia. There were also students from as far afield as Italy, Turkey, China, and Kazakhstan.

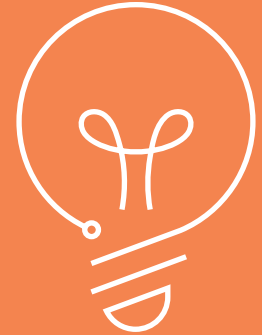
UJELP comprises a six-level programme which stretches over nine months in a year. Its purpose is to facilitate the acquisition and development of appropriate reading, writing, speaking, and listening skills of international students for both communicative and academic purposes. To strengthen its industry positioning, UJELP embarked on a formal review process (2020-2022) which has remained ongoing and scrutinised all aspects of UJELP systems, teaching, and learning.

## The South African National Resource Centre for the First Year Experience and Students in Transition (SANRC)

The South African National Resource Centre for the First Year Experience and Students in Transition (SANRC), a DHET-funded national centre located in UJ's Academic Development Centre, was granted R8 million by the DHET in late 2021 to implement a new programme of work from 2022 to the end of March 2024. The new programme aims to support South Africa's public universities by providing them with academic knowledge and practical training to help them serve their students effectively in their higher education journeys and contribute to student success.

To fulfil this mandate, SANRC hosted the 7th Annual SANRC FYE Conference in Cape Town on a hybrid platform and provided universities with capacity-building assistance. Furthermore, SANRC established an advisory group to offer strategic guidance on the new programme of work.

SANRC also strengthened its relationship with its 'sister' organisation, the National Resource Centre for The First Year Experience and Students in Transition (NRC), based at the University of South Carolina (USC) in the United States. SANRC received assistance from two NRC staff members to lend additional staffing capacity to the new programme of work. Dr Annsilla Nyar-Ndlovu, SANRC Director, participated in a course on "The History, Theory, and Practice of The First-Year Experience", which involved helping students compare FYE programmes and initiatives in the United States and South Africa. SANRC also created a strong social media presence to connect with South Africa's First Year Experience community.



**Innovative  
programmes and  
interventions  
to reduce  
student dropouts**



**Supporting  
3000 international  
students from  
82 countries in  
language proficiency**

## CENTRE FOR ACADEMIC TECHNOLOGIES (CAT)

The Centre for Academic Technologies (CAT) plays a crucial role in supporting teaching and learning at the University of Johannesburg (UJ). Its main objective is to provide innovative and advanced technologies to students and staff while ensuring that they receive the necessary training and support to use these technologies effectively.

In 2022, with the return to campus after the Covid-19 lockdown, CAT implemented an orientation initiative to support students on multiple learning and teaching delivery modes. This initiative aimed to prepare first-time entering students for the teaching and learning context at UJ.

The initiative was conducted virtually from 2 to 11 February 2022, consisting of 24 sessions, each lasting 60 minutes. These sessions mainly focused on introducing students to the online learning environment at UJ. Students were trained on how to navigate the Blackboard (Bb) Learning Management System (LMS), participate in online discussions, submit assignments online, and communicate with lecturers and peers through different online channels. In addition, students were introduced to uLink, which is the university's student single sign-on portal that provides access to various academic and administrative services. By providing this orientation initiative, CAT ensured that students had the necessary skills and knowledge to engage effectively in the online environment and participate actively in their academic journey at UJ. The initiative's success is evidenced by the high attendance rate, which suggests that many students took advantage of the opportunity to prepare themselves adequately for their studies. Following the initial orientation, CAT staff extended the pre-orientation support program between 18 February and 10 March, also hosted virtually. A total of 17 844 first-year students accessed the orientation and pre-orientation sessions online, and some returned for more than one session. CAT has also prepared initiatives for returning students by arranging weekly sessions on basic computer skills, navigating the online learning environment, and training on Microsoft Office (i.e., Word, Excel, and PowerPoint) across all campuses. Although these student training sessions were encouraged but not compulsory, 3700 students attended them in 2022.

In addition to UJ's orientation initiative for first-time entering first-year students, the university has designed a Learning with Technology (TC02022) module on Blackboard to guide them through the necessary steps to get to know and navigate Blackboard. In 2022, a total of 10 099 first-time entering first-year students accessed this module.



**17 844**

**first-year students accessed online orientation and pre-orientation sessions; introducing basic computer skills and online learning environment navigation**



UJ implemented ongoing online support through the CAT Helpdesk team to support student readiness and success. The team utilised the OsTicketing system to keep track of student queries and ensure that all concerns and challenges were addressed promptly. Between January and the end of November 2022, the CAT Helpdesk team received 11 232 individual tickets from students on the system. The queries centred on Blackboard support, technical queries such as password reset and device-related issues, and general queries. The Helpdesk team provided just-in-time feedback and support to students, ensuring their concerns were promptly addressed.

Additionally, to ensure no student was left behind, CAT oversaw the device rollout project for NSFAS and Missing Middle students. The project aimed to provide students with access to online learning by distributing 1679 entry-level laptops as loans to NSFAS, Missing Middle, and other qualifying students. These initiatives aimed to provide students with the necessary support and resources to succeed in their academic journey at UJ, regardless of their financial background or location. The successful implementation of these initiatives suggests that UJ is committed to ensuring that its students receive the necessary support and resources to succeed in their academic pursuits.

**Between January and the end of November 2022, the CAT Helpdesk team assisted 11 232 students with Blackboard support, technical queries, device-related issues and general queries**

In 2022, the University of Johannesburg allocated R11 million to purchase e-textbooks for priority module students. The available funds were divided according to FTEs and allocated proportionally to Faculties. To provide students with access to e-textbooks, the university appointed an e-book aggregator ITSI Funda, which provided an e-reading platform with the miEbooks application. By the end of 2022, 100% of the available funding had been utilised to provide students with access to e-textbooks.

CAT also supported staff through a series of initiatives in collaboration with UJ stakeholders. The primary objective was to prepare teaching staff for teaching in a blended context. In collaboration with the Centre for Academic Staff Development (CASD), CAT hosted initiatives to train new staff, introducing them to the online teaching and learning environment. The CAT team also visited departments and hosted just-in-time webinars/workshops. Between February and November 2022, 293 interventions were hosted, with 5924 staff members attending.



**1679  
entry-level laptops  
were distributed  
to NSFAS and  
“Missing Middle”  
students**



**R11 million  
spent on  
e-textbooks  
for priority  
students**

As further support, all staff were enrolled in the UJ Online Teaching Toolkit (CM0002), which is available on Blackboard. The online module provides staff with a toolkit for teaching and learning online. They can explore the easy search solution, the FAQs section, the simulated learning design guide, and participate in the interactive e-learning activity list. By supporting staff in this way, CAT aimed to enhance the quality of teaching and learning at UJ, providing staff with the necessary tools to succeed in a blended teaching environment.

The CAT team explored new technologies to support teaching and learning in a hybrid context. One tool they piloted in 2022 was a video overlay tool called Annoto, which they used in collaboration with selected Faculties and the College. The pilot aimed to understand the value of engagement in teaching and learning, and outcomes from the pilot emphasised the importance of teacher presence and clear instruction when using Annoto in a module. Feedback from participating lecturers was positive, and the CAT team plans to renew and further roll out the use of Annoto for engagement in courses in 2023.

CAT plays a crucial role in maintaining and enhancing the functionality of uLink, the single sign-on access portal for UJ's staff and students. In 2022, uLink continued to facilitate the management of the Covid-19 pandemic administration, including vaccination disclosures. The platform also witnessed a significant increase in usage, with just under 26 million individual logins during the core academic months and an average of approximately 85 000 daily individual logins. The continued success and evolution of uLink highlight CAT's commitment to providing UJ's academic community with convenient and accessible resources to support their learning and administrative needs.

CAT is entrusted with managing special projects that involve the design, development, and administration of Short Learning Programmes (SLPs). These programmes are open to all UJ students, staff and members of the public, at no cost. African Insights (AI1), introduced in 2017, had 31 525 cumulative completions by the end of 2022. Similarly, Artificial Intelligence in the Fourth Industrial Revolution (AI2), launched in 2020, had 12 756 cumulative completions in 2022. Notably, AI1 and AI2 are provided free of charge to the public.

As part of its public initiatives, CAT also partners with the Department of Basic Education to deliver the Artificial Intelligence in the 4IR course to youth participating in the Presidential Employment Youth Initiative. In 2022, UJ certified 500 unemployed youth who completed the course. To further expand its offerings, CAT collaborated with UJ colleagues to launch two new free SLPs, namely Introduction to Sustainable Development Goals (SDGs) and Introduction to Financial Literacy (Be Money Wise), which will also be available to the public at no cost.

In response to the changing contexts in higher education, CAT provided training and support to the UJ community in 2022 on various teaching and learning delivery modes. In 2023, CAT will continue to engage in multiple learning and teaching projects in addition to its daily support services. This includes expanding its free courses, automating processes, and developing digital artefacts to support student success.



Usage of the uLink platform significantly increased; approximately 85 000 individual logins recorded daily



2 new courses were added to UJ's short learning programmes

## CENTRE FOR PSYCHOLOGICAL SERVICES AND CAREER DEVELOPMENT (PsyCaD)

The Covid-19 pandemic transformed the face of student counselling within a short time period and had a significant impact on people's mental health. The stress and uncertainty caused by the pandemic, as well as the isolation and loss of social connection, have led to increased rates of anxiety, depression, and other mental health conditions. The prolonged isolation caused people to feel lonely, anxious, and stressed, which resulted in higher rates of depression and other mental health issues. In addition, the economic impact of the pandemic has led to financial stress and job loss for many people, which takes a toll on mental health.

The psychological recovery of people affected by the pandemic depends on several factors, such as their pre-existing mental health conditions, their coping mechanisms, and the level of support they received. Even before the pandemic, there had been a gradual increase in the demand for counselling. This was exacerbated by the pandemic, threatening to exceed the capacity of student counselling services. This increase in the demand is evident in the number of student counselling sessions, which increased from 14 606 in 2019 to 19 943 in 2022. During the pandemic, PsyCaD reverted to remote counselling in order to ensure psychosocial support for the students, but as the country gradually moved out of lockdowns, the demand for remote counselling decreased from 6147 (37% of counselling sessions) in 2021 to 1999 (10% of counselling sessions) in 2022. This implies that, as face-to-face counselling became available, students preferred this to remote counselling, even though they were provided access to both.

It is important for PsyCaD to provide 24-hour support for students who are in distress. The 24-Hour Crisis Line provides immediate psychological assistance to UJ students at any time of the day and night, seven days a week. The psychologists on crisis line duty aim to provide crisis intervention and trauma debriefing to minimise the effects of psychological trauma and increase a sense of safety and stabilisation within the individual. Services offered through this line include telephonic counselling, referrals to applicable emergency services, as well as recommendations and referrals to various organisations and resources to assist with the presenting crisis or query.





The 24-Hour Crisis Line is well established and well known in the UJ community and is marketed through posters and a sticker that is extensively circulated at various forums. Higher Health SA has also launched a helpline for South African students. The contact details for this helpline have been advertised widely in UJ.

### Some of the problems that students experienced when they returned to campus include:

#### Re-adjusting to social interactions

After the prolonged period of isolation, many students found it difficult to re-adjust to social interactions, both in personal and academic and residence environments, and reported feeling lonely.

#### Financial hardship

The economic impact of the pandemic has affected many people, and some may continue to struggle financially as they try to rebuild their lives. It is a known fact that many UJ students have had financial difficulties, but this seems to have been exacerbated by the pandemic.

#### Difficulty in returning to pre-pandemic routines

Many people have developed new habits and routines during the pandemic, finding it difficult to return to their pre-pandemic routines, leading to disorientation.

Other call centres available to the students include Life Line, SADAG and Akeso, and these are also advertised to students on several platforms. These resources provide students with a wide range of support when they are in a crisis or feel the need to speak to somebody. There was a significant decline in the number of Crisis Line calls in 2022. The number declined from 1150 in 2021 to 457 in 2022, which is approximately the same number of calls received in the pre-Covid time. The decline could probably be ascribed to the fact that the students returned to campus in 2022 and had access to face-to-face counselling and therefore became less reliant on telephonic counselling. Another reason for this could be the appointment of a residence psychologist who dealt with after-hour crises in residences, providing an additional support service to the Crisis Line.

With the return of students to campus, there has been a noteworthy rise in the number of students who have declared their disabilities – from 248 in 2021 to 285 in 2022. This increase in the number of students with disabilities returning to campus has resulted in a greater need for support services. This need is evident in the significant increase in the number of concession applications received by the Disability Unit (DU), which rose from 49 in 2021 to 112 in 2022. Additionally, the quantity of tests and exam invigilation managed by the DU also increased from 167 in 2021 to 724 in 2022, further highlighting the increased need for support services.

In addition to providing support, the DU also hosted 14 companies that offered recruitment opportunities for students with disabilities. This underscores the importance of providing equal opportunities and resources for all students, regardless of their disabilities, and demonstrates the university's commitment to creating an inclusive environment. Overall, the increased number of students with disabilities returning to campus highlights the need for continued support and resources to ensure their success. The DU's efforts to provide such support and facilitate equal opportunities are commendable and should be celebrated as a step towards creating a more inclusive community.

In 2022, UJ Career Services launched UJ Career Wiz, an online careers portal aimed at promoting student employment and supporting the career needs of students completing their work-integrated learning (WIL). The platform has shown promising results, with 9222 students registered, 275 registered companies, and 91 job advertisements placed in 2022.

In addition to the online platform, Career Services conducted a range of workshops throughout the year, benefiting approximately 747 students. These workshops were conducted either face-to-face, on Blackboard Collaborate or MS Teams. A new initiative, the Career Bootcamp, was introduced in 2022, which focused on preparing UJ students for the world of work. The Bootcamp consisted of 11 sessions held by 10 presenters on Blackboard, with 404 logins from UJ students.

**The 24-Hour Crisis Line provides immediate psychological assistance to UJ students at any time of the day and night, seven days a week**

In 2022, UJ Career Services implemented a comprehensive Recruitment Programme aimed at exposing students to prospective employers and driving engagement and networking between students and employers. The programme consisted of Virtual Career Fairs, Instagram Live Chats, Company Presentations and Industry Talks, the E-Recruitment Guide, Company Showcases, Company Interviews, Faculty Showcases, Career Wiz, and Career Fairs.

One of the primary focus areas of the programme was Career Fairs, with four fairs hosted during the year, focusing on Law, Commerce, STEM, and a General Fair. These fairs were supplemented by Faculty-focused Career Showcases for Humanities, FADA, Health Sciences, and Education.

In addition to these initiatives, Career Services also provided individual career counselling sessions and career assessments to students. These sessions assisted students with queries relating to their chosen career path and prepared them for the world of work. In total, 1432 students were assisted in 2022, by either face-to-face or telephonic consultations and career assessments.

Overall, UJ Career Services demonstrated a commitment to providing comprehensive support to students in their career development and engagement with prospective employers through a range of initiatives and programmes, and especially by using technology to enhance engagement and tracking of year-on-year improvements.



**9222 students.  
275 companies,  
and 91 job advertisements  
registered  
on UJ Career Wiz**



**A noteworthy rise in the number of students who declared a disability – emphasising the increased need for support services**



## SPECIAL PROJECTS

### African Insights and Artificial Intelligence in the 4IR short learning programmes

The Centre for Academic Technologies is entrusted with managing special projects that involve the design, development, and administration of short learning programmes (SLPs). These programmes are open to all UJ students, staff, and members of the public and provided free of charge. African Insights (AI1), introduced in 2017, had 31 525 cumulative completions in 2022. Similarly, Artificial Intelligence in the Fourth Industrial Revolution (AI2), launched in 2020, had 12 756 cumulative completions in 2022.

As part of its public initiatives, CAT also partners with the Department of Basic Education to deliver the Artificial Intelligence in the 4IR course to youth participating in the Presidential Employment Youth Initiative. In 2022, UJ issued certificates to 500 unemployed youth who completed the course. To further expand its offerings, CAT collaborated with UJ colleagues to launch two new free SLPs, namely Introduction to Sustainable Development Goals (SDGs) and Introduction to Financial Literacy (Be Money Wise), which will also be available to the public at no cost.

In response to the changing contexts in higher education, CAT provided training and support to the UJ community in 2022 in various teaching and learning delivery modes. In 2023, CAT will continue to engage in multiple learning and teaching projects in addition to its daily support services. This includes expanding its free courses, automating processes, and developing digital artefacts to support student success.

### UJenius Club

The UJenius Club was established by the UJ Vice-Chancellor with the objective of recognising exceptional academic achievements among undergraduate students, while also providing members with additional avenues for intellectual and professional growth. Prospective members of the UJenius Club are required to maintain a high standard of academic performance. To qualify for continued membership in the second, third, and final years of their undergraduate studies, students must have attained a minimum average of 75% in the preceding academic year, while also maintaining a full course load and obtaining no grade lower than 70% in any module.

In 2022, the UJenius Club accepted 640 senior students, a decrease from the 769 accepted in 2021, but also accepted 1137 first-year students, a higher number than the 728 accepted in the previous year. Overall, the number of UJenius students grew from 1497 in 2021 to 1777 in 2022.

UJenius students are given priority access to company visits and online networking events due to their status as top achieving students. Many companies seek to recruit these students, and UJ facilitates this process by forwarding such requests to the UJenius Club. This collaboration is mutually beneficial, as students are made aware of job openings, and companies gain direct access to high-performing individuals.

In 2022, a job search platform was launched for UJ students, and the UJenius Club was used as a pilot group for this platform. Approximately 300 UJenius Club members registered on the platform, giving companies interested in recruiting top achievers direct access to these students. This project will continue in 2023 and is expected to expand.

In October 2022, the UJenius Club partnered with the Academic Development Centre to host the UJ Undergraduate Research Conference. Eighteen student presentations were nominated, representing most Faculties and the College. The conference was also live-streamed, and approximately 150 online participants attended. Another initiative launched in November 2022 was the UJenius Alumni Affinity Group. The event was hosted by the UJenius Club in collaboration with the Alumni Office, and an invitation was extended to 1067 UJenius alumni, dating back to 2019. The group provides a platform for UJenius members to network with each other, recruit top achieving graduates, and become more involved in the Club. The group also offers opportunities for alumni to act as mentors for current UJenius students.

## Online programmes portfolio 2022 (UJ-HEPSA fully online programmes)

The University's strategy to have a strong presence in the domain of online accredited programmes made its first impact in October 2017, with the launch of two master's programmes – one in Information and Communication Technology in Education, and one in Public Health. This impact had increased visibly during the five years (2018 – 2022) following the launch of these first two programmes:

- **During 2018, another master's programme was rolled out in the first quarter of the year, namely the Master in Educational Management.**
- The following three undergraduate programmes were rolled out in the second half of 2018: Bachelor of Commerce in International Accounting (name changed to BCom Accountancy from January 2021), Bachelor of Human Resource Management and the Advanced Diploma in Financial Markets.
- **A further three Advanced Diploma programmes were added to the under-graduate suite from the second intake in March 2019, namely: Logistics, Transportation and Management, and People Performance Management.**
- In 2021, the BEd Honours in Education Leadership and Management, as well as the Master in Business Administration programmes opened for enrolments in January, followed by the Advanced Diploma in Education in School Leadership and Management in July.

As indicated in the Table that follows, UJ is now offering twelve (12) fully online programmes and 2022 has shown a somewhat slower yet continued overall growth in module registration numbers.

Growth in the complete undergraduate and postgraduate online suite is reflected by the increase from 1586 module registrations at the end of 2021 to 1845 module registrations at the end of 2022, an increase of 259 (about 7%) module registrations.

By the end of 2022, after five years of running the online programmes, processes and procedures have been effectively imbedded in the online student life cycle. As a result of that and continued academic, administrative and marketing improvements, the University has once again made great strides in addressing the need for fully online higher education in South Africa.

CAT's involvement in this university-wide project included the following:

### Overall Instructional Design

for all twelve programmes listed in the Table, and continued design updates of new modules for each programme cycle (the order in which modules run) as they open for each new intake.

Two instructional designers (IDs) and one ID intern fulfilled this role during 2022.

### Blackboard

(UJ's online learning management system) administrative support regarding module creations and access for each of the year's six intakes by CAT's Systems Support team.

### CAT's Senior Manager: Projects

functioned as the secretary of the Steering Committee Online Programmes (SOP) for all meetings held.

		D6 MODULE REGISTRATIONS			
		INTAKE		INCREASE	
ONLINE PROGRAMME	LAUNCH DATE	2021	2022	2021 to 2022	
Master of <b>Public Health</b>	D6-17 23 Oct 2017	274	297	23	▲
Master of <b>Education in Information &amp; Communication Technology</b>	D6-17 23 Oct 2017	87	87	0	
Master of <b>Education in Educational Management</b>	D2-18 12 Mar 2018	110	73	-37	▼
Bachelor of <b>Commerce in International Accounting</b>  <b>BCom Accountancy</b>	D4-18 01 Jul 2018  Name changed from D1-21 11 Jan 2021	258	373	115	▲
Bachelor in <b>Human Resource Management</b>	D4-18 01 Jul 2018	172	191	19	▲
Advanced Diploma in <b>Financial Markets</b>	D4-18 01 Jul 2018	211	140	-71	▼
Advanced Diploma in <b>Logistics</b>	D2-19 11 Mar 2019	81	121	40	▲
Advanced Diploma in <b>Transportation Management</b>	D2-19 11 Mar 2019	64	68	4	▲
Advanced Diploma in <b>People Performance Management</b>	D2-19 11 Mar 2019	33	21	-12	▼
BEd Honours in <b>Education Leadership &amp; Management</b>	D1-21 11 Jan 2021	118	119	1	▲
Master of <b>Business Administration</b>	D1-21 11 Jan 2021	123	273	150	▲
Advanced Diploma in <b>Education in School Leadership &amp; Management</b>	D4-21 28 Jun 2021	55	82	27	▲
<b>TOTAL MODULE REGISTRATIONS</b>		<b>1586</b>	<b>1845</b>	<b>259</b>	

## DHET Grants

The University of Johannesburg appreciates the opportunity to initiate additional projects to support the academic development of its undergraduate students and academic staff with grants provided by the Department of Higher Education and Training (DHET). Academic Development and Support (ADS) administers the Foundation Grant (FG).

The Foundation Grant is awarded to UJ as agreed to in the submitted plan and is used to fund extended qualifications. The current UJ plan has been implemented since 2018 with slight adjustments leading to 1985 extended qualification students being supported at UJ.

R70 105 000 Foundation Grant funding was allocated to UJ for the 2022/2023 financial year.

## CONCLUSION

The University of Johannesburg's Division of Academic Development and Support (ADS) has continued to support undergraduate student success and contribute to UJ's strategic objectives in 2022, with three centres (CAT, PsyCaD and ADC) working collaboratively with Faculties and the College to improve student success. The Centre for Academic Technologies implemented several initiatives to support students and staff, including an orientation initiative, a device rollout project, and the exploration of new technologies, while the Academic Development Centre has several initiatives to improve student success. One example is the Integrated Student Success Initiative (ISSI). The Covid-19 pandemic has significantly impacted people's mental health, leading to increased rates of anxiety and depression. PsyCaD played a crucial role in supporting students' psycho-social well-being. UJ has several initiatives to recognise and support exceptional academic achievements among undergraduate students while providing opportunities for professional and intellectual growth. The university offers twelve fully online programmes, and there has been continued growth in module registration numbers. Overall, UJ continues to make strides in addressing the need for fully online higher education in South Africa, while supporting student success through various initiatives and services.

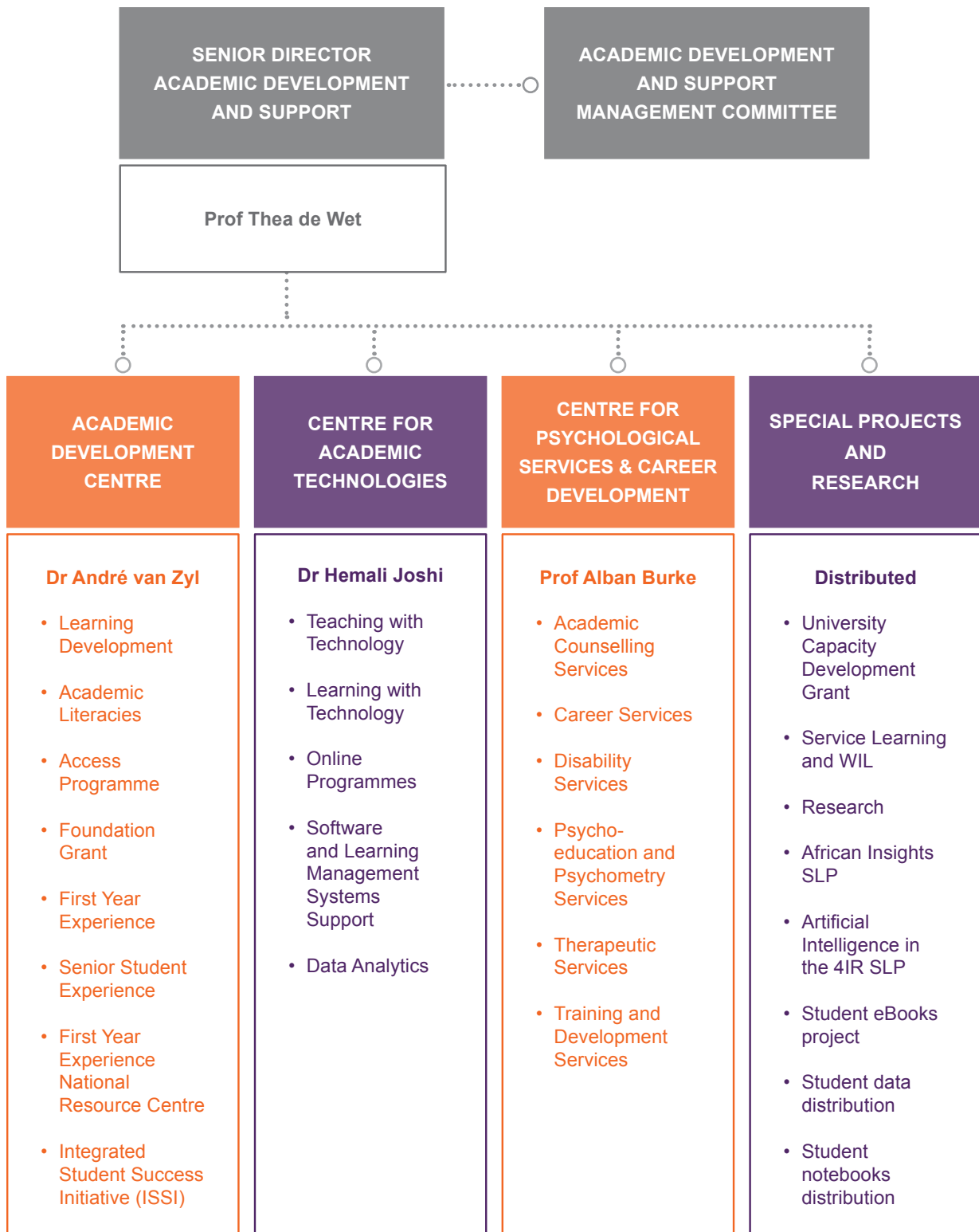


# OPERATING CONTEXT, GOVERNANCE and RISK MANAGEMENT

Academic Development and Support (ADS),  
under the leadership of the Senior Director,  
Professor Thea de Wet, consists of three centres:

- Academic Development Centre (ADC)
- Centre for Academic Technologies (CAT)
- Centre for Psychological Services and Career Development (PsyCaD).



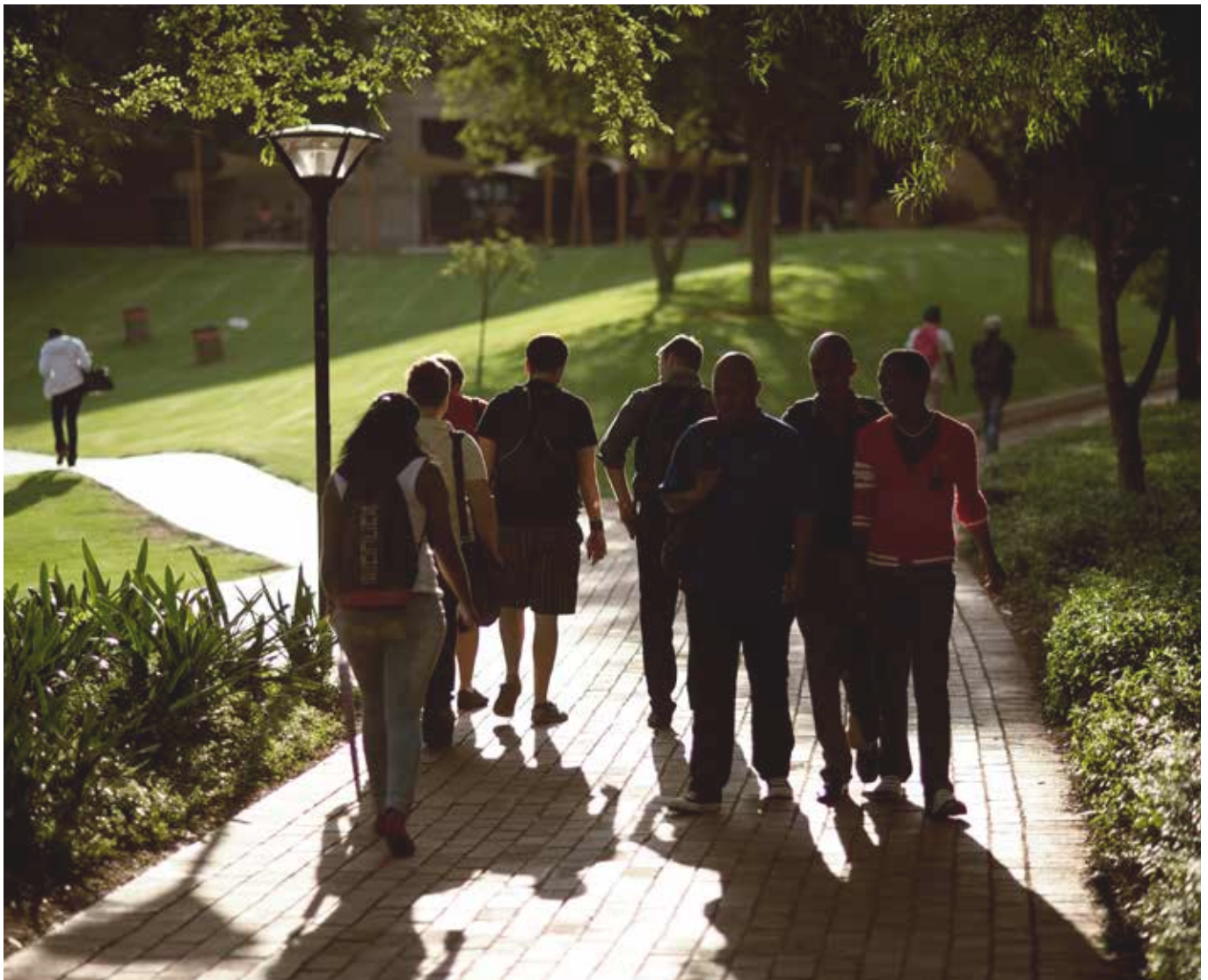


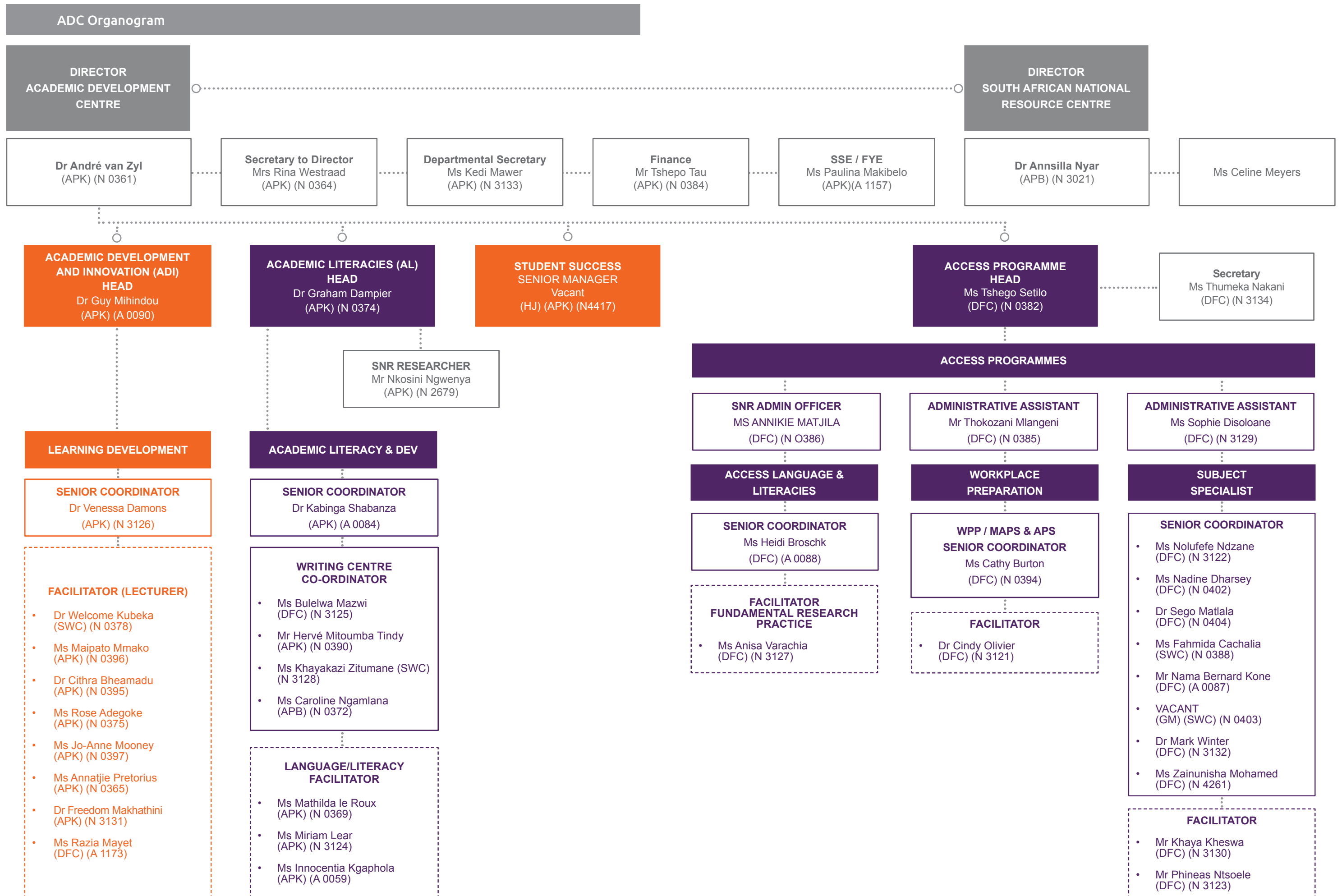
## Operating Context

The Centres in ADS all focus on the intellectual and professional development of our students and aim to provide the best possible academic experience for them by maximising the possibilities of success.

### Academic Development Centre

The Academic Development Centre (ADC) focuses its attention on supporting undergraduate student success and on creating a welcoming environment for all UJ students. ADC consists of three units: ADC Access provides alternative access and support in the diploma programmes. Academic Development and Innovation (ADI) is responsible for learning development and the Academic Literacies Unit (ALU) for literacy development. ADC also includes the four Writing Centres as well as the UJ First Year Experience (FYE) and the UJ Senior Student Experience (SSE) offices and as such provides direction and support for these two institutional initiatives. Lastly, the DHET funded National Resource Centre for the First Year Experience and Students in Transition (SANRC) is also housed in ADC for administrative purposes.

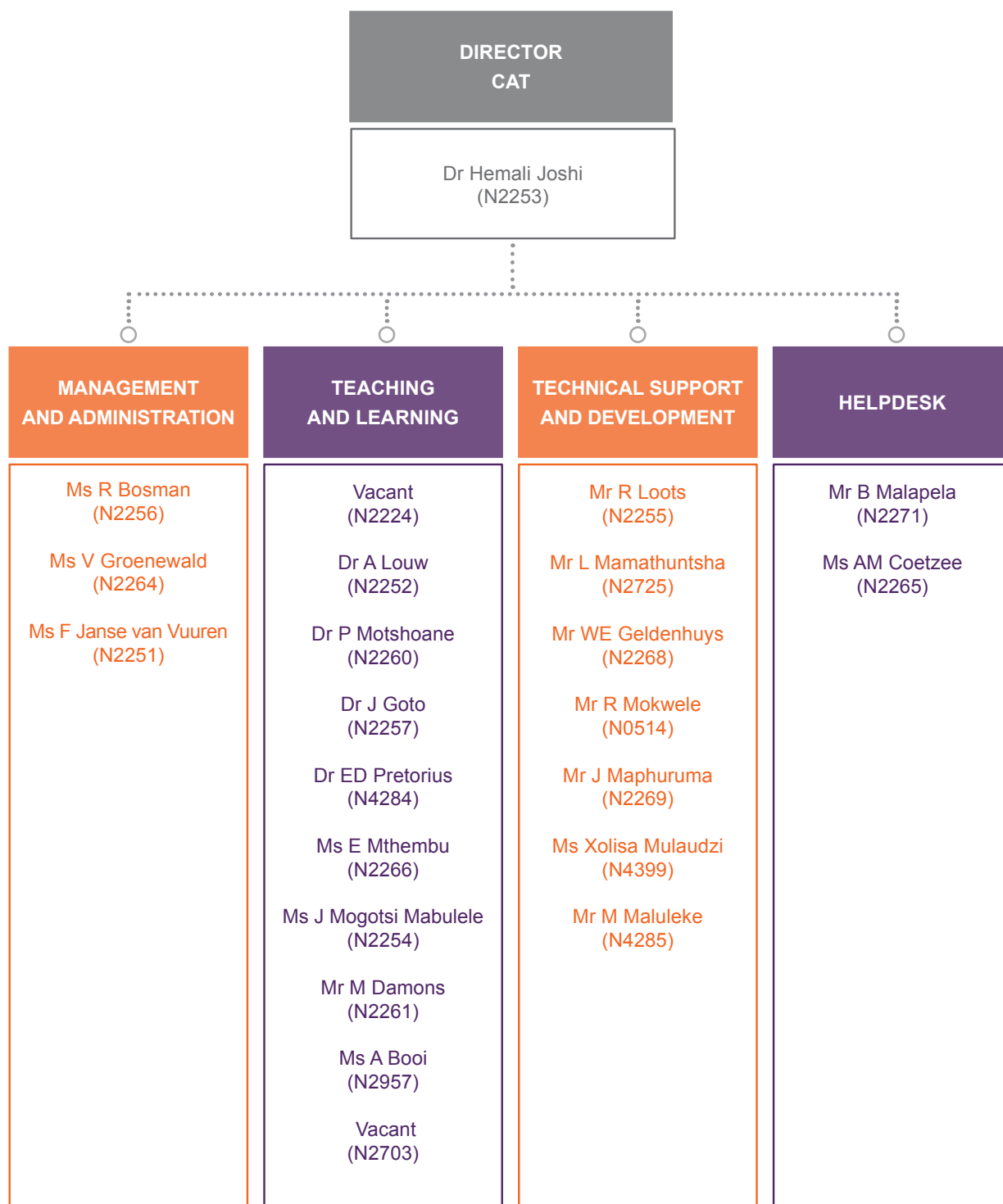




## Centre for Academic Technologies (CAT)

The Centre for Academic Technologies (CAT) supports the University in using innovative and advanced technologies to support teaching and learning. Introducing such technologies to students and staff is an essential aspect of CAT's activities.

### CAT Organogram

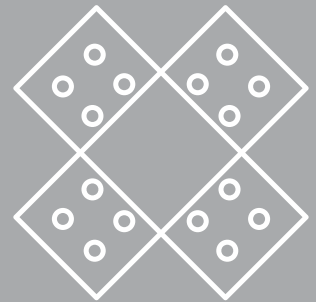




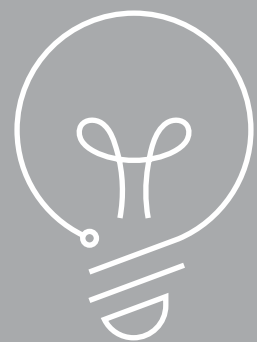
## Centre for Psychological Services and Career Development (PsyCaD)

PsyCaD provides services on all the UJ campuses, across five sites. On the APB, DFC and SWC Campuses services are primarily for students, with limited services for external clients. On the APK Campus one site offers services to primarily students (C Ring 1), while the other site offers services to primarily external clients (B5 Building).

Given the fact that a wide range of services (therapy, counselling, psychological assessments, disability services, career services, workshops, etc.) are offered across all the sites, the Centre adopted a new structure in 2021. PsyCaD is now organised according to sites, as opposed to the teams structure, which was arranged around specialist functions in the past. The new management structure allows for a more efficient system to deal with the operational demands.



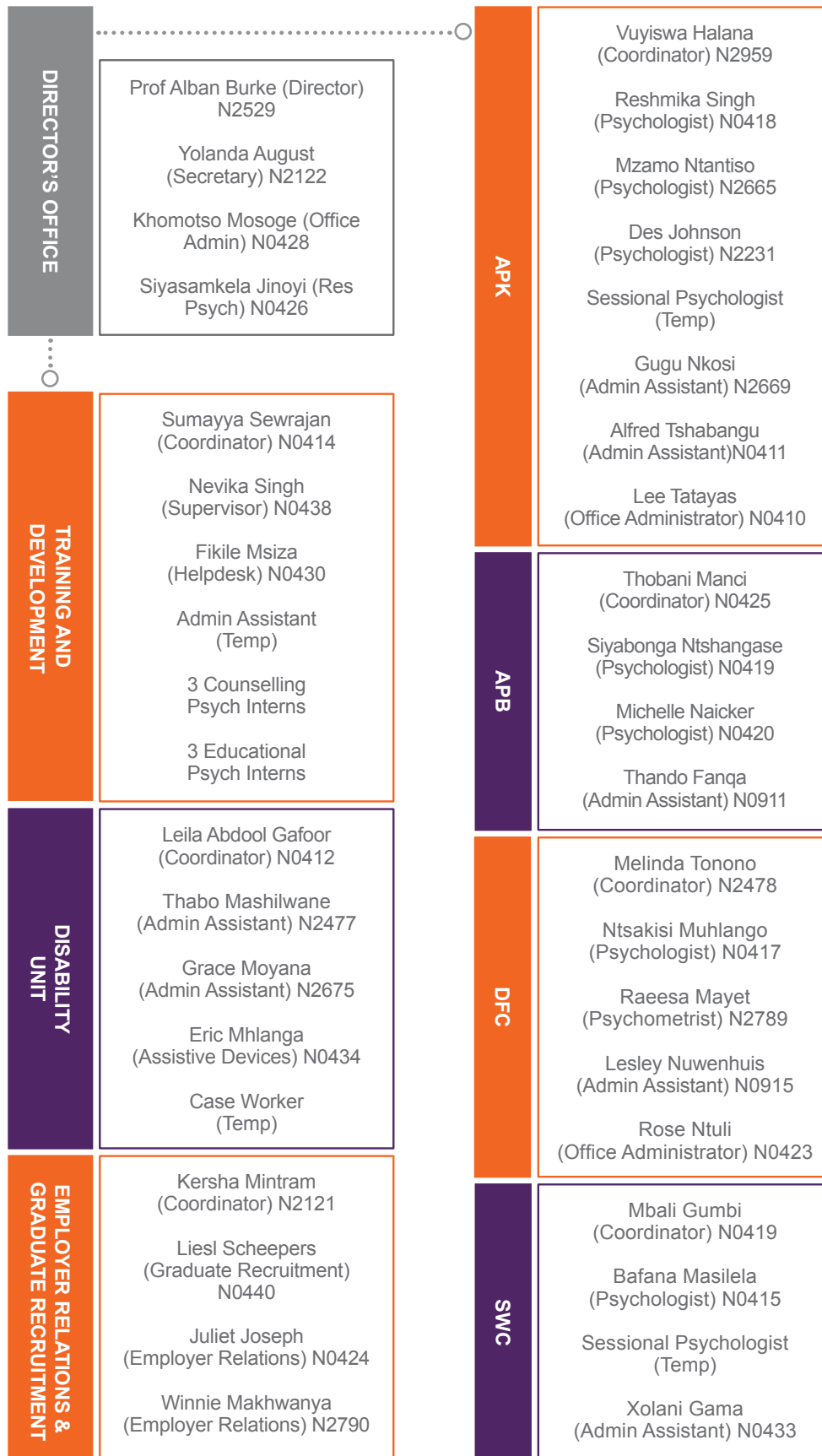
A wide range of services – therapy, counselling, psychological assessments, disability services, career services, workshops – are offered across campuses



A new management structure allows for an efficient system







## Governance Structures and Quality Management

The Division of Academic Development and Support is centrally served by the ADS Management Committee, comprising the Senior Director and the Directors of the three Centres, and assisted by the Finance and HR Business Partners. In addition to scheduled quarterly meetings, the Management Committee met more frequently as the need arose. The principal functions of the Management Committee have been to implement the UJ strategy and to coordinate projects across the three Centres in ADS.

The Academic Development Centre (ADC) management team consists of the Director of ADC and the various Senior Managers and meets twice a month to discuss all related matters. There is also an active committee and meeting structure within ADC to manage all the Centre's activities. The UJ FYE and SSE initiatives are managed via subcommittees of the Student Success Committee (SSC), which in turn reports to the Senate Teaching and Learning Committee. The FYE/SSE committees and SSC meet once a quarter and consist of high-level representatives from all stakeholders (faculty and non-faculty). The UJ First Year Orientation (FYO) is managed by the FYE coordinator and the FYO committee meets on a monthly basis from April each year to plan for the following year. SANRC is managed by its Director who in turn meets with the Director of ADC every second week. During 2022, SANRC also constituted an advisory board consisting of representatives from DHET, the CHE, USAf and other senior Academic Development practitioners. The advisory group meets twice a year. SANRC is audited annually and reports to DHET on all its activities.

ADC is involved in teaching activities through its involvement in the extended programmes at UJ. In all cases where credit-bearing modules are taught, rigorous quality assurance measures are put in place. All UJ policies (on moderation and other quality assurance aspects) are adhered to while marks are managed via the MAMS system, and approved and released as done in the Faculties.

The Centre for Academic Technologies (CAT) leadership team consists of the Director and senior staff (P5 and P6 levels), who normally meet weekly for an hour to discuss operational and strategic issues. Each senior staff member leads in an area within CAT, i.e., staff support, student support, and technical support and innovation. They meet weekly with their respective teams to ensure both operational and strategic matters are attended to.

The Centre for Psychological Services and Career Development (PsyCaD) management committee consists of:

- **Director of PsyCaD**
- **Coordinator: Disability Unit**
- **Coordinator: Training and Development**
- **Site Coordinator: APK**
- **Site Coordinator: APB**
- **Site Coordinator: DFC**
- **Site Coordinator: SWC**

The coordinators take responsibility for the daily management of their team's operations and for all site/team initiatives. The management committee meets on a regular basis to discuss budget and staff requirements as well as to coordinate awareness campaigns and other initiatives.

In addition to the management committee meetings, site and team meetings are also conducted, where all the staff (administrative and professional) on a particular site meet on a regular basis to discuss operational issues.

In order to standardise the functions across sites and teams, PsyCaD has generated a number of standard operating procedures and forms. All new temporary and permanent staff (administrative and professional) are trained to follow these procedures, and these forms and procedures are updated on a regular basis. These procedures are essential to ensure that all functions, operations and client management comply with HPCSA and SACSSP regulations and UJ policies and procedures.

## ACADEMIC DEVELOPMENT AND SUPPORT RISK REGISTER

The Academic Development Centre (ADC) is on the frontline of addressing the issue identified in the risk register as 'Under-preparedness of first-time entrants'. All the work done in ADC is aimed at improving student success and the Centre's interventions are increasingly data informed. Sources of data include student academic performance; student progress data; minimum-time completion rates and the student profile that has been built up over the past decade. By knowing and understanding the academic performance patterns and profiles of incoming students better, we are able to customise and focus the efforts of ADC where they are needed most and where they can potentially have the greatest effect. ADC initiatives in this regard include the nationally leading UJ FYE and SSE initiatives as well as the Integrated Student Success Initiative (ISSI). ISSI is driven by the Director of ADC and oversight and guidance are provided by the Student Success Committee (SSC). In 2022, ISSI was revised and ISSI 2.0 will be rolled out in 2023. ISSI 2.0 moves the focus of the initiative from the level of modules to the level of qualifications before investigating module success. The Centre boasts a variety of curated and custom designed online support resources for UJ undergraduate students that were initially developed during the Covid-19 lockdowns, but have been enriched and expanded since then. In addition to these efforts, ADC Access also provides alternative access to under-prepared students in very effective ways that are nationally recognised. The FYE and SSE committees play crucial roles in discussing these matters at a level in the organisation that facilitates impactful action. UJ is the leading institution nationally in terms of working effectively with underprepared students.





The Centre for Academic Technologies (CAT) follows international best practice regarding future development and maintenance of all systems within the CAT domain to ensure that unidentified future risks are eliminated.

In 2022, CAT consulted with a risk and compliance officer to ensure risks are identified and mitigated. The downtime of Blackboard (the learning management system) is a risk. Regular weekly meetings are held between Blackboard and UJ to ensure current projects are communicated and system updates and patches are performed in an organised and controlled manner. The move, in 2013, of Blackboard to a hosted environment has led to minimal downtime. In 2022 the Blackboard LMS had zero downtime.

Based on current legislation, the support of people with disabilities should remain a prioritised university commitment. To achieve this, there are some identified areas of development and growth, which the Centre for Psychological Services and Career Development (PsyCaD) wishes to focus on going forward. With regards to risk mitigation, the following points apply:

- **Universal design in curriculum – the premise of this inclusive education model supports the notion that adaptations in the built environment, curriculum and/or classroom should not only be reserved for students with disabilities, but that these adaptations would benefit all students. During 2021 and 2022, significant progress has been made in collaboration with CAT, to ensure that material that is placed on Blackboard is disability friendly.**
- Enhanced accessibility – the support of persons with disabilities extends beyond ensuring access to infrastructure. It comprises a strategic commitment that encompasses teaching and learning and so ensuring that all students, regardless of disability, can access the same services as their peers. A number of areas on the different campuses were identified that needed to be improved. These areas have been prioritised and UJ Operations is busy with these projects.
- **It is PsyCaD's goal to be able to provide equitable support to all categories of disability with the exception of hearing impaired students. This is mainly because support for these students is labour and cost intensive. The Disability Unit is busy investigating possible solutions to address this, which will lead to UJ being able to accommodate these students.**



**CAT follows international best practice regarding future developments and the maintenance of all systems**



**Improving access and support for students with disabilities remains a prioritised university focus**

# 3

## STRATEGIC FOCUS and TARGETS



## ACADEMIC DEVELOPMENT CENTRE (ADC)

The ADC vision, mission and strategic goals are aligned to the UJ Strategic Plan and care is taken to ensure the greatest possible impact of the Centre. The development, adoption and implementation of the Integrated Student Success Initiative (ISSI) from the first semester of 2018 has influenced the functioning and practices of ADC and has resulted in a much stronger data-informed approach, including the following:

- **ADC interventions have been moved from a relatively passive stance towards activism for greater academic success.**
- Internal ADC resources and staff (including performance contracts) have been re-aligned to focus more on ISSI-related activities.
- **Stronger collaborative partnerships to positively influence student success have been built between ADC and Faculties, and other support departments.**
- A process to use student success and performance data to guide and evaluate the effectiveness of interventions has been put in place.
- **Various UJ resources have been more efficiently aligned and coordinated to work on ISSI initiatives aimed at supporting student success.**
- Agile structures for quick response to the needs of the institution and to support student success have been established.
- **A wide array of online support services have been developed, which are carefully curated, constantly updated and marketed through various channels.**

In addition to the above, ADC initiated a strategic re-alignment process late in 2022. The purpose of this re-alignment is to ensure the maximal impact of the ADC functions and to ensure that all staff are optimally deployed. This process will be completed and implemented in 2023.

## ADC Contributions towards the UJ Strategic Goals

ADC works towards contributing to all the UJ strategic goals by aligning the ADC strategic document to that of UJ. ADC specifically contributes to the meeting of UJ's Strategic Objective 2 (Excellence in Teaching and Learning), as this relates directly to our core business. Contributions to specific sub-goals are explained in the following section.

During 2022, ADC continued to deepen and increase its online presence and support to contribute towards 'supporting the improvement of undergraduate success rates' at UJ. The continued implementation of ISSI in addition to existing ADC initiatives provided data-informed and direct interventions aimed at improving both dropout and minimum-time completion rates. This approach is coordinated by the Student Success Committee (SSC). The SSC is chaired by the Senior Director: ADS, and all eight Vice-Deans: Teaching and Learning are active participants in committee discussions and decisions. The UJ First Year Experience programme and First Year Orientation particularly contributed to the integration, positive experiences and success of first-year students. The UJ Senior Student Experience initiative coordinates UJ efforts aimed at preparing students for postgraduate studies and the world of work.

In terms of Strategic Objective 3 (Heightening UJ's International Profile for Global Excellence and Stature), the main contribution made by ADC was the growth of the South African National Resource Centre for the First Year Experience and Students in Transition (SANRC) on the Auckland Park Bunting Road Campus. SANRC is only the second such national centre in the world. It also has a current three-year partnership agreement with the National Resource Centre for the FYE in the United States and hosts the annual national First Year Experience Conference.

Strategic Objective 4 relates to 'creating a student-friendly learning and living space'. Through the nationally leading UJ FYE and SSE initiatives an extremely student-friendly environment has been created for the very diverse first-year student population at UJ. ADC aims through all its efforts, specifically the FYE and SSE initiatives, to continue this growth. ADC also contributed to the goal of increasing the number of students involved in voluntary service by working with a number of UJ Faculties to conceptualise and train their volunteer mentors for the 2022 academic year.

## The 2022 Integrated Student Success Initiative (ISSI)

As stated above, 2022 saw the fifth year of implementation of the UJ ISSI. ADC has once again played a leading role in the growth and development of ISSI under the direct oversight of the SSC, with the full collaboration of the eight Vice-Deans: Teaching and Learning, and reporting to the UJ STLC. The main development of ISSI in 2022 was the realigning of the whole initiative towards a data-informed approach.

In the past, the ISSI interventions were focused on modules identified through the Priority Module Index (PMI). The PMI is an instrument that is used to identify modules where the biggest possible impact could be made through interventions. These were the 20% of undergraduate modules at UJ in which the most funded credits were lost in a particular semester. In addition, UJ used the module success rate to assess student success at the institution. The problem with emphasising the success rate is that



**UJ's First Year Experience programme and First Year Orientation contributes to integration, positive experiences and first-year students success**

students will take longer to complete their qualifications, because it can encourage them to register for less modules per year, which will be easier to complete.

For some students the only way to attain a success rate of say 85% is to register for a partial load of courses. In an analysis of a data set of 81 073 students, who recorded a perfect success rate of 100%, it was found that only 44% (or 35 510 students) were enrolled for a full load of courses (viz. FTE = 1.00). The success rate does therefore not actually measure students' progress through their qualifications, because their course load is not incorporated into the 'official' measure of success.

To be able to address this issue, it is more important to use the progress rate rather than the success rate to decide where to intervene. The progress rate is calculated by applying students' success rate to their course load. This means that if say students are on a partial load of FTE = 0.900 (which corresponds to 9/10 modules or a 90% course load), and they successfully complete 80% of their modules, they only progress from year n to year n+1 with 72% of a full FTE.

During 2022, ADC through the work of Dr Graham Dampier, developed the concept of progress rates as well as the statistical methodology to be able to measure this. This new data approach was explained to the SSC committee where it was well received. This was followed up with progress-rate analyses for the various Faculties and College and shared in customised presentations to the Faculties and College. Discussions followed about how interventions, based on this new evidence, would be framed. The issues associated with progress rate are however much more complex and include structural and academic aspects. This resulted in a slightly slower consultative process being followed. Good progress was made with this process and implementation based on this new evidence will follow in 2023.

## ADC Access

The Academic Development Centre Access unit manages the initial year(s) of 16 extended curriculum programme groups on behalf of the College of Business and Economics, the Faculty of Humanities, and the Faculty of Engineering and the Built Environment. These extended programmes are fully credit-bearing and are based, either on a 1 + 3 model in which all foundational provision modules are offered in the first year, or a 2 + 2 model where they are offered in the first and second year. The learning approaches used in the extended programmes seek to facilitate conceptual understanding and the practical application of knowledge. These approaches draw on a wide range of innovative teaching/learning methods, materials and experiences. In addition, student learning is enhanced by sending students on academic excursions to gain industry experience, effective mentorship, tutoring, and regular mark review meetings; and by initiatives that promote student confidence and integration: a student conference, a students' sports day, a prize-giving function, and highly functional student mentor, academic advisor and class representative systems.



The 2022 objective for ISSI was realignment; enabling future growth to be data-informed



Extended students often outperform their mainstream counterparts

The success of this methodology is dependent on strong collaborative relationships with academic staff from the Faculties in which the various programmes are located. Historical data have shown that extended students often outperform their mainstream counterparts. This can be seen in data provided by DIPEM on the 2022 success rate of undergraduate FEBE students, which was 78.2%, while the success rate in the extended degree offerings in the same Faculty was an excellent 92.2%, despite these students requiring lower entrance requirements than those of mainstream students.

The Table below indicates the first-time entering student degree credit success rates in FEBE since 2017 when the extended degrees were implemented.

### First-time entering student degree credit success rates (%)

YEAR	FEBE DEGREE	
	Mainstream	Extended
2017	80.6	89.8
<b>2018</b>	<b>78.2</b>	<b>89.5</b>
2019	76.9	92.5
<b>2020</b>	<b>78.1</b>	<b>84.8</b>
2021	81.2	87.8
<b>2022</b>	<b>78.2</b>	<b>92.2</b>

The Table below indicates the first-time entering student degree credit success rates in CBE and FEBE for the mainstream and extended diplomas from 2015.

### First-time entering student diploma credit success rates (%)

YEAR	Diploma Mainstream		Diploma Extended	
	CBE	FEBE	CBE	FEBE
2015	81.8	83.6	87.9	93.7
<b>2016</b>	<b>83.1</b>	<b>83.6</b>	<b>86.7</b>	<b>90.2</b>
2017	84.3	83.3	88.8	92.5
<b>2018</b>	<b>84.7</b>	<b>74.4</b>	<b>89.3</b>	<b>90.1</b>
2019	84.2	79.0	92.8	87.3
<b>2020</b>	<b>87.3</b>	<b>86.9</b>	<b>79.3</b>	<b>82.6</b>
2021	88.5	85.8	87.5	87.0
<b>2022</b>	<b>84.7</b>	<b>90.3</b>	<b>92.1</b>	<b>89.2</b>

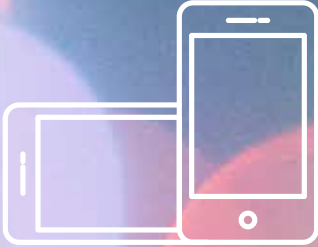


In 2022, after coming back to campus full-time, numerous planning meetings were held to strategise ADC Access's approach to a hybrid model of teaching and learning and to discuss and implement the highly successful interventions that had been devised by Access staff during 2021 when there were lockdown restrictions. The majority of modules were face-to-face and learning material was chunked and revised to include essential and core information to facilitate students' accessibility and easier comprehension. Support and foundational provision were included in the material, and these were supported by external or Access-produced videos where appropriate. Additional notes and PowerPoints were also uploaded to accompany prescribed reading. Tutors worked closely with subject teams and were also given access to Blackboard as teaching assistants in order to provide additional support.

**Success of the ADC Access methodology is dependent on strong collaborative relationships with academic staff across the Faculties in which the various programmes are located**

WhatsApp and Blackboard proved to be vital teaching tools in many modules. In 2020 and 2021, WhatsApp groups were initially only used for communication and to provide emotional support for students by alleviating their uncertainty and anxiety where possible. However, WhatsApp groups continued in 2022 as additional support for students and were also used for the dissemination of material, information and short videos that provided foundational as well as teaching opportunities. Attendance of and participation in lectures were monitored by using the relevant tools on Blackboard. These strategies were employed to take into account the divergent circumstances of the Access students. Continuous contact with students and consultation with lecturers and tutors in these groups provided personal support and contact in difficult and unpredictable times. A significant role was played by Academic Advisors referring students to all the support services, communications offered by UJ, as well as tracking students' academic performance.

The following Tables indicate the 2021 and 2022 student success rates in the Extended Curriculum Programmes and are followed by a brief trend analysis.



**WhatsApp continues to be a vital tool, both for student support, and the dissemination of material, information and short videos**



## Student success rates in the Extended Curriculum Programmes 2021 to 2022

Extended Curriculum Programme Name		2021		2022	
		Registrations	Module Success Rate	Registrations	Module Success Rate
		#	%	#	%
Faculty of Engineering and the Built Environment	B Construction	21	85	26	92
	BEng Tech in Physical Metallurgy	42	90	44	93
	BEng Tech in Extraction Metallurgy	47	81	45	89
	BEng Tech in Mech Engineering	40	58	48	89
	BEng Tech in Indust Engineering	68	85	43	87
	BEng Tech in Civil Engineering	73	89	50	90
	BEng Tech in Elec Engineering	43	78	43	93
	Dip: Operations Management	49	87	49	87
	Dip: Management Services	41	67	45	83
Faculty of Humanities	Dip: Public Relations	65	89	60	80
College of Business and Economics	Dip: People Management	69	46	65	91
	Dip: Small Business Management	38	72	31	83
	Dip: Logistics	41	70	35	97
	Dip: Transportation	29	90	30	83

The above results reflect efforts by ADC staff to improve the quality of teaching and learning in the extended programmes, to contribute to the broader institutional commitment to excellence in teaching and learning, and to improve throughput rates at UJ. All the measures that were implemented, resulted in 6 of the 15 extended programmes having module success rates of more than 90% and an additional 8 groups having module success rates of between 80% and 90%. The 2022 extended student cohort were welcomed back on campus for mainly face-to-face teaching and had the one-on-one experience of the Access methodology, which is based on intensive and personal contact between UJ staff and extended students, hence the higher success rates. This intentional approach is used to assist students with the academic and social transitions they require in order to succeed in their studies.

### Academic Development and Innovation (ADI)

During 2022, ADI actively supported student success at the University of Johannesburg (UJ) through various initiatives. Some of its staff members taught in two credit-bearing modules: Mastering Academic and Professional Skills (MAPS), which includes MAPS Eco offered in the College of Business and Economics (CBE) and MAPS Hum offered in the Faculty of Humanities. The MAPS modules involved 620 students, and the two modules registered a pass rate of 98% and 89% respectively.

Regarding teaching and learning, ADI led several innovative programmes and interventions contributing towards the reduction of student dropout, and the strengthening of both the First Year Experience (FYE) and Senior Student Experience (SSE). Many activities were used to assist and develop students at UJ, mainly at undergraduate level. During 2022, ADI recorded interactions with 19 498 students who had received academic assistance either through webinars, pop-up workshops, student community engagements, Faculty workshops, ISSI interventions, study skills sessions, mentor training, Reading in the Discipline (RID) interventions, individual or group consultations or online Blackboard self-paced modules.

### Teaching and Learning interventions

The MAPS modules housed in ADC enrolled 230 students in MAPS Humanities, and 390 students in MAPS Economics. Several activities were conducted to aid students in addition to their normal class attendance. These included:

- **Individual and group consultations performed by mentors;**
- Individual and group consultation performed by teaching staff;
- **Extra assistance mostly at socio-economic level, provided by staff to students, such as financial literacy, food provision, and health assistance provided by UJ services.**



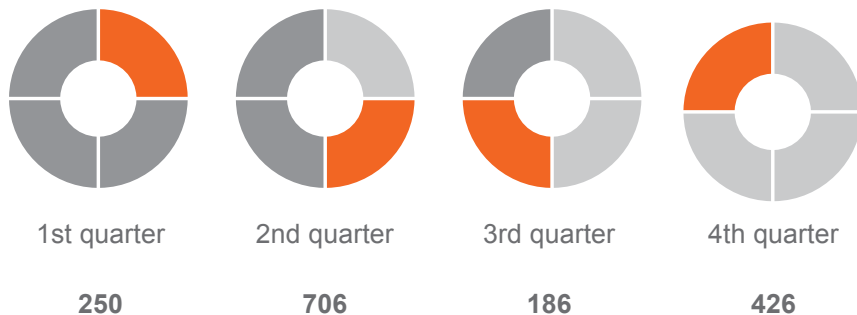
6 of the 15 extended programmes have module success rates of more than 90%



Spearheading innovative programmes and interventions to reduce student dropout rate

In 2022, 1568 mainstream students were assisted through learning development initiatives. Interventions included study skills workshops, individual consultations and departmental workshops with student participation as follows:

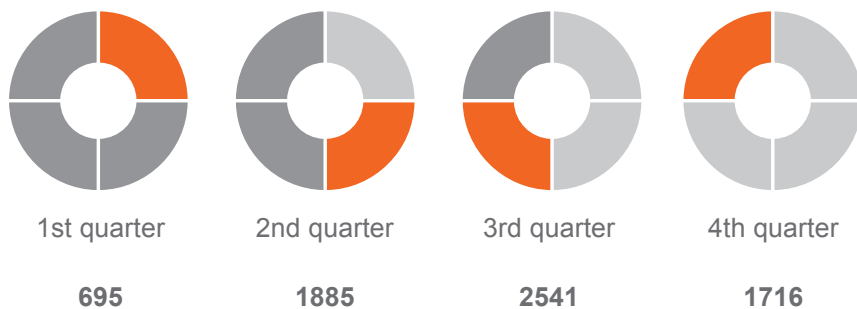
### Mainstream student participation per quarter



### Online interventions

This type of intervention included online mentor training, online study skills modules (L1&L2), online study skills sessions and pop-up webinars. This proved to be an innovative and productive space for the work of ADI and especially the involvement in the pop-up webinars proved to be very productive. A total of 6837 students were assisted as follows:

### Online student participation per quarter



### Volunteer-mentoring at UJ

Through the work of the UJ FYE/SSE committees, UJ initiated a volunteer mentoring programme at the University during 2019. The volunteer mentoring programme has grown over time and has been coordinated by ADC. This has included the development and customisation of mentor training material, the training of mentors, and assistance provided to Faculties regarding the establishing of their mentoring programmes. During 2022, 378 volunteer mentors were trained at UJ by the Learning Development unit. During 2023, a final (third) level of mentor training and a mentor coordinator manual will be developed and implemented to further strengthen volunteer mentoring at UJ.

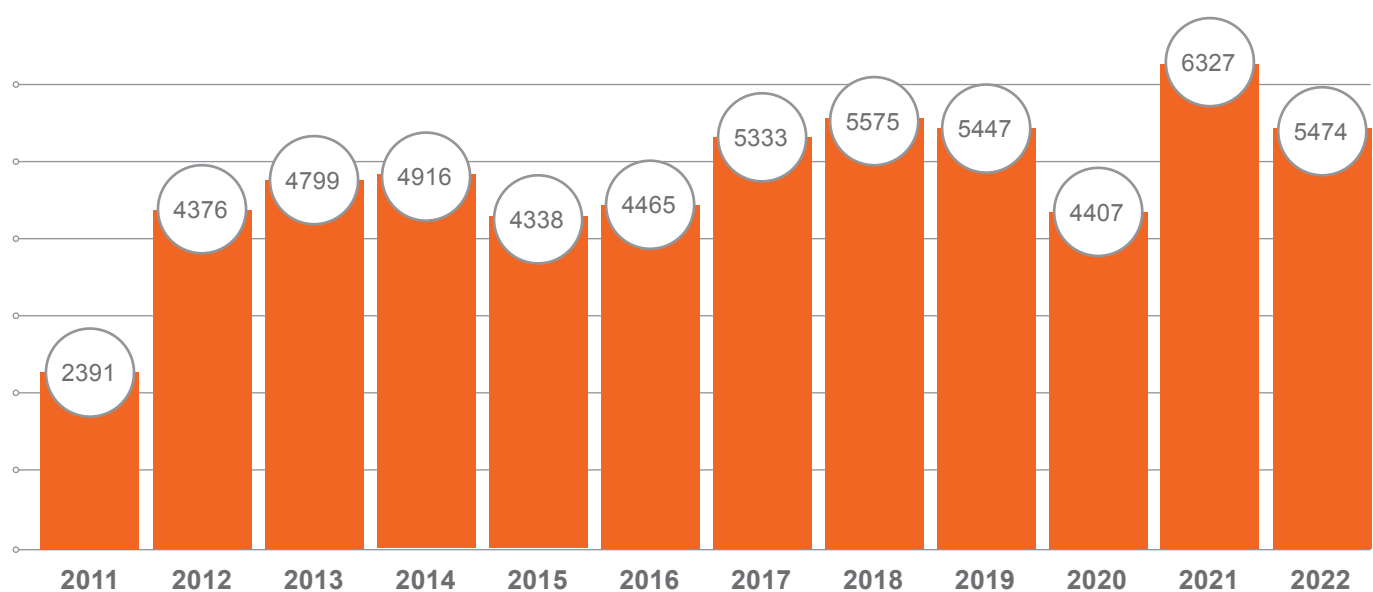
## Academic Literacies Unit

Academic Literacies focuses on various facets of a student's literacy needs, from reading academic texts to assistance with writing. The close working relationship between Learning Development and Academic Literacies allows staff in both departments to respond to specific needs identified as part of ISSI's work in various modules.

## The Writing Centres

The activities of the UJ Writing Centres are informed by the current trends in international research and good practice in academic literacies and writing centre theory. The offerings of the four Centres consist of individual and group consultations, which may be conducted in-person or online via MS Teams or emailed feedback, as well as workshops or webinars. The Writing Centres strive to embed academic literacies into the disciplines (Canagarajah 2002; Russel, Lea, Parker, Street & Donahue 2009) through close collaboration with specific lecturers for most consultations and academic literacies workshops or webinars. This perspective is in line with the New Literacies theory that recognises a multiplicity of academic literacies and cultures, in which students need to be coached (Hamilton & Barton 2000; Street 2003, 2005, 2014). Workshops and webinars have drawn students to the Writing Centres, as students are often encouraged to practice what they have learnt and take their drafts to the Centres for feedback. The number of workshops increased significantly in 2021 and 2022, which translates into a large number of consultations for those years (as seen in the Graph below).

### Comparison of consultation per year 2011 - 2022

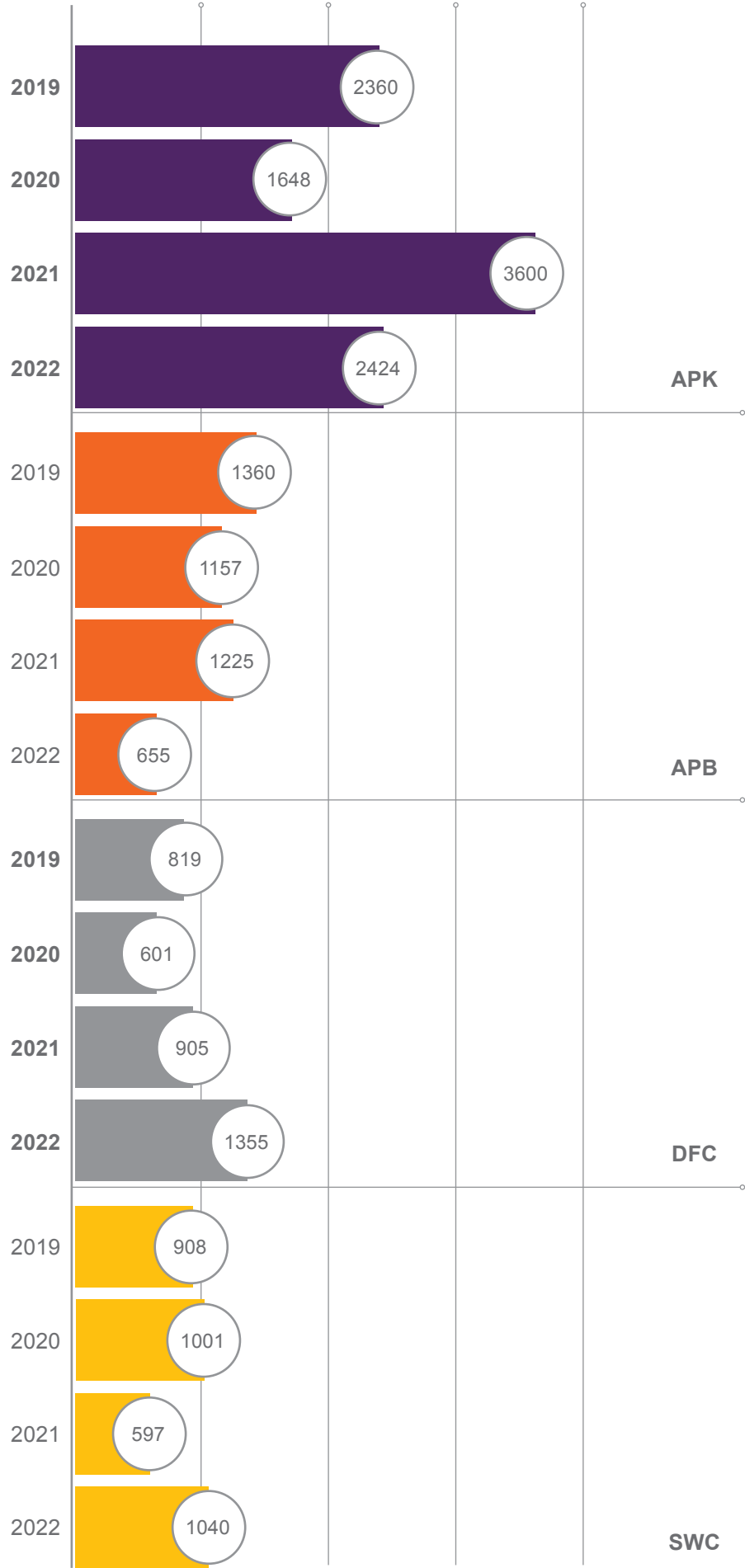




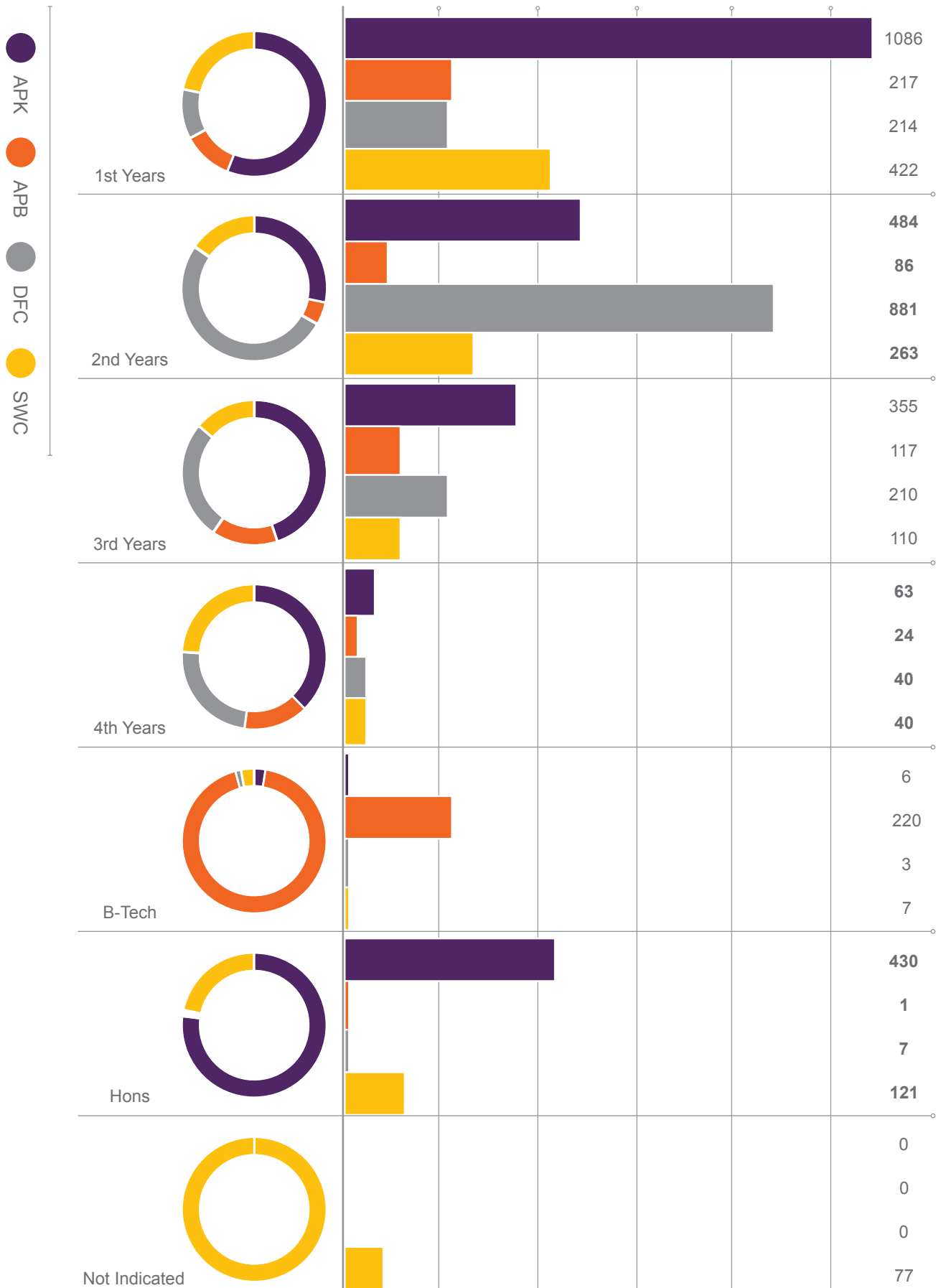
## Progression of consultation numbers per campus 2019 - 2022

Consultations decreased slightly at APK and APB between 2021 and 2022, while they increased slightly at DFC and Soweto.

The increases at DFC and SWC were facilitated by an increase in consulting capacity necessitated by an increased need.



## Consultations per campus 2022



The Graph above highlights the three groups of students that use the UJ Writing Centres the most: first-years at APK mostly, followed by second years at DFC, and then Honours students at APK.

As mentioned before, the Writing Centres facilitated 84 workshops with 3339 students from across the UJ Faculties/College. The number of workshops increased in 2022, due to students returning to campus. This is detailed in the graph below.

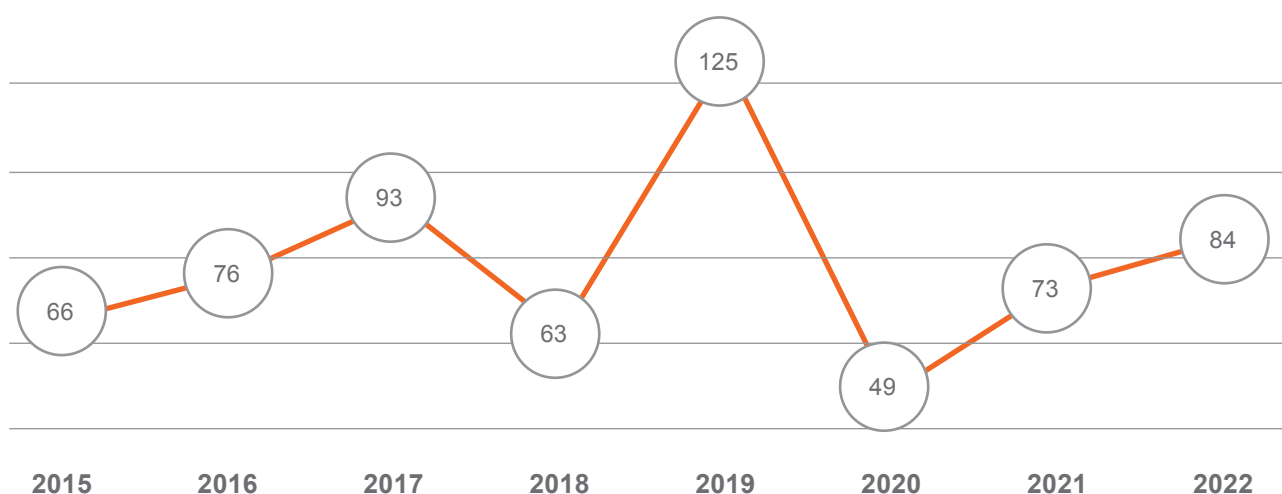
During 2022, the UJ Writing Centres also hosted colleagues from the University of KwaZulu Natal (UKZN) on 19 April, the colleagues from Sol Plaatje University on 28 November, and colleagues from the University of South Africa (Unisa) on 30 November, for benchmarking purposes. Additionally, two members of the Writing Centre staff team presented papers at the South African National Resource Centre (SANRC) First Year Conference held in Cape Town from 18 to 20 May 2022.

### The Language for ... courses

Three Language for ... courses were offered in the Faculties of Science and Law, and in the College of Business and Economics. A total of 1182 students from extended and mainstream qualifications enrolled for these courses. These year modules are all structured around a series of themes, which the Faculties have identified as relevant to their students.

The students in these courses performed very well. English for Law (EFL), offered in the Faculty of Law, achieved an 83% pass rate for 2022. The Language and Skills for Science (LSS) module, offered in the Faculty of Science, achieved a pass rate of 82% in 2022. Significant improvements in the planning and delivery of Language for Economic Sciences (LES) offered in the College of Business and Economics (CBE), resulted in the best performance in this module to date with 89% of students passing in 2022.

Comparison of Writing Centre workshops 2015 - 2022



## Other ADC projects

### *On the Go: Student Online Success (SOS)*

One of the main responses of ADC to the needs of UJ students during the pandemic, was the creation of a 'virtual' Academic Development Centre. In 2020, the On the Go: Student Online Success (SOS) Organisation was created on Blackboard. It started with a bouquet of curated bite-sized resources that were specifically designed to respond to student needs during the remote learning situation. Both staff in Literacies and Learning Development created, reviewed and curated content for the site. The resultant resources ranged from reading strategies to time management, online exam preparation skills and everything in between. In 2022, additional learning units were added to the Organisation. These were identified based on the feedback received from students during live sessions hosted in the module.

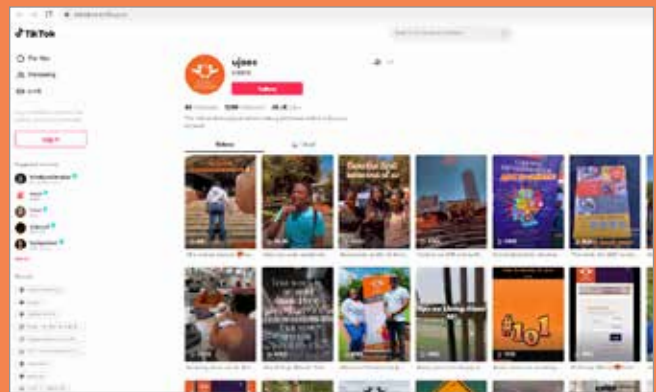
In 2022, the On the Go: SOS Organisation enrolled all 58 322 UJ students. The SOS module was then marketed to both staff and students in a concerted manner. The module was well received by the UJ student population.



### *Student success and social media*

In addition to the above, ADC originally leveraged the Covid-19 moment to test an innovative and 4IR related initiative. This involved the employment of 14 SOS representatives as SOS Social Media Influencers and content creators. These students were trained, closely supervised, and encouraged to speak the language of their peers to promote the content of the SOS module to all undergraduate students on various social media platforms.

This development continued to grow in 2022, with 10 influencers being appointed to populate the UJ SOS TikTok and Instagram pages. The project was closely supervised by Mr Nkosini Ngwenya and Ms Khaya Zitumane from ADC and there was a substantial growth in student views and material availability.



### *Micro-webinars*

Early in 2022, ADC decided to initiate a series of micro- or pop-up webinars aimed at assisting UJ undergraduate students with a series of short and targeted online interactions. The webinars consisted of very short (20 minutes) interactions with students, which involved 10 minutes of input from a staff specialist and 10 minutes of interaction with students. The webinars were recorded and made available to students to watch online on the On the go: SOS site. This proved to be very successful with more than 5000 views of these videos throughout the year. This project will be refined in 2023 with pre-recorded sessions being created and marketed through the SOS module.



## The UJ First Year Experience (FYE) and Senior Student Experience (SSE) initiatives

During 2022, the UJ First Year Experience (FYE) and Senior Student Experience (SSE) continued with the implementation of the seven focus areas. The FYE SSE started the year by welcoming two cohorts of students that were coming to campus for the first time. During 2021, it was decided to enhance the existing offering and make a fully online FYO available to UJ students during 2022. The 2022 FYO planning and implementation took place in phases.

The Centre for Academic Technologies (CAT) developed pre-orientation sessions which were scheduled on weekdays from 2 to 11 February 2022. A total of 16 493 students logged on to pre-orientation sessions in this period (some students attended more than one session). CAT decided that further assistance was required and extended orientation sessions were held between 18 February and 10 March 2022. This resulted in another 1351 students being assisted.

Due to the lockdowns of the previous years, it was anticipated that all undergraduate students might need assistance and guidance once they arrive on campus. The FYE SSE introduced an additional layer of assistance aimed at all UJ students in the form of an expanded FYO marshal advice service on all four campuses. This necessitated the recruitment of additional marshals to ensure a continuous and well-resourced service. Training of team/campus leaders (who are experienced marshals) took place on 8 February 2022. Their responsibilities included to assist with administrative matters relating to physical support sessions that were offered to all undergraduate students as well as site management. The new 2022 marshals were trained on 10 February 2022. In the first week of class, a total of 18 992 students were assisted across the UJ campuses. During the second week of FYO, the marshals handled an additional 4471 queries.

### Phase 1

The first phase started in May 2021 with a series of reflective feedback meetings with the various stakeholders. The purpose of the meetings was to gather and share information regarding what transpired during the FYO at the beginning of 2021.

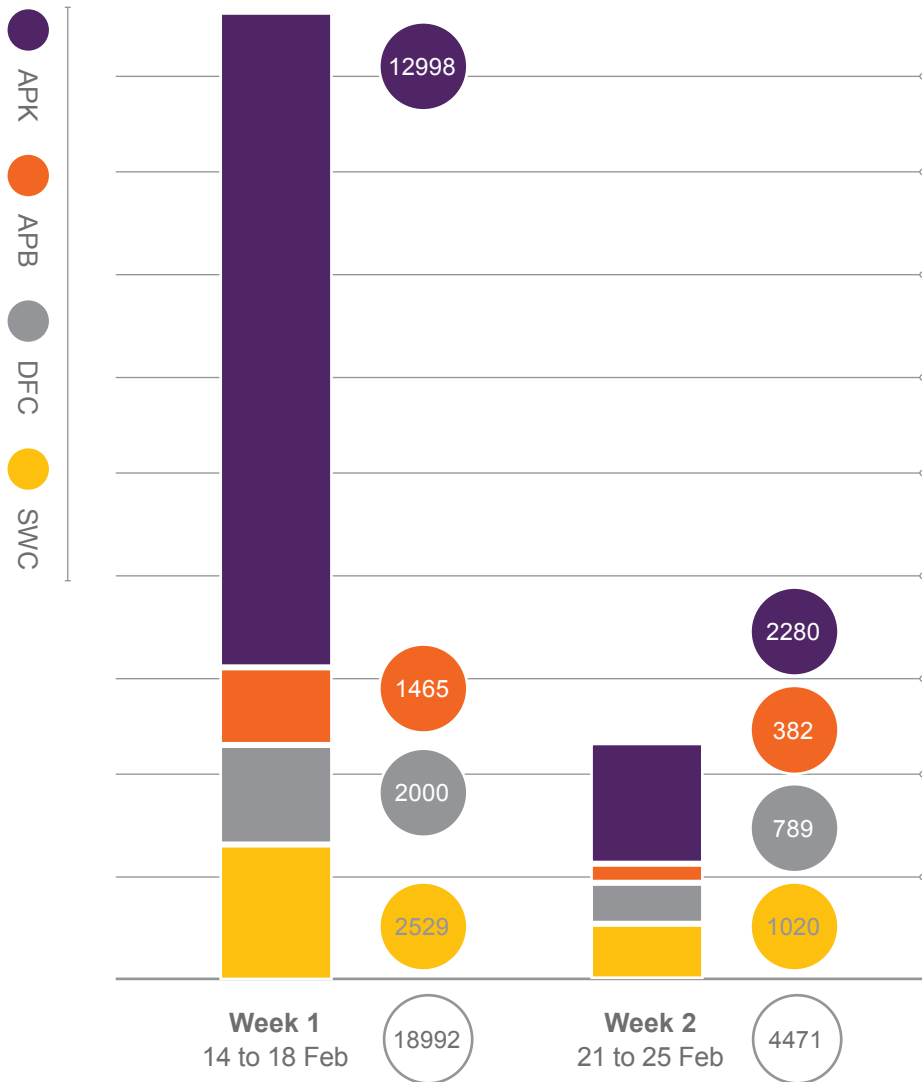
### Phase 2

Phase two started with a comprehensive workshop on the way forward and which processes to follow in planning the 2022 FYO. The module 'shell' was populated with this updated and new UJ material before being copied and customised for the eight Faculty/College customised FYO modules.

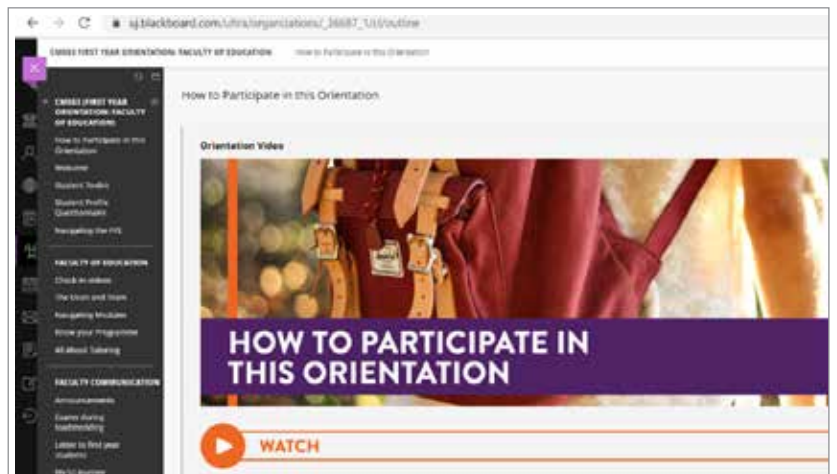
### Phase 3

Phase three started with an implementation workshop that took place on 13 January 2022. During this meeting, final arrangements were confirmed and last changes to content were made. The eight FYO modules were subsequently finalised and made live. When classes resumed on 14 February 2022, the UJ campuses were clad with orange and white banners, gazebos and marshals welcoming students to their first days at UJ. Students were provided with information about UJ and the campuses had an excited buzz of student voices as the return to campus unfolded.

# FYS marshal support interactions for 2022



The FYE SSE Coordinator contributed to the national FYE by presenting at the 7th SANRC conference. She presented the UJ Student Experience framework on 27 May to Ms. Bonolo Mahlatsi, Senior Student Experience Officer from the University of the Free State and her colleagues. On 13 June, she facilitated a session on UJ’s flexible blended orientation model with Ms Puleng Letloenyane, First Year Orientation Officer from the University of the Free State.



## The University of Johannesburg English Language Programme (UJELP)

The University of Johannesburg English Language Programme (UJELP) contributes towards two distinct UJ Strategic Objectives 2 and 3 respectively: 'Excellence in Teaching and Learning' and 'International Profile for Global Excellence and Stature' through an English language programme offered to international students in line with the Common European Framework of Reference (CEFR). Its purpose is to facilitate the acquisition and development of appropriate reading, writing, speaking, and listening skills of international students for both communicative and academic purposes. UJELP comprises a six-level programme which stretches over nine months in a year.

### *Registration*

In 2022, 171 students were tested through UJELP's placement test processes, 30 online in their countries of origin, while 141 were already in South Africa. A third of those tested enrolled in the programme and of those, 33% qualified to simultaneously register into various UJ Faculties if they fulfilled the entry requirement.

Central Academic Administration (CAA) assisted UJELP in 2022 to start an automation process, from the application of a student to registration. This included information, invitation, applications, and results letters.

### *Teaching and Learning*

In the second semester of 2022, UJELP course offerings started to change back to a blended approach, partly online and partly face-to-face, after the Covid-19 lockdowns were relaxed.

To strengthen its industry positioning, UJELP embarked on a formal review process (2020-2022) which has remained ongoing and scrutinised all aspects of UJELP systems, teaching, and learning.

Last year saw a greater collaboration between UJELP and CAT staff members, especially on matters pertaining to enhancing students' learning experience. Computer classes were initiated to enable UJELP students to familiarise themselves with MS Word, Excel, PowerPoint, as well as Blackboard. These classes were attended by 15 UJELP students. CAT staff members also assisted with changing the UJELP module on Blackboard from a community module to an academic module.



**UJELP**  
facilitates the  
acquisition and  
development  
of appropriate  
reading, writing,  
speaking,  
and listening skills  
for international  
students for both  
communication  
and academic  
purposes

## The South African National Resource Centre for the First Year Experience and Students in Transition (SANRC)

In 2022, SANRC formally began a new programme of work, based on a new grant cycle of the DHET University Capacity Development Programme (UCDP). This new programme included the strengthening of the First Year Experience at a national level through research, webinars, capacity building of South Africa's public universities, social media outreach and the hosting of the Annual SANRC First Year Experience Conference.

SANRC hosted the 7th Annual SANRC First Year Experience Conference (18-20 May 2022) at the President Hotel in Cape Town. Keynote speakers included Dr Cyrill Walters, Post-doctoral fellow in Higher Education Studies at Stellenbosch University, and Professor Joe Cuseo, Professor Emeritus (Psychology) at Marymount California University, in the United States. The conference attracted over 100 delegates. In the seventh year of the conference, it is possible to see and appreciate the continued development of a professional network centred on the First Year Experience, something that will serve South Africa's higher education sector for decades to come.

SANRC hosted several webinars, with strong attendance (200+). The first webinar on 1 August 2022, was hosted by Dr Annsilla Nyar-Ndlovu, SANRC Director, and Dr Cyrill Walters, Post-doctoral fellow in Higher Education Studies at Stellenbosch University, and discussed the important topic of racism in South African universities. The webinar was entitled Continuing the fight against racism in South Africa's universities: How do we stay hopeful? The second webinar on 29 November 2022, was hosted by Ms Liesl Strydom from Nelson Mandela University. The webinar was entitled Understanding the experiences of South Africa's peer leaders at two of South Africa's universities, and featured a student panel from the University of Fort Hare and the Walter Sisulu University, two Eastern Cape universities.

As part of a capacity building programme for South Africa's universities, Dr Annsilla Nyar-Ndlovu led and produced a quality review for Unisa's Student Retention Unit (SRU), a review which led to the formalisation of the SRU within the organisational structures of Unisa. Dr Annsilla Nyar-Ndlovu also hosted a Capacity Building workshop on First Year Experience with the Teaching and Learning Centre (TLC) of the University of Fort Hare on 26 and 27 July 2022.

As part of a wider strategy to engage students in the work of SANRC, the Centre undertook to expand its website and social media channels. As such, SANRC now has an expanded website, including a blog space and a student query website. Data analytics for the social media are being monitored, and SANRC looks forward to enhanced communication with students.

SANRC also set up an advisory group to help guide the work of the Centre. The advisory group features representatives from key role players in South Africa's higher education sector, including the Council on Higher Education (CHE), Universities South Africa (USAf) and the South African Institute for Distance Education (Saide). With the establishment of this group, and all that has been accomplished in the first year of the new and exciting programme of work, it is hoped that SANRC is now well-positioned to continue to serve South Africa's universities and to help influence issues of student success in South Africa.



The professional network nurtured by SANRC will serve South Africa's higher education sector for decades to come



SANRC expanded website and social media channels, with monitored data analytics will allow for enhanced communication with students



## CENTRE FOR ACADEMIC TECHNOLOGIES (CAT)

### The strategic goals of CAT

- Prepare students and staff for the online teaching and learning context at UJ;
- Explore innovative technologies that support learning;
- Engage with research on learning and teaching; and
- Draw on data to analyse existing practices and improve learning and teaching supports.

### CAT Contributions towards the UJ Strategic Goals

CAT contributes to the meeting of UJ's Strategic Objective 2 (Excellence in Teaching and Learning), by striving to provide an excellent service to staff and students. Regarding readiness for online teaching and learning, CAT presented scheduled virtual and in-person sessions to first-time entering first-year students during the FYS in 2022. Senior students and staff members in need of such training were encouraged to contact the Faculty/College instructional design support. The CAT helpdesk also provided a variety of services to staff and students. Instructional designers train and support individual lecturers as well as groups in the design of blended learning programmes. CAT's workshops provide quality input for staff about current and future teaching and learning practices with technologies.

CAT also contributes towards Strategic Objective 3 (International Profile for Global Excellence and Stature), by actively participating in a national and international network of peers; presenting papers at national and international conferences; and continually seeking new and innovative ways of supporting staff and students by seeking advice and by comparing practices with peer institutions.

Finally, CAT contributes to achieving UJ's Strategic Objective 6 (Fitness for Global Excellence and Stature), through linkages and teamwork with other Divisions and Faculties in UJ and with other peer institutions nationally and internationally.

In the following section, contributions of CAT towards the University's strategic goals are highlighted in detail.



## CAT staff and student training and support

The Centre for Academic Technologies plays a crucial role in supporting teaching and learning at UJ. Its main objective is to provide innovative and advanced technologies to students and staff while ensuring that they receive the necessary training and support to use these technologies effectively. With the return to campus after the Covid-19 lockdown in 2022, CAT implemented an orientation initiative to support students in multiple learning and teaching delivery modes.

### Student support

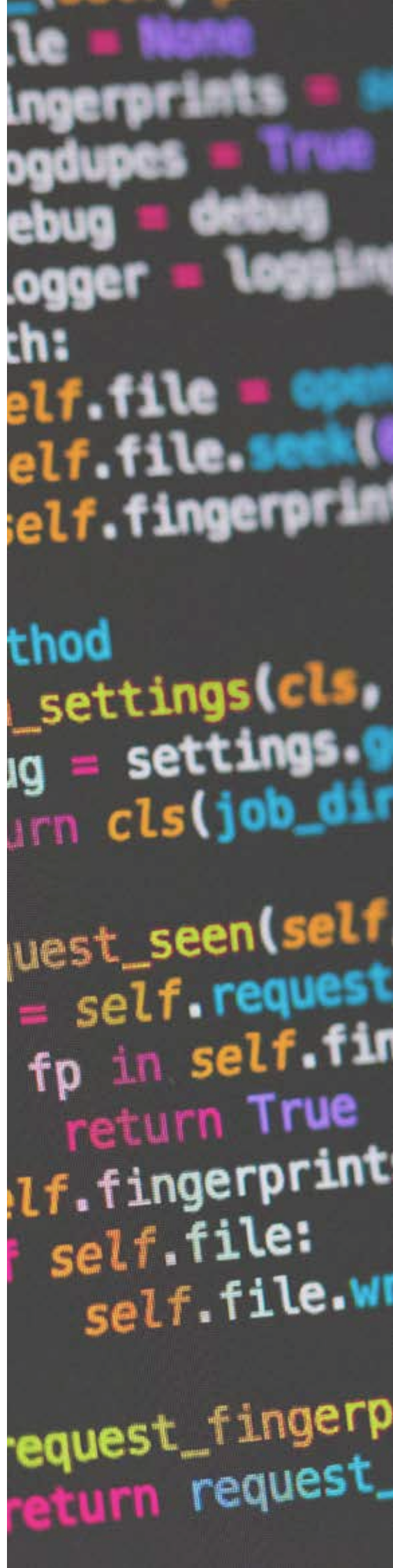
#### *First-Year Orientation*

This initiative aimed to prepare first-time entering students for the teaching and learning context at UJ. The initiative was conducted virtually from 2 to 11 February 2022, consisting of 24 sessions, each lasting 60 minutes. These sessions mainly focused on introducing students to the online learning environment at UJ. Students were trained on how to navigate the Blackboard (Bb) learning management system (LMS), participate in online discussions, submit assignments online, and communicate with lecturers and peers through different online channels. In addition, students were introduced to uLink, which is the university's student single sign-on portal that provides access to various academic and administrative services. By providing this orientation initiative, CAT ensured that students had the necessary skills and knowledge to engage effectively in the online environment and participate actively in their academic journey at UJ. The initiative's success is evidenced by the high attendance rate, which suggests that many students took advantage of the opportunity to prepare themselves adequately for their studies. Following the initial orientation, CAT staff extended the pre-orientation support programme between 18 February and 10 March, which was also hosted virtually. A total of 17 844 first-year students accessed the pre-orientation and orientation sessions online, and some returned for more than one session.

#### *Ongoing student training and support*

CAT also arranged weekly sessions for returning students on basic computer skills, navigating the online learning environment, and training on Microsoft Office (i.e., Word, Excel, and PowerPoint) across all campuses. Although these student training sessions were encouraged but not compulsory, 3700 students attended them in 2022.

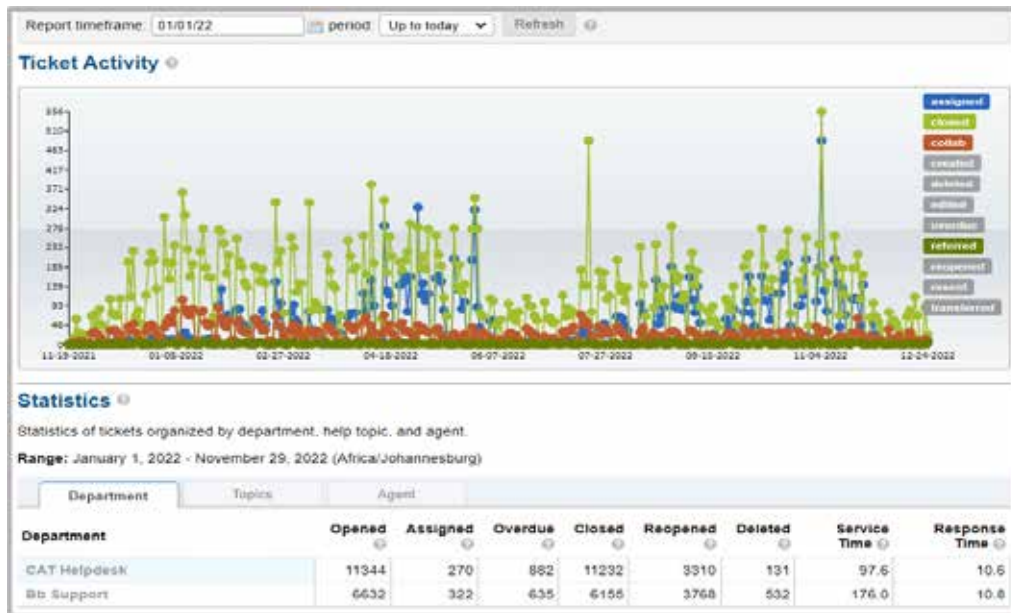
In addition to UJ's orientation initiative for first-time entering first-year students, the university has designed a Learning with Technology (TC02022) module on Blackboard to guide them through the necessary steps to get to know and navigate Blackboard. A total of 10 099 first-time entering first-year students accessed this module in 2022.



## Helpdesk support

UJ implemented ongoing online support through the CAT Helpdesk team to support student readiness and success. The team used the osTicket system to keep track of student queries and ensure that all concerns and challenges were addressed promptly. During 2022, the CAT Helpdesk team received 11 232 individual tickets from students on the system. The queries centred on Blackboard support, technical queries such as password reset and device-related issues, and general queries. The Helpdesk team provided just-in-time feedback and support to students, ensuring their concerns were promptly addressed.

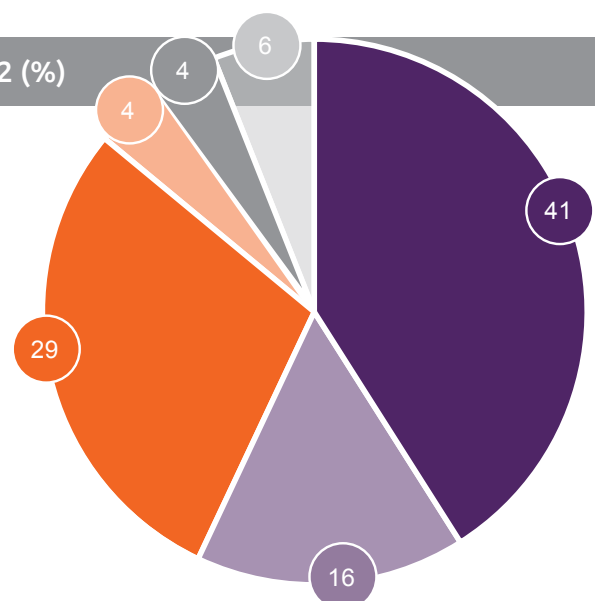
### Summary overview of the process of opened, assigned, and closed tickets for 2022



To ensure efficiency and focused support, the CAT team have enabled tagging of student queries by topic. The process requires that each ticket opened by an agent, be manually assigned to a given help topic falling into a given category of ticket types. This allows the team to receive a monthly overview of topics by number of queries and enables the team to plan further support for students. Below is an example of queries received by topic in November 2022:

### CAT helpdesk queries by topic or category November 2022 (%)

- Access/Password and BB Module Access
- CAT, Blackboard and Online Learning
- UJ Student and Faculty Administration
- ICB and Technical Issues
- UJ Device Queries
- Other





## **Access to learning and teaching: devices and free e-books**

Additionally, to ensure no student was left behind, CAT oversaw the device rollout project for NSFAS and Missing Middle students. The project aimed to provide students with access to online learning by distributing 1679 entry-level laptops as loans to NSFAS, Missing Middle, and other qualifying students. These initiatives aimed to provide students with the necessary support and resources to succeed in their academic journey at UJ, regardless of their financial background or location. The successful implementation of these initiatives suggests that UJ is committed to ensuring that its students receive the necessary support and resources to succeed in their academic pursuits.

In 2022, the University of Johannesburg allocated R11 million to purchase e-textbooks for priority module students. The available funds were divided according to FTEs and allocated proportionally to Faculties. To provide students with access to e-textbooks, the University appointed an e-book aggregator, ITSI Funda, which provided an e-reading platform with the miEbooks application. By the end of 2022, 100% of the available funding was used to provide students with access to e-textbooks. This initiative aimed to provide students with access to learning resources ensuring that they could continue their studies. The successful implementation of this initiative indicates that UJ is committed to providing its students with the necessary resources to succeed in their academic journey.



**Commitment to provide students with the necessary resources to succeed in their academic journey**

## **Staff Support**

The Centre for Academic Technologies (CAT) supported staff through a series of initiatives in collaboration with UJ stakeholders. The primary objective was to prepare teaching staff for teaching in a blended context. In collaboration with the Centre for Academic Staff Development (CASD), CAT hosted initiatives to train new staff, introducing them to the online teaching and learning environment.

### **Staff training and ongoing support**

The CAT team also visited Departments and hosted just-in-time webinars/workshops. Between February and November 2022, 293 interventions were hosted, with 5924 staff members attending. To further support staff, all staff were enrolled in the UJ Online Teaching Toolkit (CM0002), which is available under organisations on Blackboard. The online module provides staff with a toolkit for teaching and learning online. They can explore the easy search solution, the FAQs section, the simulated learning design guide, and participate in the interactive e-learning activity list. By supporting staff in this way, CAT aimed to enhance the quality of teaching and learning at UJ, providing staff with the necessary tools to succeed in a blended teaching environment.



**Enhancing the quality of teaching and learning in the digital context by creating inspiring toolkits for staff**

## *Innovative technologies*

The CAT team explored new technologies to support teaching and learning in a hybrid context. One tool we piloted in 2022 was a video overlay tool called Annoto, which we used in collaboration with selected Faculties and the College. The pilot aimed to understand the value of engagement in teaching and learning, and outcomes from the pilot emphasised the importance of teacher presence and clear instruction when using Annoto in a module. Feedback from participating lecturers was positive, and the CAT team plans to renew and further roll out the use of Annoto for engagement in courses in 2023.

**The Annoto pilot highlighted the importance of teacher presence and clear instruction when using technological tools that can advance and improve pedagogy**

### **Technical support and development: uLink and Blackboard**

The Centre for Academic Technologies plays a crucial role in maintaining and enhancing the functionality of uLink, a single sign-on access portal for UJ's students and staff.

In 2022, uLink continued to facilitate the management of the Covid-19 pandemic administration, including vaccination disclosures.

The platform also witnessed a significant increase in usage, with just under 26 million individual logins during the core academic months and an average of approximately 85 000 daily individual logins.

The continued success and evolution of uLink highlight CAT's commitment to providing UJ's academic community with convenient and accessible resources to support their learning and administrative needs.





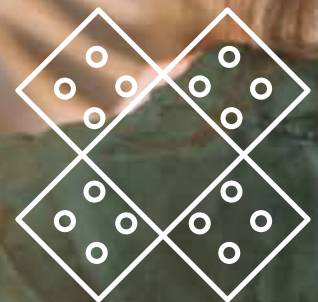
## CENTRE FOR PSYCHOLOGICAL SERVICES AND CAREER DEVELOPMENT (PsyCaD)

PsyCaD offers a broad spectrum of psychological and educational services to UJ students and staff, as well as the wider community. PsyCaD's services aim to enhance the psychological fitness of clients to manage personal life challenges, increase productivity, and to optimise their performance. This includes dealing with trauma and stress. PsyCaD is accredited by the Health Professions Council of South Africa (HPCSA) as a site for the training of intern psychologists and student psychometrists. PsyCaD's professional staff are counselling, clinical and/or educational psychologists, and psychometrists registered with the HPCSA. During 2022, PsyCaD appointed two social workers that are recognised as social service professionals registered with the South African Council for Social Service Professions (SACSSP). They are required to adhere to the professional code of ethics applicable to their assessments, programmes and interventions.

PsyCaD is committed to aligning its functions and operations to that of ADS and UJ. Given the fact that it is a professional support service unit, the alignment is not possible for all UJ strategic objectives.

The strategic objectives of UJ that may be relevant for PsyCaD, as well as the alignment of PsyCaD strategic objectives with those of UJ, are summarised below:

- **Assist students, Departments and Faculties to achieve excellent student success rates, improved retention and increased graduate output.**
- Achieve excellence and stature.
- **Give support throughout the student life cycle.**
- Provide a package of career and programme guidance to learners at school level.
- **Develop dynamic brand and marketing strategies.**
- Promote a welcoming and caring environment, manifested in well-kept buildings and facilities.



Offering therapeutic interventions, assisting students with psycho-emotional barriers to academic performance

## PsyCaD Contributions towards the UJ Strategic Goals

PsyCaD specifically contributes to the meeting of UJ's Strategic Objectives by:

- **Offering therapeutic interventions, assisting students with psycho-emotional barriers to academic performance;**
- Assisting students with adjustment to university through interventions;
- **Therapy and counselling for students with emotional and relationship difficulties;**
- Devising strategies for early identification of students that may experience academic difficulties in collaboration with Faculties and Residences;
- **Investigating diagnostic assessments for learning and studying difficulties;**
- Designing self-help interventions;
- **Assisting students with barriers to learning (e.g. learning disorders, ADHD, psychological/psychiatric problems) by designing online intervention programmes;**
- Contributing to the FYE and the FYS programmes that prepare first-year students for the challenges of university and offering support for these students during their first year of study;
- **Maintaining wide networks with other experts and suppliers in the field;**
- Maintaining and updating our professional, scientific and technical knowledge;
- **A wide range of ideas in response to problems or opportunities;**
- Streamlining service delivery and resources by allocation of resources across all sites;
- **Career assessments and guidance for prospective students;**
- Academic advice for subject selection, academic advice for appropriate placement; advice for access to bursaries and loans, and referral to appropriate professionals;
- **Participating in ADS and UJ committees;**
- Meeting HPCSA requirements regarding code of conduct, scope of practice and client management;
- **Arranging opportunities for benchmarking with other national and international universities;**
- Cooperation with other teams, Divisions and Faculties;
- **Incorporating feedback from others to improve PsyCaD's collective performance.**

The following section will show the contributions of the various teams and units in PsyCaD towards the University's strategic goals.



## Psychological Services

Student mental health is an important and complex issue that affects many young people around the world. Mental health problems can have a significant impact on students' academic performance, social lives, and overall wellbeing.

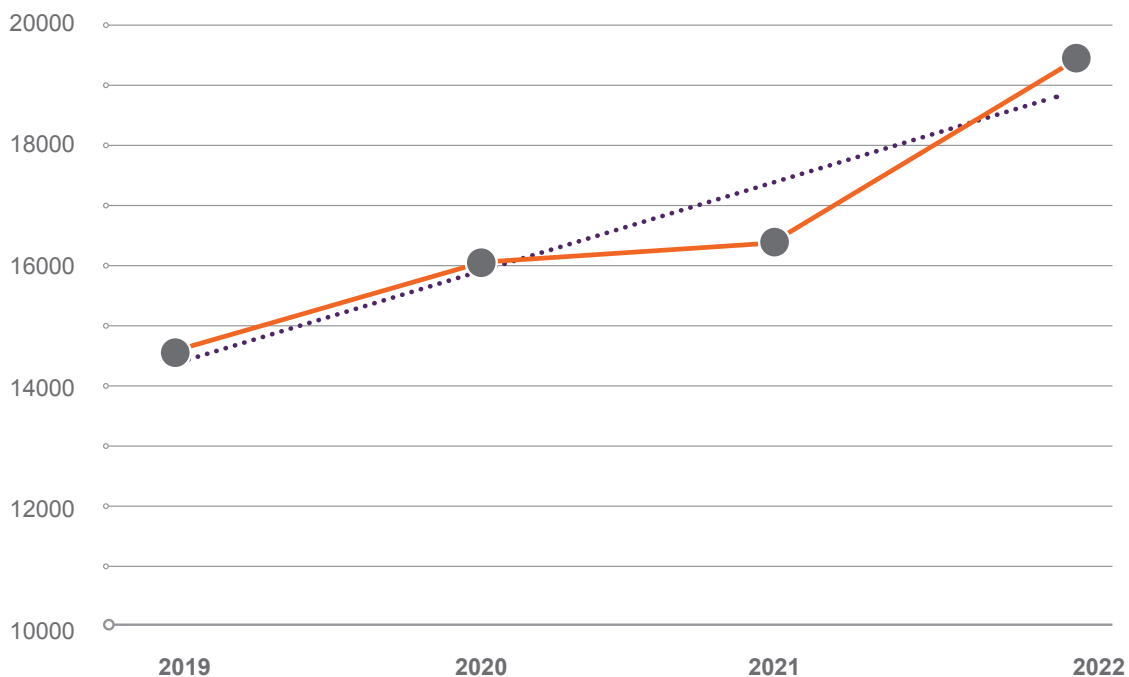
Some of the most common mental health issues affecting students include anxiety, depression, eating disorders, substance abuse, and self-harm. These issues can be caused by a variety of factors, including academic pressure, social isolation, family or relationship problems, trauma, and biological factors.

It is important to prioritise student mental health and provide resources and support for those who are struggling. This can include access to mental health services, counselling, support groups, and education about mental health and self-care.

It is important for students to know that they are not alone in their struggles with mental health, and that help and support are always available. PsyCaD strives to always have a psychologist on each site during official working hours (07:30-16:00), Mondays to Fridays while the University is officially open. Students can contact the 24-HR Crisis Line during and after official working hours and are also able to send an email to [psychservices@uj.ac.za](mailto:psychservices@uj.ac.za). These emails are monitored by the PsyCaD Helpdesk and referred to the appropriate mental health professional.

There has been a steady increase in the number of students who are using PsyCaD's services (see Figure below). During 2021, a total number of 16 419 students were seen for counselling sessions and this increased significantly to 19 943 in 2022 (see Table below). The continuous upward trajectory in the number of counselling sessions is in line with both national and international trends in student mental health, which necessitate finding effective ways of managing student mental health. During 2021, 6157 (37%) counselling sessions were done remotely, either via platforms such as Skype, or telephonically, but this declined to 1999 (10%) in 2022.

Number of individual counselling sessions from 2019 to 2022



The Covid-19 pandemic had a significant impact on people's mental health. The stress and uncertainty caused by the pandemic, as well as the prolonged isolation and loss of social connection, have led to increased rates of anxiety, depression, and other mental health conditions. In addition, the economic impact of the pandemic has led to financial stress and job loss for many people, which takes a toll on mental health.

The psychological recovery of people affected by the pandemic depends on several factors such as their pre-existing mental health conditions, their coping mechanisms, and the level of support they receive. If one compares the reasons for referral from 2019 to 2022, there has been a clear shift, with depression and anxiety becoming much more prominent than in the past. These, together with adjustment problems, are likely to be the psychological effect of the pandemic.

### Number of students seen for counselling per campus

	ADVISORY				THERAPY				TOTAL CONSULTATIONS			
	2019	2020	2021	2022	2019	2020	2021	2022	2019	2020	2021	2022
<b>APK</b>	<b>3834</b>	1 138	<b>1 911</b>	4 734	<b>4 739</b>	8 695	<b>7 921</b>	7 131	<b>8 573</b>	9 833	<b>9 832</b>	11 865
<b>APB</b>	<b>711</b>	527	<b>411</b>	850	<b>1 370</b>	2 380	<b>2 273</b>	2 235	<b>2 081</b>	2 907	<b>2 684</b>	3 085
<b>DFC</b>	<b>1437</b>	654	<b>972</b>	2 091	<b>1 080</b>	1 220	<b>1 298</b>	1 445	<b>2 517</b>	1 874	<b>2 270</b>	3 536
<b>SWC</b>	<b>669</b>	311	<b>442</b>	542	<b>766</b>	1 115	<b>1 191</b>	915	<b>1 435</b>	1 426	<b>1 633</b>	1 457
<b>TOTAL</b>	<b>6 651</b>	2 630	<b>3 736</b>	8 217	<b>7 955</b>	13 410	<b>12 683</b>	11 726	<b>14 606</b>	16 040	<b>16 419</b>	19 943

In May 2021, PsyCaD adopted the osTicket system. Students and staff can send emails to a central email address ([psychservices@uj.ac.za](mailto:psychservices@uj.ac.za)) and these emails are diverted to the osTicket system, which allows for most of the PsyCaD staff to respond to these emails.

In addition, the system allows for tracking of the management of these requests. In this way, it is possible to track the progress and number of tickets managed by individual staff members, and the system alerts the users when tickets have not been dealt with. During 2021, PsyCaD responded to 643 tickets and this increased significantly to 1546 in 2022.

## Top 10 reasons for counselling

	2019	2020	2021	2022
1	Adjustment disorders	Relationship problems	Relationship problems	Moderate depressive episode
2	Post-traumatic stress disorder	Adjustment disorders	Moderate depressive episode	Adjustment disorders
3	Generalised anxiety disorder	Mixed anxiety and depressive disorder	Adjustment disorders	Post-traumatic stress disorder
4	Mixed anxiety and depressive disorder	Post-traumatic stress disorder	Post-traumatic stress disorder	Generalised anxiety disorder
5	Depressive episode	Generalised anxiety disorder	Generalised anxiety disorder	Mixed anxiety and depressive disorder
6	Mild depressive episode	Acute stress reaction	Mild depressive episode	Acute stress reaction
7	Neurodevelopmental disorders and physical disabilities	Obsessive-compulsive disorder	Mixed anxiety and depressive disorder	Mild depressive episode
8	Acute stress reaction	Neurodevelopmental disorders and physical disabilities	Acute stress reaction	Depressive episode
9	Recurrent depressive disorder, current episode moderate	Social phobias	Dysthymia	Disturbance of activity and attention
10	Relationship problems	Moderate depressive episode	Social phobia	Moderate depressive episode



In addition to the individual consultations, PsyCaD offers workshops on request from Departments, Faculties and Residences. Furthermore, PsyCaD arranges awareness campaigns and participates in public talks. Some of these campaigns and workshops include:

- **Run/Walk against Substance Abuse**
- PsyCaD Free Campaign
- **Student Wellness**
- Coping with anxiety and the postgraduate journey
- **Mental Health and Spirituality Student Expo**
- Mental Healthcare
- **Suicide**
- Stress Management
- **Curbing Procrastination**
- Overcoming fear of failure and staying motivated
- **Importance of self-care for students to better cope with burnout, anxiety, and depression**
- Gender-Based Violence Awareness Campaign
- **Meditation and Exercise: Coping with Exam Stress**

The addition of social workers to the PsyCaD staff has enabled us to provide a wider range of psychosocial support.

The following projects and interventions were initiated in 2022:

- **Digital Detox Support Club**  
This online club was created to assist students with a range of addictions, i.e., gaming, digital multitasking or pornography. The groups met on a weekly basis.
- **GBV Support**  
GBV support groups were organised on all campuses in collaboration with the Transformation Office. These groups were facilitated by psychologists or social workers and they met on a weekly basis.
- **Food Garden**  
Representatives from PsyCaD had several meetings with representatives from Student Affairs in an attempt to establish food gardens at residences.
- **Clothes Drive**  
Donated clothes were handed out to students by the Office of Residence Life. PsyCaD assisted in this project by collecting clothes and then handing the collected clothes over to Student Affairs or distribution to students.



The addition of social workers to the PsyCaD team has enabled a wider offering of psychosocial support to students and staff

- **Food Drive**

Student Affairs, in collaboration with PsyCaD, planned to approach other external stakeholders to donate food that could be distributed to students in need. Our social worker had been reaching out to NGOs close to the UJ campuses and residences to provide students with cooked meals. Other food drive initiatives in collaboration with Student Affairs and SRC are in a planning phase.

- **Accommodation**

PsyCaD refers students who are in desperate need of emergency accommodation to Student Affairs. So far, their emergency accommodation has not been advertised to the public/students due to limited resources.

- **Mental Health Wellness**

Mental Health October Wellness Week which was run from 10 to 14 October and during which encouraging social media messages were posted to motivate students.

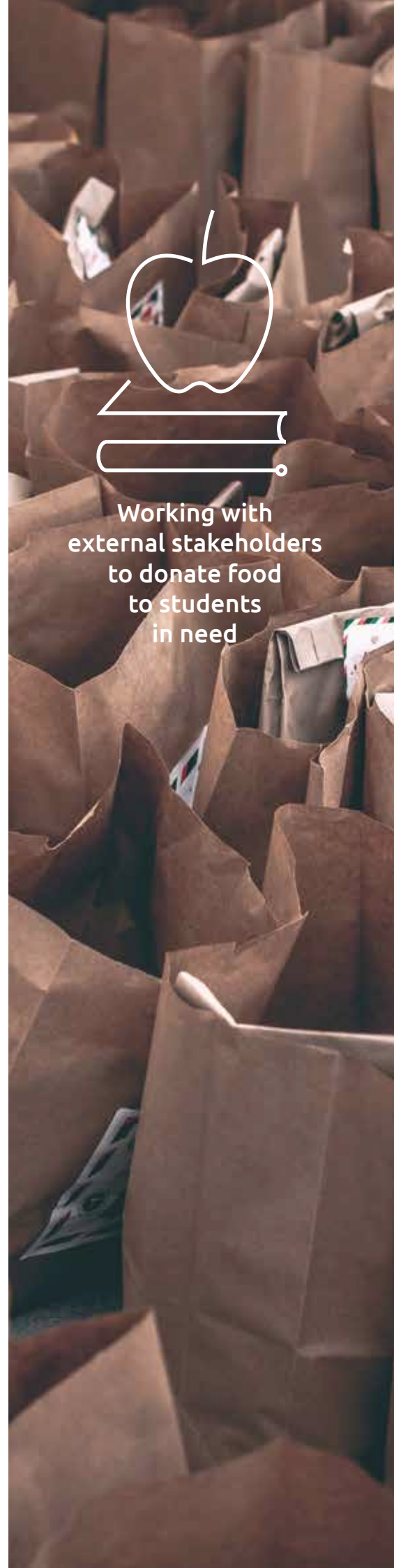
- **Kindness Act**

“Ububele day/ a Thoughtful act” messages with a sweet attached were distributed to students on the APK campus.

Collaboration with the Residences and Faculties continued to be a priority during 2022, with many therapy and workshop referrals stemming from the relationship with internal stakeholders. Pre-Covid-19, PsyCaD distributed posters to Faculties and Residences that guide students to our services. During lockdown, awareness campaigns were run via social media platforms such as Twitter, Instagram and Facebook. Group interventions such as Mental Health Mondays were run on these platforms.

The Faculty Liaison Process (FLP) is a specific PsyCaD strategic process, which forms part of the global PsyCaD processes (e.g., Therapeutic Services, Career Development, Training and Development, Workshops, Peer Helping (Peer Buddies), etc). The FLP operations and functions primarily include:

- **To establish effective communication (i.e., regular/periodic meetings) between PsyCaD and the College, Faculties and Departments.**
- To make and assist in decisions about student re-admissions, exclusions and support.
- **To orientate and inform Faculties and Departments about PsyCaD’s current services and resources, and the development of new services and resources (e.g., online workshops).**
- PsyCaD has its own specific strategies, which complements the University’s core functions and operations. Contained in these strategies are more specific processes (e.g., FLP), which are geared to assist in achieving some of the University targets.



Working with external stakeholders to donate food to students in need



- **As part of the FLP, Faculty representatives for the seven Faculties and the College participated in the Faculty Appeals Committees in reviewing and assisting with students' appeal applications from F7s (exclusions). The Faculty Appeals Committee process highlighted challenges faced by Faculties in assisting and tracking the at-risk students. Faculties expressed a concern about identified students who continue to experience challenges, but fail to make use of the support services available at their disposal.**
- The demand for psychometric evaluations and written feedback reports to Faculty regarding referred academically at-risk (F5) and academically excluded (F7) students has gradually diminished over the past few years. This has partly been attributed to the changing management of these students and processes within Faculties and the College.

Although the primary focus of PsyCaD is to assist students in distress, we also offer a range of life enrichment workshops. These workshops were adapted to a digital format so that they may be accessed via the UJ Community on Blackboard and the PsyCaD app. Workshops were also presented using online platforms on request by various departments within UJ. Some of the workshops offered included adjustment to university, curbing procrastination, managing stress and anxiety, understanding depression, and conflict management strategies. The workshops were aimed at empowering students and staff with knowledge regarding various aspects of mental health.

The prevalence of student suicide varies by country and region, and it can be difficult to get accurate data on this sensitive topic. However, studies suggest that suicide is a leading cause of death among young people worldwide. In a South African study (Bantjes, et al., 2019), it was found that 30.6% of students had thoughts of suicide in the previous 12 months, 16.6% planned to commit suicide and 2.4% had attempted suicide. These rates are markedly higher than those found in the country's general population and are also marginally higher than rates typically found among students in other parts of the world. There are no accurate statistics available on the number of students in South Africa who complete suicide.

The reported suicide rate of UJ students must be viewed against this background. It must be noted that it is difficult to determine the exact number of suicides as not all suicides are necessarily reported. It is also possible that some of the student deaths may be suicide-related, however families do not always disclose the cause of death for several reasons.

As part of their internship, PsyCaD intern psychologists, under the guidance of a psychologist, manage the 24-Hour Crisis Line. The Training and Development Services team facilitates training in crisis management and suicide prevention early in the year to allow the interns to be well equipped to handle the 24-Hour Crisis Line or any other emerging crisis that presents itself. Weekly Crisis Line supervision is conducted, to continuously facilitate the process of learning as well as to ensure that an effective service is always provided.



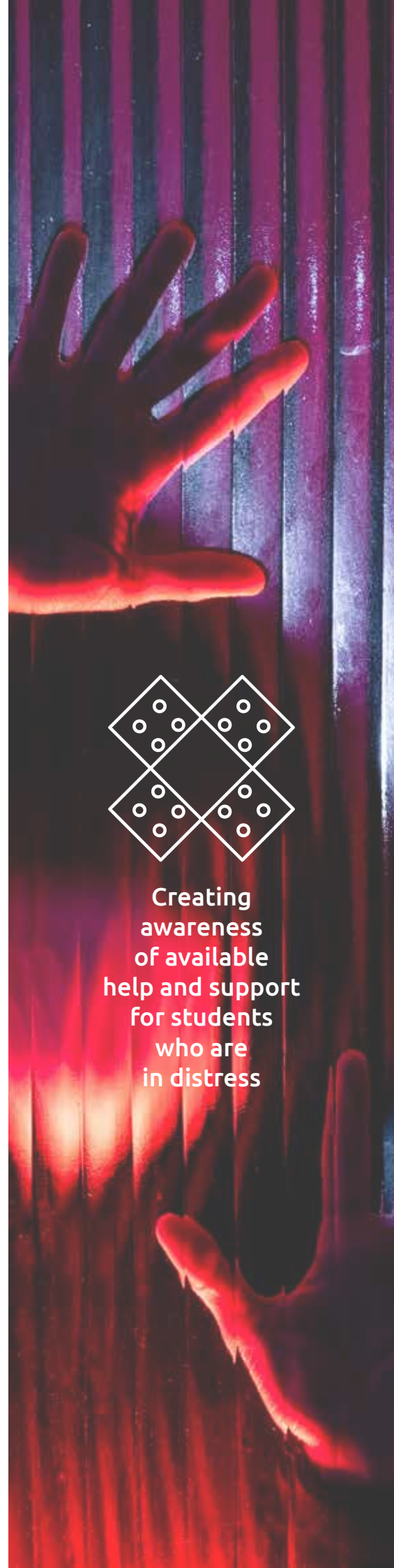
Using  
social media  
to assist  
students  
with career  
and emotional  
challenges

The purpose of the 24-Hour Crisis Line is to provide immediate psychological assistance to UJ students at any time of the day and night. The psychologist's main aim will be to provide crisis intervention and trauma debriefing with the intention of minimising the potential for psychological trauma and to therefore increase a sense of safety and stabilisation within the individual. Services offered through this line include telephonic counselling, referrals to applicable emergency services, as well as recommendations and referrals to various organisations and resources to assist with the presenting crisis or query. The 24-Hour Crisis Line is well established and well known in the UJ community and is marketed through posters and a sticker that is extensively circulated at various forums. Higher Health SA has also launched a helpline for South African students and the contact details for this helpline has been advertised widely in UJ. Other call centres that are available to the students include Life Line, SADAG and Akeso, and these are also advertised to students on a number of platforms. This provides students with a wide range of support when they are in crisis or feel the need to speak to somebody.

There are many reasons why students try to commit suicide. These include mental health issues like depression and anxiety, academic pressure, social isolation, bullying, and family or relationship problems, among others. It is important to recognise that suicide is not the result of any one factor, but rather a complex interplay of different factors and circumstances. Although the World Health Organization states that there is a link between suicide and mental disorders (in particular, depression and alcohol use disorders), they also state that many suicides happen impulsively in moments of crisis with a breakdown in the ability to deal with life stresses, such as financial problems, relationship break-up or chronic pain and illness. It is therefore imperative for PsyCaD to continue creating awareness of available help and support to students who are in distress. In the case of UJ students, the main reasons, sometimes in combination, for contemplating suicide include: relationships, gender-based violence, memories of childhood trauma and abuse, other trauma, grief, guilt, adjustment issues, financial problems, parental abuse or academic, psychiatric, medical or spiritual reasons. Covid-19 may have contributed to, or exacerbated, some of these reasons.

As outlined in the Table and graph below, the number of Crisis Line calls declined from 1150 in 2021 to 457 in 2022. The latter is in line with the pre-Covid-19 number of calls (n=563). One of the many possible reasons for the decline in the number of calls is that as students returned to campus, they had more social support and easy access to face-to-face counselling.

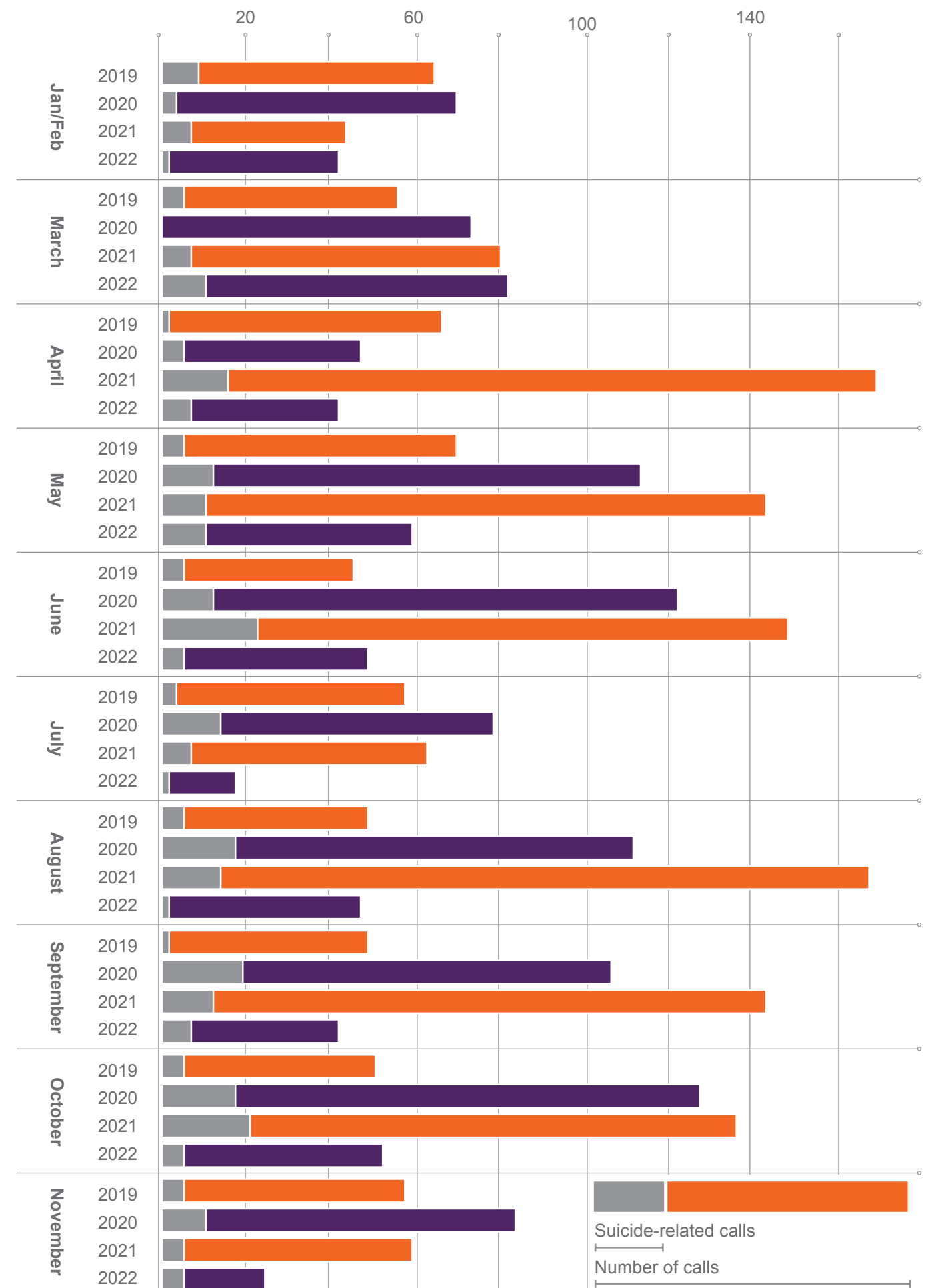
PsyCaD is quite active on social media to create continued awareness of student mental health. During 2022, the number of users on our social media platforms was 7123 (Facebook), 2979 (Twitter) and 1111 (Instagram). Mental health related posts were uploaded on each of these platforms each week to assist students with career and emotional related difficulties. The topics posted were specific to a monthly theme and included creating awareness of PsyCaD and its services, Myths vs Facts about Suicide, Study and Time Management, Exam Stress Survival Guides and weekly motivations. The overall goal was to create awareness about PsyCaD and mental challenges. PsyCaD also created engagement on these platforms through chats and Mental Health Mondays discussions.



**Creating  
awareness  
of available  
help and support  
for students  
who are  
in distress**

Number of crisis line calls, including suicide-related calls, from 2019 to 2022

	2019		2020		2021		2022	
	No. of calls	Suicide-related calls	No. of calls	Suicide-related calls	No. of calls	Suicide-related calls	No. of calls	Suicide-related calls
Jan/Feb	64	8	70	3	44	6	41	2
March	56	4	74	0	81	6	82	11
April	66	2	47	4	171	16	42	7
May	70	5	114	12	144	11	60	10
June	45	5	123	12	149	22	48	5
July	58	3	78	13	63	7	18	1
August	49	5	112	18	168	13	47	2
September	48	1	107	19	144	12	42	6
October	50	5	128	18	136	20	53	4
November	57	5	84	11	60	5	24	4
<b>TOTAL</b>	<b>563</b>	<b>43</b>	<b>937</b>	<b>110</b>	<b>1150</b>	<b>118</b>	<b>457</b>	<b>52</b>





## Disability Services

Disability Services foster an inclusive and equitable learning environment that seeks to provide students with the support they need to be independent learners. They provide support to students with a wide range of disabilities, including learning disorders and mental health difficulties. Services include early orientation and welcome programmes, needs assessment, exam accommodations (e.g., a smaller exam venue or extra time), classroom accommodations (e.g., provision of lecture slides), assistive technologies (e.g., use of a recording device), and liaison with Faculty (Ireland National Student Mental Health and Suicide Prevention Framework, 2020).

There were 285 students who declared their disabilities when they registered at the beginning of 2022 (see Table below). The figures may not be an accurate reflection of the number of students with disabilities at UJ, as many students do not disclose their disabilities when they apply or register. Some students also report some impairments, such as being short sighted, as a disability.



The model for disability support used at UJ

### Number of UJ students with reported disabilities in 2022

DISORDER	2021	2022	
Visual impairment	87	106	▲
ADHD	34	39	▲
Hearing impairment	34	30	▼
Epilepsy	21	22	▲
Reading disorder (Dyslexia)	18	15	▼
Psychiatric / Psychological	12	24	▲
Cerebral Palsy	10	9	▼
Mobility impairment	8	20	▲
Blind	6	4	▼
Paraplegic	5	4	▼
Writing Disorder	5	7	▲
Deaf	3	2	▼
Quadriplegic	3	2	▼
Mathematics disorder (Dyscalculia)	2	1	▼
<b>Total</b>	<b>248</b>	<b>285</b>	

## Facilitation of Reasonable Access

To standardise applications for accommodations and concessions, all applications are reviewed by the UJ Concessions Committee. This committee considers and provides fair assessment practices for students with disabilities, underpinned by reasonable accommodation and inclusive education practices. The committee members discuss and provide suggestions for support and/or approve concessions based on medical or psychological documentation provided by a student with a disability. The committee meets twice per year, whereafter the decisions of the committee are communicated to the student.

In the case of learning disorders, specialised psycho-educational assessments – aimed at identifying learning or occupational barriers that might hamper academic performance – are required for the application process. Some of our students do not have the financial resources for these psychological assessments, in which case the Psychological Assessment Team does these assessments pro bono. During 2022, this team did 10 individual concession assessments.

The number of new concession applications (see Table below) has increased from 49 in 2021 to 112 in 2022. The increase in applications from 2021 to 2022 is most likely due to the fact that students returned to campus, following the lifting of Covid-19 restrictions, and required assistance with support for physical disabilities such as wheelchairs, braille, etc. as well as the move from online assessments to on-campus assessments.

### Numbers of new concession applications from 2019 to 2022

DISABILITY	2019	2020	2021	2022
Learning	21	9	7	20
ADHD	16	7	12	13
Visual Impairments	5	7	12	25
Blind	2	3	1	2
Physical Disability	16	14	6	14
Psychiatric	5	10	7	19
Neurological	3	4	3	2
Hearing Impairments	1	0	1	0
Other	0	0	0	17
<b>TOTAL</b>	<b>69</b>	<b>54</b>	<b>49</b>	<b>112</b>



When reviewing concession applications, the UJ Concessions Committee makes multiple recommendations to accommodate and support students with assessments. The Disability Unit (DU) has also created digital platforms for students to apply online for concessions and a number of other services. This platform allows for pre-screening as well as an option to download supporting medical documents. These applications are sent to the members of the UJ Concessions Committee and are discussed at virtual meetings.

When concessions are granted for students for test and exam purposes, they generally write in dedicated DU spaces where the DU also manages and coordinates these sessions. In the case of on-campus assessments, students are now also able to book venues and sessions online. For this purpose, a QR code was created for students so that they have easy access to the site.

The DU provides a range of services to our students to support their academic performance. During times of Covid-19 lockdowns, people with disabilities did not require as much support as when they are on campus. Most of the students have their own devices with assistive software installed. However, upon returning to campus the need for individual training increased. The need for editing tests and study material as well as the need for braille and scribing also increased (see Table below).

Regarding transport, UJ has four adapted vehicles for people with disabilities. These vehicles are used mainly for intercampus transport and for transporting UJ Sport students with disabilities. Due to the lockdown periods, the need for intercampus transport declined in 2020 and 2021 but increased significantly in 2022.

Bookings for any of these support services can now be made online.

### Comparison of types of support for students with disabilities for the period 2019 to 2022

SERVICE		2019	2020	2021	2022
Training Sessions	Number of Students	2	4	26	15
Editing	Requests	198	208	117	94
	Pages edited	5 327	2 532	1 247	1 308
	Total hours	190	142	99	73
Braille Services	Pages brailled	748	133	225	398
Sign Language	Hours	120	0	0	0
Transport	Students (number of trips)	350	60	654	767
Test and Exam Invigilation	Sessions	240	38	63	267
	Papers	939	77	167	724
Scribing	Hours	78	3	3	69

## Career guidance and the preparation for the world of work

Students with disabilities require specific orientation to the university setting, and based on their disability needs, this orientation must be adapted to cover the full spectrum of support.

Career counselling forms part of the holistic support for students with disabilities. This allows prospective students to make informed choices with respect to their interests, considering their physical abilities. Assistance with applications to the institution and for financial aid is also provided. Key stakeholders in Residences, Operations and Faculties are approached to ensure access and full participation for the students' needs. When requiring assistance in one of the aforementioned areas, students report to any one of the DU's sites to access support from one of the team members. This is facilitated through appointment-based consultative sessions or walk-in enquiries.

The DU aims to provide the student with disabilities with holistic support. The focus is on preparing students with disabilities for the world of work as there has been a growing trend of companies contacting the DU to recruit people with disabilities. To provide both students and prospective employers to interact, the idea originated to have separate career fairs and industry talks for students with disabilities.

In addition to company talks, the DU sends regular emails to the students with disabilities, alerting them to funding or job opportunities (see Table below). Many companies are approaching the DU directly to recruit people with disabilities or have funding available for students with disabilities. The DU is in regular contact with the students to alert them to these opportunities. Students are either contacted directly or general notices of events or opportunities are emailed to students. These events are also marketed via social media pages such as Facebook.

## Career and funding opportunities

COMPANY	FOCUS
FNB	Graduate Program
Sasol	Scholarship
Adams & Adams	CA 2022 Articles
Fasset	Learners with disabilities – Funded training opportunity in the tax field
Future Skills	DU Placements
Creative Space Media	Massmart Graduate Recruitment
Ford Motor Company	FORD Young Professionals Development Program – Unemployed Candidates living with a Disability
Cortez Disability Connect	Cortez Disability Connect Advertisement
Feenix	Financing of studies for students with disabilities (R12m available)
Sandown Motor Holdings	Bursary
Legal Aid Recruitment Programme	<ul style="list-style-type: none"> <li>• Human Resources</li> <li>• Finance</li> <li>• Information Systems</li> <li>• Communications</li> <li>• Operations</li> <li>• Internal Audit</li> </ul>
Student Village	Vodacom Bursary Programme
Harambee	National Treasury Demand for PWD Graduates
Transnet	Opportunities in the company

## Placement and Evaluation

Prospective UJ students with disabilities are given the opportunity to contact the DU to assist them with their applications to UJ. During these consultations an assessment is done as to the type of support they may require, to advise them regarding their chosen career path and to assist them with their applications.

The DU receives daily updates from Central Academic Administration regarding new applications and registrations. The DU uses this information to contact these students to determine what support they require, and also to ensure that the required supportive devices are available in the DU spaces on the different campuses. The information is also communicated to Operations in cases where there may be access problems for students with certain disabilities.

## Psychosocial support

The DU organises an orientation session for all students with disabilities at the beginning of an academic year. The purpose of this session is to afford students the opportunity to meet the DU team and share important information regarding services, procedures, etc. with these students. These orientation sessions provide an ideal platform for the DU to form personal relationships with the students.

The students with disabilities receive psychosocial support, not only from the DU, but also the broader PsyCaD. The numbers of individual consultations are reflected in the Table below. The increase in consultations from 2019 to 2022 can be explained, to a large extent, by the adjustment to the operations of the DU due to the lockdown and the consequences of Covid-19. The DU had constant contact with the students during 2022, either by means of face-to-face or telephonic consultations.

### Number of individual disability-related consultations

	2019	2020	2021	2022
<b>APK</b>	596	<b>1 023</b>	1 005	<b>1 236</b>
<b>APB</b>	15	<b>23</b>	18	<b>12</b>
<b>DFC</b>	24	<b>7</b>	3	<b>3</b>
<b>SWC</b>	16	<b>18</b>	3	<b>24</b>
<b>TOTAL</b>	<b>651</b>	<b>1 071</b>	<b>1 029</b>	<b>1 275</b>



## Technological support

Over and above the 44 desktop and 15 laptop computers that are available to students with disabilities, the DU also has a wide range of other assistive devices and assistive software. There are dedicated DU spaces in both the PsyCaD offices and libraries on all the campuses, where students have access to these assistive devices. Some devices are provided to students on a loan basis. The 12 manual and 4 electric wheelchairs are also provided on a loan basis.

## Advocacy and awareness

Although a significant portion of time is spent on operational functions and support for students, the DU is quite active regarding advocacy and creating awareness of disabilities. To this end the DU created a Disability Etiquette poster that provides information on how to assist people with specific disabilities. In addition, several tip sheets were created for specific disabilities to provide lecturers information on how best to support students in their classes.

In 2022, these initiatives have continued, and the DU team organised a series of online talks and events as well as a symposium (see Table below).

### Online talks and events

NAME OF COMPANY	DATE	TOPIC
Cliffe Dekker Hofmeyr	13 April 2022	Working environment in a Law Firm
New Media	19 April 2022	Recruitment opportunities
Tsogo Sun Hotels	20 April 2022	Working environment and recruitment
FNB	18 May 2022	Working environment and recruitment
Massmart	25 May 2022	Working environment and recruitment
Mindworx	18 August 2022	Working environment
Transcend	13 October 2022	Working environment and recruitment

In 2019, the DU launched a DU Ambassador programme where students and staff were invited to become disability ambassadors. These ambassadors received pink berets to create visible awareness of people with disabilities. The ambassadors not only champion disability rights, but also initiate and run disability rights.

During lockdown, the ambassadors have been quite active on social media, such as Facebook, TikTok, WhatsApp, etc. running online awareness campaigns (see Table below).

The DU used to compile an annual newsletter, with printed copies widely distributed in UJ. In 2022, six mini newsletters were produced instead of one, in an electronic and hard copy format with a QR code. To get wider input into the letter, the DU has launched a campaign to attract content writers from the broader UJ community.

## Online Awareness Campaigns

DATE	NAME OF EVENT
25 April 2022	Disability Unit Awareness and Campus Clean-up
6 May 2022	GBV Awareness and Campus Clean-up
23 May 2022	Endometriosis Health Talk
18 July 2022	Mandela Day
22 July 2022	Campus Clean-up (Soweto)
12 August 2022	Endometriosis Awareness & Pad Drive
19 August 2022	Cooking for the newsletter, DU staff members and students
26 August 2022	Substance Abuse Event
30 August 2022	Women's Day Celebration with Community Engagement
15 September 2022	Men 2 Men Mental Health Talk
19 October 2022	Mental Health Month Celebration with Mr Leon from SA Federation for Mental Health
20 October 2022	Thoughtful Act (handing out lollipops to students with a good luck message)
10 November 2022	Township Studies Conference with Sociology, DU Ambassadors

## Career Services

The objectives of Career Services are to promote the career development and related life planning skills of UJ students and prospective students, to facilitate graduate recruitment opportunities and contact with potential employers, and to allow a space for clients to actualise their career development goals. Services are offered that support both internal and external clients throughout their career life cycle. The Career Services unit has four main domains, i.e., Career Assessment and Guidance, Work Readiness, Graduate Recruitment, and Employer Relations.

Over the past couple of years, the focus of Career Services has shifted away from traditional career assessment to the preparation of UJ students for the world of work. This shift in focus has also triggered a move away from the traditional one-on-one consultations to group and online interventions. However, individual consultations are still offered.

The Career Services unit has embarked on a review of its activities to develop an enhancement strategy that will optimise and expand the range of services, as well as the ease of reaching various user populations, with the use of technology and innovative mechanisms. In considering the enhancement plan for the unit, key factors were deemed to be the changing career counselling and career development context in South Africa, such as the need to facilitate access to career knowledge among the prospective student population and addressing ways of reaching communities without ready access to career counselling services. However, the core focus of Career Services is to service the UJ student population.

Other factors for consideration in the enhancement strategy included changes to the current and future nature of the workplace and job market (which requires career counsellors to have a much wider range of knowledge and skills), and the changing student profile.

The results from several surveys, conducted by both internal and external bodies (Universum Talent Research Survey and The South African Graduate Employers Survey) are used to constantly improve our services. There are a few areas in which the Career Services unit may consider extended involvement, to optimise the preparedness of UJ graduates for the employment market upon graduation.

### ***Career Assessments and Guidance***

The Career Services unit provides UJ students with one-on-one career guidance, consultation, and counselling sessions to assist them with their career development needs. Group projects, such as group assessments, are used predominantly with the intension of recruiting potential UJ students. Students can either make an appointment to consult with a professional regarding their career development or can be referred through Career Advisory. Advisory is a short screening process that allows walk-ins without an appointment to meet with a professional for the purpose of understanding the student's needs and providing an appropriate referral. A career guidance or consultation session differs from an advisory session in that the duration of the session is longer (30-50 minutes a session). Career guidance and consultation sessions address the following: career guidance, career planning, constructing CV and cover letters, developing interview skills, job search strategies, and networking skills, among others.

The career guidance and consultation process involves the provision of effective and efficient career guidance and consultation services to all PsyCaD clients. To ensure this, the following responsibilities needed to be attended to: the implementation and coordination of the career guidance and consultation services, communication between the relevant service providers to ensure a smooth and transparent process, and the gathering and capturing of the relevant data to inform best practice and to enhance service delivery.

There has been a steady decline in the uptake for Career Counselling from 616 in 2019 to 325 in 2022 (see Table below). This decline may be attributed to the change in site capacity from 2019 to 2022. However, from 2021 (n=289) to 2022 (n=325), a 12.46% increase in career counselling was observed. The increase may be attributed to the impact of Covid-19 and the return to standardised practise on campus.

## Number of Career Assessments and Career Counselling

	CAREER ASSESSMENT				CAREER COUNSELLING			
	2019	2020	2021	2022	2019	2020	2021	2022
<b>APK</b>	623	371	1071	605	516	237	174	311
<b>APB</b>	21	6	58	116	18	29	27	8
<b>DFC</b>	13	3	20	335	34	58	7	1
<b>SWC</b>	8	0	1	51	48	227	81	5
<b>TOTAL</b>	<b>665</b>	<b>380</b>	<b>1150</b>	<b>1107</b>	<b>616</b>	<b>551</b>	<b>289</b>	<b>325</b>

Additionally, there seems to have been a resurgence in the interest in Career Assessments with an increase from 665 in 2019 to 1107 in 2022. One of the biggest impacts that Covid-19 had on career-related activities was career assessments. Prior to Covid-19, assessments were typically completed within a face-to-face environment where pencil and paper tests were used. The decline in the number of assessments from 665 in 2019 to 380 in 2020 was largely because these assessments could not be done face-to-face. During the lockdown period in 2020, the Assessment Team investigated possibilities to complete career assessments online. Although PsyCaD is now back on campus, the UJ students show preference for online assessments, with less than 10 of the 1107 career assessments being completed in the face-to-face environment. One of the major challenges that online assessments pose is that of connectivity. Career Assessments typically take six hours to complete and require both stable connectivity and sufficient data. However, the evolution of career assessments, with regards to reach and availability, has allowed for the increase in assessments from 665 in 2019 to 1107 in 2022.

### *Work Readiness*

In 2021, Career Services hosted their very first Virtual Skills of the Future World of Work online series. This was hosted again in 2022 with 747 students attending the series. The series and numbers of participants are presented below:

The decline in the number of attendants was due to a decline in Faculty and Departmental requests. However, for those that were requested, the Career Services unit presented a wide range of topics on preparation for the world of work. In 2021, these workshops were conducted on Blackboard Collaborate and in 2022, face-to-face or on MS Teams.

Additionally, the Self-Help Guide for students was relaunched to prepare students for the ever-evolving world of work. The Guide is divided into three separate books: 'Self-help guide on Starting your own Business'; 'Practice Management – Module 1 and Module 2'; and the 'Work Readiness Handbook'. In 2022, the Self-Help Guide was made available in both digital and virtual formats.

<b>WORKSHOP</b>	<b>2021</b>	<b>2022</b>
Business etiquette	238	
Graduate preparedness in entering the job market and virtual internships		130
Preparing for a virtual mock interview with Standard Bank		145
Cover letter and CV writing	211	
CV writing	285	
Job search strategies with Pnet, Career Junction, TikTok, and Localized		150
Effective team and conflict management	93	
Highly effective leadership	93	
Enhancing student employability through innovative work integrated learning models		162
Interview skills	430	
International work opportunities for graduates		160
Job search strategies	231	
Personal branding (Reputation management)	82	
Preparing for the world of work	182	
Presentation skills	82	
Public speaking and presentation skills	100	
Telephone etiquette	103	
<b>TOTAL</b>	<b>2 130</b>	<b>747</b>



## Career Bootcamp

The Career Bootcamp was initiated in 2022 with the focus on preparation for the world of work. Speakers from industry were invited to conduct the sessions with the UJ students on Blackboard.

The Bootcamp ran from 11 to 15 July 2022 with 11 sessions held by 10 presenters. In total there were 404 logins by UJ students.

WORKSHOP	
What career am I looking to build?	65
Money, money, money ...	95
Job searching in the 4IR <ul style="list-style-type: none"> <li>• UJ Career Wiz</li> <li>• How to get 'headhunted' – PeopleHawk</li> <li>• Gradstar</li> <li>• Cliquidity</li> </ul>	41 25 23 29
Selling myself in person <ul style="list-style-type: none"> <li>• Mock interviews</li> </ul>	35 25
How do I sell myself in writing? <ul style="list-style-type: none"> <li>• CV writing</li> </ul>	35 26
<b>Total</b>	<b>404</b>

## Graduate Recruitment

The Graduate Recruitment Programme offers services to both students and recruiters of graduates. The programme addresses the needs of students searching for work-integrated learning opportunities and internships, temporary positions while studying (to augment income and finance studies), and jobs for students upon graduation. The programme facilitates and enables recruitment opportunities and networking between UJ students/graduates and employers seeking to recruit students from UJ. To this extent, visible recruitment activities in the form of virtual talks, events, career fairs, and job searching workshops were offered in 2022.

In addition, the Career Services unit offers the UJ Career Wiz online job portal, which was created for UJ and is managed by UJ Career Services staff. Career Services also supports several external online job portals. All portals are used to create awareness for UJ students on recruitment opportunities. Mass email services, social media postings, as well as the PsyCaD website are further used to inform students and recruiters about the services of the Career Services unit.

Since the beginning of 2022, Career Services had exposed UJ students to several prospective employers. This was due to the Career Services Recruitment Programme which focused on Virtual Career Fairs; Instagram Live Chats; Company Presentations and Industry Talks; the E-Recruitment Guide; Company Showcases; Company Interviews; Faculty Showcases; UJ Career Wiz; and Career Fairs. This programme enabled greater engagements and networking between students and employers. The offerings of the Career Services Recruitment Programme are detailed below.

### Live Chats

The Live Chats were facilitated by the Student Influencers who engaged with members of industry to learn more about the different work fields (such as economics) and job search strategies. The talks were held online and posted on the Career Services social media platforms.

### Company Presentations and Industry Talks

Company Presentations and Industry Talks are opportunities for student recruitment and provide the UJ students with industry advice. Group presentations are held with the students where companies share information such as requirements, the recruitment process, and motivation for students to consider a career opportunity at their organisation.

### E-Recruitment Guide

The Career Services unit produced an interactive recruitment guide consisting of job readiness resources, job opportunities, and employer articles to allow students to prepare themselves thoroughly for recruitment opportunities within industries. Companies are invited to visibly market their brand and recruitment campaigns through the online brochure as a marketing tool.

### Company Showcases

Company Showcases allow companies to showcase and advertise a variety of job opportunities to UJ students. Students can speak to the companies directly and can ask specific questions to potential employers. These showcases are held on a specific day from 09:00 – 14:00.

### Company Interviews

Company Interviews allow recruiters to interview UJ students for job placements. The interviews are held on UJ Career Services premises at the Interview Cubicles to allow ease of access for the UJ students.

### Faculty Showcases

Faculty-focused Career Showcases where companies from various industries can engage with students.

### UJ Career Wiz

In 2020, Career Services launched their new one-stop student solution, UJ Career Wiz, providing students with an online careers portal to support student employment. The aim is to promote the usage and level of engagement by students, academic staff, and employers, creating concrete strategies for all stakeholders. This platform allows for greater engagement, tracking year-on-year improvements and correlation to student job opportunities. In addition, this UJ-specific platform supports the career needs of students completing their work-integrated learning (WIL). By October 2022, 9222 students were registered on the portal, with 275 registered companies, and 91 job advertisements listed.

	ATTENDANCE
<b>Company Presentations and Industry Talks</b>	
Human Rights Watch	52
Mr Price	74
PWC	75
Allan Gray	430
Standard Bank	302
RCL Foods	67
Dariel	15
CDH	12
Loreal	90
<b>TOTAL</b>	<b>1 117</b>
<b>Company Showcases</b>	
Webber Wentzel	64
Standard Bank	60
Deloitte	70
KPMG	73
PKF Octagon	79
<b>TOTAL</b>	<b>346</b>
<b>Company Interviews</b>	
EY	91
PKF	0
KPMG	26
PwC	26
SNG Grant Thornton	0
<b>TOTAL</b>	<b>143</b>
<b>Faculty Showcases</b>	
Humanities	75
FADA	63
Health Sciences	10
Education	27
<b>TOTAL</b>	<b>175</b>

## Career Fairs

As a result of the lockdowns in 2020, Career Services had to find new and innovative ways to host Career Fairs for the UJ students. Thus, it was decided to host the Career Fairs on online platforms. A summary of the 2022 Career Fairs is listed below.

With previous Career Fairs being held on campus, it is difficult to do a comparison regarding student attendance numbers over the past years. However, the available information is presented in the Table below.

As recorded in the Table, the number of companies that attended the career fairs increased from 44 in 2020 to 66 in 2022. The increase in company numbers suggests that in 2022, companies were settled into the online process and thus availed themselves to the online Career Fairs. Additionally, a new STEM career fair was added to further service a broader range of UJ Faculties and Departments. Although company attendance

### Virtual Career Fairs in 2022

MONTH	HOST	FOCUS	NUMBER OF COMPANIES	NUMBER OF STUDENTS
10 May	PsyCaD Career Services	Law	17	171
17 May	PsyCaD Career Services	Commerce	16	299
24 May	PsyCaD Career Services	STEM	17	167
16 - 17 August	PsyCaD Career Services	General	16	228
<b>TOTAL</b>			<b>66</b>	<b>865</b>

### Number of companies and students attending UJ Career Fairs from 2019 to 2022

CAREER FAIR	NUMBER OF COMPANIES				NUMBER OF REGISTRATIONS			
	2019	2020	2021	2022	2019	2020	2021	2022
Law Career Fair	17	17	11	17	On Campus	On Campus	917	171
Commerce Career Fair	26	No fair	14	16	On Campus	On Campus	1 835	299
General Career Fair	56	27	27	16	On Campus	1 696	1 891	228
STEM Career Fair (2022 initiative)				17				167
<b>TOTAL</b>	<b>99</b>	<b>44</b>	<b>52</b>	<b>66</b>		<b>1 696</b>	<b>4 643</b>	<b>865</b>

increased, the number of student attendance decreased from 4643 in 2021 to 865 in 2022. Possible explanations for this include: 1) Students were overexposed to online opportunities, thus eliminating the novelty of online interventions. 2) Students were sometimes back on campus and at other times they attended class in the online environment. This disruption might have caused inconsistencies with regarding online attendance.

It is important to note that the General Career Fair accommodates all Faculties and Departments within UJ and invites all UJ students. Additionally, Showcases cater for more targeted disciplines.

Universum is the most recognised Employer Branding specialist. During 2022, the UJ Career Services unit received a Student Experience Certificate of Recognition for Outstanding Institutional Offering and Outstanding Culture and Environment.

The UJ Career Services is also actively involved in the DHL Gradstar programme. This programme entails a rigorous four-phase judging process of students, culminating in a day of workshops hosted by potential employers (sponsors). Following the judging process, the 100 top students from all South African Universities are identified and connected with a successful business mentor, recognised through the Rising Star Programme, to further ready them for the workplace. During 2022, sixteen UJ students were ranked in the top 100, with two students ranked in the top 10.

### ***Employer engagement and relations***

The Employer Engagement initiatives have resulted in the creation of direct customised recruiting plans to engage top tier organisations, enabling existing and newly welcomed employers to have the opportunity to attend Career Fairs, host company presentations or industry talks, and engage with student organisations. Employer relations is the link between employers and UJ students. Employer relationship building continues to be a focus of the Career Services unit and is used to enable employers to recruit students from UJ, host interviews, communicate job and graduate recruitment opportunities, and raise student awareness about top employers, thus leading to increased attendance in Career Services events.

The Employer Engagement strategy will continue to:

- **Grow and retain the number of corporates and stakeholders engaging with UJ Career Services.**
- Develop strategic links with existing corporates and donors to play a key role by providing professional career services and initiatives for the institution.
- **Provide innovative benefits and programmes to build corporate commitment for Faculties, Departments, and UJ students.**
- Identify, facilitate, and manage sustainable partnerships.

Many companies are keen to collaborate with the Career Services unit on professional development prior to a student reaching out to employers, so that the students have the capability to interact in a mature, professional, and ultimately productive manner. Employers are becoming a resource that develops talent as opposed to only recruiting and placing students. This is possible through greater involvement of employers in providing industry



**Facilitating and enabling recruitment opportunities and networking for UJ students and graduates**



**Creating opportunities for graduate programmes, experiential learning, job-shadowing, and internships to ensure that the majority of UJ students find placements in the workplace**

talks and professional development workshops for UJ students. Employers see this as a branding exercise, which makes it easier for students to engage with their brand frequently, if not daily. They also see value in building stronger relationships with Faculties, to convey the changing needs of future recruits, thus ensuring graduates remain relevant to the global market.

Graduate programmes, experiential learning, job-shadowing, and internships are important to ensure that the vast majority of UJ students find job placements. These opportunities are becoming critical factors in promoting professional development and engagement with employers. The most common on-campus employer engagements offered at UJ include the career fairs, company presentations, industry or career talks and on-campus interviews, which provide a variety of opportunities for employers to engage with students and vice versa.

Although the Covid-19 pandemic may have impacted unemployment due to the international economic impact, the statistics do not seem to have had a significant impact, as the decline in employment follows the downwards trajectory since 2015. The downward trajectory is probably because the labour market is unable to absorb the number of graduates seeking jobs in the open labour market. The Department of Labour reports that during 2021, the unemployment rate was 34.4%, which declined slightly to 33.9% in 2022.

Due to the high unemployment numbers, Career Services also started to equip UJ students with entrepreneurial skills as an additional option to finding jobs. The motivation for this is to encourage students to create their own companies, or in the case of professionals, to set up their own practices.

Internal liaisons are well established with collaborative cooperation between the Coordinator of the recruitment programme and the Marketing Coordinators of all Faculties and the College at UJ. Other internal role players include student organisations and UJFM. Externally, Career Services maintains relationships and professional affiliations with all participating companies of the Recruitment Programme and Job Portal, Universum communications, and the South African Graduate Employer Association (SAGEA).

## ACADEMIC DEVELOPMENT AND SUPPORT SPECIAL PROJECTS AND RESEARCH

The ADS Special Projects and Research all contribute to the reaching of the strategic goals of the University.

Information about these can be found in the Annexures at the end of the Annual Report:

- **Annexure 1**  
**UJenius**
- **Annexure 2**  
**Online Programmes Portfolio**
- **Annexure 3**  
**ADS Publications in 2022**





# EMPLOYEE PROFILE

## Academic Development Centre (ADC) Employee Profile

ADC has endeavoured to effectively support UJ's transformation goals in terms of employment equity. By the end of 2022 the employment equity was at 70%.

	African	Coloured	Indian	White	Foreign Nat.	Disabilities		Male	Female		TOTAL
P5 Director			1	1				1	1		2
P6 Heads	1			1	1			2	1		3
P7 Senior Coordinators	5	3	1	2	1			5	7		12
P8 Coordinators	9	1	3	4	3			5	15		20
P10 Administrative Assistant III	2			1					3		3
P11 Departmental Secretary, Administrative Assistant III	3							1	2		3
P12 Administrative Assistant II	3	1							4		4
<b>Subtotal</b>	<b>23</b>	<b>5</b>	<b>5</b>	<b>9</b>	<b>5</b>	<b>0</b>		<b>14</b>	<b>33</b>		<b>47</b>
<b>TOTAL</b>	<b>47</b>							<b>47</b>			

## Appointments and Resignations

During 2022, there was one resignation in ADC.

- **Dr George Mavunga** moved to LanCSal.
- **Ms Tshego Setilo** was appointed as the new Head of ADC: Access.

## Centre for Academic Technologies (CAT) Employee Profile

	African	Coloured	Indian	White	Foreign Nat.	Disabilities		Male	Female		TOTAL
<b>P5</b> Director			1						1		1
<b>P6</b> Systems Administrator (Technical Solutions), Project Manager, Senior Instructional Designer Manager III: Web and Mobile Application Development	1			4				3	2		5
<b>P7</b> Instructional Designer, System Administrator	6	1						3	4		7
<b>P8</b> Senior Instructional Developer, Quality Care Practitioner, Client Supporter (LMS), Client Supporter (Learning)	2			2				1	3		4
<b>P9 – P10</b> Executive Secretary, Audio and Video Developer, Multimedia Designer, System Supporter	2			2				3	1		4
<b>Subtotal</b>	<b>11</b>	<b>1</b>	<b>1</b>	<b>8</b>	<b>0</b>	<b>0</b>		<b>10</b>	<b>11</b>		<b>21</b>
<b>TOTAL</b>	<b>21</b>							<b>21</b>			

## Appointments and Resignations

There was one retirement and one new recruitment in 2022:

- **Appointment: Ms Ayanda Booi (N2957)**
- **Retirement: Ms R Bosman (N2256)**

## Centre for Psychological Services and Career Development (PsyCaD) Employee Profile

Given the fact that the core business of PsyCaD is delivering professional psychological services to the student population, the profile of the mental health professionals (Peromnes 8 and upwards) is important. For 2022, 96% of the mental health professionals were from designated groups, and within these, 67% are African and 25% are Indian.

PsyCaD has endeavored to effectively support UJ's transformation goals in terms of employment equity. By the end of 2022, the overall employment equity in PsyCaD was at 88%, a slight increase from 86% in 2021.

The gender distribution is skewed towards female staff members (88%), which is in line with the gender distribution of the profession in South Africa. Most of the sites have both male and female therapists, which is important as gender plays a significant role in the therapeutic process and provides students with an opportunity to see either a male or female mental health professional.

	Permanent	African	Coloured	Indian	White		Male	Female		TOTAL
<b>P5</b> Director	1				1		1			1
<b>P7</b> Coordinator III (Psychologists, including the Team Leaders)	24	16	1	6	1		4	20		24
<b>P8</b> Coordinator II (Psychometrists, Financial Officer, Employer Relations)	1				1			1		1
<b>P9 – P10</b> Coordinator I (Graduate Recruitment Programme, Office Administrators)	6	3		1	2			6		6
<b>P11 – P12</b> Administrative Assistants, Administrative Assistant: PwD, Information Technology Assistant, Administrator to the Director	8	6	2					8		8
<b>P13 –P15</b> Internal Assistant	1	1						1		1
<b>TOTAL</b>	<b>41</b>	<b>26</b>	<b>3</b>	<b>7</b>	<b>5</b>		<b>5</b>	<b>36</b>		<b>41</b>

## Appointments and Resignations

PsyCaD has a total of 41 permanent employees, and has an additional 14 temporary appointments of seasonal temporary nature, such as:

- **Intern psychologists: As an accredited internship site, PsyCaD accommodates intern psychologists from different universities. These interns are required to do a 12-month internship to qualify to register with the HPCSA as a psychologist. These interns are appointed on a temporary basis for 12 months and are paid a minimal salary. In 2022, there were six intern psychologists.**
- **In addition to the above, PsyCaD also provided six psychometry internships per semester.**
- **A temporary case worker was appointed for nine months of the year to assist students with disabilities.**
- **A braille editor to assist students with visual impairments: Neither the student numbers, nor the workload, requires a full-time position and therefore the braille editor is appointed on an ad hoc basis.**

During 2022, five psychologists resigned due the fact that they secured more lucrative positions in the private sector. Of the five vacancies, two were filled with psychologists, and one with a social worker. The remaining two vacancies were used to appoint temporary counsellors during peak times.

## Staff Qualifications

The academic qualifications of the PsyCaD staff members are skewed towards master's and doctoral levels (63%). This is understandable if one keeps in mind that an MA degree is the minimum requirement for registering as a mental health professional. It is encouraging to note that there are several staff members on a P8 and lower level who are in the process of furthering their qualifications.

### Academic Qualifications of PsyCaD Staff per Peromnes Level

Peromnes	Permanent	Contract	Doctorate	Masters	Honours	Bachelors	Diploma	Grade 12
P5	1		1					
P7	24		1	23				
P8	1			1				
P9 – P10	6				2	1	1	2
P11 – P12	8				2	1	1	4
P13 –P15	1							1
<b>TOTAL</b>	<b>41</b>	<b>0</b>	<b>2</b>	<b>24</b>	<b>4</b>	<b>2</b>	<b>2</b>	<b>7</b>



## Staff Training and Development

Although PsyCaD is a professional support centre, staff are encouraged to both further their studies as well as to become involved in research. The following staff members are in the process of furthering their studies:

- **Caroline Phofi: PhD (Social Work)**
- **Thobani Manci: Master of Business Administration**
- **Bafana Masilela: Master of Business Administration**
- **Winnie Makhwanya: Master's in Public Administration**
- **Raesa Mayet: MA (Psychology)**

Given the dynamic nature of the psychology profession, it is essential that the mental health care professionals keep up to date with new developments in the field and therefore PsyCaD prioritises upskilling. During 2022, several training opportunities were organised for staff for professional development purposes and five mental health professionals attended mental health related workshops (see Table below).

### Training and development of PsyCaD staff members

	Thobani Manci	Melinda Tonono	Ntsakisi Muhlanga	Michelle Naicker	Siyabonga Ntshangase
<b>Solution focused therapy:</b> Creating a hopeful future		●	●		
<b>Sexual consent among young adults:</b> A moment or a movement?	●			●	●
<b>The complexities of trauma:</b> Conceptual considerations and treatment realities for practitioners in SA	●			●	●



**COMMUNITY SERVICE,  
STAKEHOLDER ENGAGEMENT,  
REPUTATION MANAGEMENT**

## ACADEMIC DEVELOPMENT CENTRE (ADC)

ADC made good progress in terms of raising its own and UJ's reputation and profile in a number of ways. The further funding of SANRC and the seventh annual FYE conference were very well received. SANRC also continued to cement its position as both a national and international leader. This strengthened the reputation of the UJ FYE and the work being done at UJ to enhance student success. SANRC also worked closely with various South African higher education institutions.

Community Service also remained part of ADC. This manifested specifically in various Learning Development unit activities. Academic Development and Innovation staff members managed to offer online support by means of "Google meet" to some communities around Johannesburg such as Ikamva Youth (Ivory Park and Ebony Park branches) and the Krugersdorp Correctional Services on the following topics:

- **Goal setting**
- **Time management**
- **Staying motivated**
- **Assessment**
- **Facilitation skills**

## CENTRE FOR ACADEMIC TECHNOLOGIES (CAT)

A few core initiatives were undertaken to support students, i.e. (i) developing micro learning videos to assist students with the basics on using MS Excel and MS PowerPoint, and (ii) partnering with the Department of Basic Education (DBE) in providing 7000 unemployed youth an opportunity to participate and receive a certificate by completing the Artificial Intelligence in the Fourth Industrial Revolution short learning programme. Just over 500 unemployed youth, who were part of the Presidential Youth Employment Programme, received certification. We plan to continue the project with the DBE in 2023.

## CENTRE FOR PSYCHOLOGICAL SERVICES AND CAREER DEVELOPMENT (PSYCAD)

During 2022, PsyCaD continued with its community engagement by providing services to those members of the community who are in desperate need, but cannot afford, mental health interventions. There seems to be an increasing demand for PsyCaD services in the surrounding communities and the Assessment Team were able to assist 348 Grade 12 learners with career assessments, which is significantly more than the 137 in 2021. In addition to the career assessments, PsyCaD assessed 153 learners who experienced a wide range of psychiatric and neurodevelopmental disorders.

# 6

## FINANCIAL REVIEW

## An Abridged Income and Expenditure Statement of Academic Development and Support for 2022

Expenditure	Budget 2022	Amount Spent 2022
<b>Personnel Costs</b>		
Salaries cost to company	88 263 140,64	80 697 833,28
Temporary salaries	14 939 039,81	14 461 097,71
Sabbatical salaries	-	-
Examiners' & moderators' salaries	-	3 723,84
Tutorial salary expenses	-	-
Strategic tutor intervention salaries	-	-
Overtime salaries	5 708,56	2 130,28
<b>Subtotal</b>	<b>103 207 889,01</b>	<b>95 164 785,11</b>
<b>Restricted Budget (Software)</b>	<b>17 224 430,46</b>	<b>20 094 159,86</b>
<b>Operational Costs</b>	<b>19 238 701,87</b>	<b>18 021 994,29</b>
<b>TOTAL</b>	<b>139 671 021,34</b>	<b>133 280 939,26</b>

### Summary of savings

Savings on Personnel Costs (R8 043 103) and Operations (R1 653 021) plus overspent on Restricted Budget amount to Total Savings of R6 390 082.

These savings are due to less Personnel Costs and less Corporate Function, Printing, Travel and Office Expenses.



# 7

## TRANSFORMATION, LEADERSHIP and LEADING CHANGE

Within ADS there are various initiatives to enhance the division's climate and culture to support the UJ Transformation Plan.

### ACADEMIC DEVELOPMENT AND SUPPORT (ADS) TRANSFORMATION PLAN

The ADS Transformation Plan is based on the five transformation themes of UJ's Institutional Transformation Plan:

- |                |   |
|----------------|---|
| <b>Theme 1</b> | Institutional Culture                                     |
| <b>Theme 2</b> | Transformational Leadership,<br>Governance and Management |
| <b>Theme 3</b> | Academic Excellence                                       |
| <b>Theme 4</b> | Employment Equity (EE)                                    |
| <b>Theme 5</b> | A Student-centred and<br>Caring Institution               |

ADS team members support the institutional transformation project and all strategies are aligned with UJ's strategic objectives. In addition to the ongoing academic support initiatives, new projects are conceived as needs arise or as opportunities present themselves. Examples include the DHET grants that support academic projects: Teaching Development and Foundation Grants (2014-2022 cycles) and the new University Capacity Development Grant (UCDG). All services provided to students are free and are delivered with professionalism, respectful understanding of our student body and aimed at their psychosocial and academic success. The following paragraphs highlight contributions by the ADS Centres.

## **ACADEMIC DEVELOPMENT CENTRE (ADC)**

ADC was able to take large and important strides to establishing itself as a leading example of a successful Academic Development Centre in South Africa and Africa. The progress of the UJ First Year Experience and Senior Student Experience initiatives are seen as leading examples of institutional approaches aimed at improving student success. ADC's leadership position is clearly illustrated by the further financial support received for the South African National Resource Centre for the First Year Experience and Students in Transition (SANRC) on APB. SANRC has been exceptionally well received by the other South African higher education institutions and is continuing to grow in stature and influence.

ADC provided leadership in the UJ Student Success Committee and the fifth round of implementation of the Integrated Student Success Initiative (ISSI) during 2022. This initiative is aimed at improving student success and minimum-time completion rates at UJ. The ISSI initiative is the first of its kind in the country that uses a data-informed approach and traverses the whole institution.

## **CENTRE FOR ACADEMIC TECHNOLOGIES (CAT)**

Within CAT there are various initiatives to support the UJ Transformation Plan. In addition to the ongoing teaching and learning support in 2022, a number of projects were designed to support transformation initiatives. The initiatives were focused both on the internal UJ community as well as the public. To enable diverse interactions across the institution, CAT hosted an online hackathon to bring staff from various academic departments and support services together to solve teaching and learning problems. The hackathon was hosted for half a day and created opportunity for networking and finding of solutions through diverse approaches. In addition, CAT planned multiple training/webinar sessions to support staff in preparing for teaching and learning at UJ.

CAT is committed to the transformation of students by focusing on the digital literacy required for learning. Our team hosted a series of workshops (online and face-to-face), allowing multiple opportunities across all four campuses on basic computer skills and on Microsoft packages (Word, Excel, and PowerPoint). To ensure access for all, we worked closely with the Disability Unit to offer training to students with disabilities.

Within CAT, we drove a project to ensure that the staff within the team have multiple opportunities to upskill and we created space for personal development plans. All staff had the opportunity to participate in Microsoft courses and/or attend a regional conference, focused on teaching and learning support with technology. The leadership team offered time on Friday afternoons which we called “Shut up & write” where two hours were allocated to working on personal research and studies.

Externally, CAT partnered with the Department of Basic Education (DBE) to offer an opportunity to 7000 unemployed youth to enrol in our Artificial Intelligence in the Fourth Industrial Revolution short learning programme with digital certification. CAT also partnered with colleagues within the institution to co-develop two new short learning programmes (Financial Literacy, and An Introduction to Sustainable Development Goals), which are available to the public for free.

## **CENTRE FOR PSYCHOLOGICAL SERVICES AND CAREER DEVELOPMENT (PSYCAD)**

UJ Disability Services has always aimed to be among the front runners in supporting best practices in higher education with students with disabilities. It regularly benchmarks with other Disability units and contributes to the development of establishing units.

The team leader of the Disability Unit serves on the Higher Education Disability Services Association (HEDSA) executive committee and is the chairperson of the local HEDSA region. This association serves as the national body of all Disability units/services within higher and further education, and advocates for disability within higher education on a national level. Therefore, the unit has access to the latest trends in support and access within South Africa. HEDSA meetings held with other Disability units allowed for the sharing of best practices. The Disability Services team was actively involved in the training of other TVET stakeholders involved in disability. The unit also contributed to the development of the National Strategic Framework on Managing Disability in Higher Education. This document will provide HEIs standards of practice and will allow for a standardisation of support across the institutions. The Disability Unit also contributed towards the draft of the 2022 NSFAS Disability Criteria document.

# CONCLUSION and WAY FORWARD

During 2022, the Academic Development Centre (ADC) increased the impact and depth of decisive contributions to ADS and to teaching and learning success at UJ. This included a wide variety of contributions ranging from effectively providing access to students, to developing and successfully implementing the institutional approach to develop and support student success (ISSI). ADC is taking up the creative space provided within the UJ frameworks to position itself as a leader in teaching and learning and undergraduate student success. This supports UJ's efforts to truly provide access with excellence to its representative student body.

Highlights of the year include the massive strides ADC made in providing well-designed and curated online student success resources. The securing of further multi-year funding of SANRC and the continued development and implementation of the Integrated Student Success Initiative were further highlights. These initiatives provided high quality and effective online support to the undergraduate students at UJ. Lastly, the nationally leading FYE and SSE initiatives moved to their next phase of implementation by focusing on seven new focus areas and implementation and SANRC received further funding to support its work. ■

During 2023, ADC will intensify its efforts to build on the momentum created over the past years and in addition, a number of exciting developments are envisioned. ADC will continue to support, strengthen and deepen successful and effective undergraduate teaching and learning at UJ. This will include a newly conceptualised integrated student success initiative.

The Centre for Academic Technologies (CAT)'s contributions in 2022 included continued support to staff and students. CAT played a vital role in the preparedness of both staff and students for the various learning and teaching contexts.

The return to campus meant preparation for multiple modes of teaching and learning and our team worked closely with teaching staff, creating opportunities for them to explore innovative technologies like Annoto, a video overlay tool to support the engagement with videos in learning. Staff and student training sessions focused on professional development that builds technology competency into development opportunities.

Data was central in the planning and intentional decision-making processes for the support of both staff and students. At the end of 2022, CAT initiated a tender process for a new learning management system. The process will be finalised early in 2023 and the decision will determine the journey of learning and teaching in the years to come.

The demand for counselling at the Centre for Psychological Services and Career Development (PsyCaD) continues to increase as is evident in the number of student counselling sessions which increased from 14 606 in 2019 to 19 943 in 2022. This continuous increase in the demand for counselling must be monitored and addressed as the demand is starting to exceed PsyCaD's ability, and resources, to cope with this increase.

## The following goals will be prioritised during 2023:

### *Student Mental Health*

During the past couple of years, there has been a significant change in the reasons why students seek counselling, one of these being socio-economic. To provide the appropriate support, PsyCaD appointed three social workers to assist students with these problems and is planning to appoint another social worker in 2023. These social workers are deployed in PsyCaD offices on all four campuses, thereby ensuring that all UJ students have access to a social worker.

PsyCaD's focus to date has been on mental illness but will, in 2023, shift to mental health. Preventing mental illness involves taking proactive steps to maintain good mental health and wellbeing, as well as reducing the risk of developing mental health problems. Some of the projects for 2023 include:

- **Self-care**

Taking care of physical, emotional, and mental needs can help prevent mental health problems.



- **Building supportive relationships**  
Strong relationships with family, friends, and other supportive people can help prevent mental illness.
- **Stress management**  
Stress is a common trigger for mental health problems, so it is important to learn healthy ways to manage stress.
- **Seek treatment early**  
Early intervention can help prevent the development of more serious mental health problems.
- **Psycho-education**  
Awareness campaigns about mental health and wellbeing can help students to make informed decisions about their mental health and prevent mental illness.

To deliver a more efficient service, PsyCaD has appointed a residence psychologist, social workers, and a Helpdesk coordinator. During 2023, opportunities for experiential learning will be expanded. PsyCaD has already appointed four software development interns who will assist with upgrading the PsyCaD app as well as developing and integrating PsyCaD online platforms. The Master's in Educational Psychology as well as the Master's in Art Therapy students will be doing practical sessions at PsyCaD.

### **Disability Unit**

During 2023, the Disability Unit will focus on the following:

- **Inclusion**  
Focus on empowering lecturers and students;
- **Visibility**  
Circulars, social media, Ambassadors (Peer Buddies), uLink, Newsletters, HFA tea and regular meetings with DU students;
- **People collaboration**  
Student-centric and external stakeholders, person- rather than disability-centered;
- **Entrepreneurship Series**  
Entrepreneurship project, Practice management, and Thinking beyond employment. Entrepreneurs will be identified that could do webinars with the students to offer some helpful tips on how to write a business proposal, etc.

### **Career Services**

Although the Virtual Career Fairs and Industry talks were relatively successful, the number of students participating in these events has been disappointing. In 2023, the team will be offering more on-campus events to attract more students. Not all activities will, however, be offered on campus as, in some instances, online events offer opportunities for national and international companies to engage with UJ students.

Another initiative, namely a digital job board, will be launched in 2023. This digital job board will allow departments and divisions in UJ to advertise internal positions for student assistants and tutors, which will give all UJ students the opportunity to apply for these positions.

# ANNEXURES

- Annexure 1 ■ UJenius
- Annexure 2 ■ Online Programmes Portfolio
- Annexure 3 ■ ADS Publications in 2022



# ANNEXURE 1 UJENIUS

The UJenius Club is a partnership between the division of Academic Development and Support (ADS) and the seven Faculties and College within UJ. This initiative is to acknowledge outstanding academic performance by undergraduate students, promote further intellectual, social, professional and career development for academically acclaimed students, but also to encourage undergraduates to enrol for postgraduate studies.

The UJenius Club focuses on:

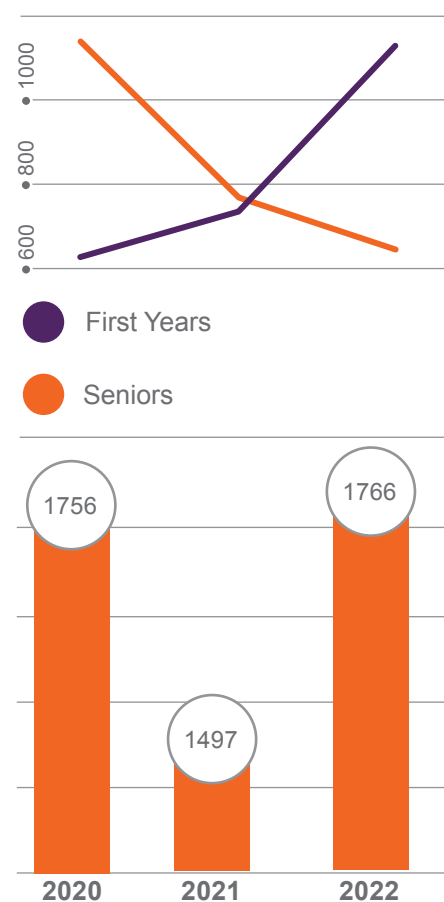
- **Acknowledging and promoting academic excellence as a core component of the UJ student identity.**
- Bringing together students from a diverse range of disciplines to stimulate interdisciplinary discussion and collaboration.
- **Promoting the UJ values.**
- Creating a social space where UJenius Club members from different Faculties and campuses can interact with each other, and to build partnerships and friendships.
- **Creating opportunities for closer contact with members of the broader UJ community.**
- Providing UJenius members with privileged connections and benefits, given their academic performance.

The UJenius Club collaborates with several essential UJ stakeholders, and in this way has maximised the way in which UJenius Club members can receive benefits for their outstanding academic achievements. The internal stakeholders include:

- **Faculties: UJenius members represent all seven Faculties and the College at UJ, which offer a wide variety of activities set aside for their top achievers.**
- Alumni networks: This partnership means that UJenius Club members benefit by becoming their own affinity group; allowing for continued connection and opportunities to engage with other UJenius Club members.
- **Library and Information Services: This partnership entails that UJenius Club members benefit by receiving postgraduate loan privileges. Essentially, UJenius students are allowed to take out 16 items for 30 days, rather than 6 items for 14 days. Furthermore, UJenius Club members may attend special events hosted by the library.**

- **PsyCaD:** UJ’s Centre for Psychological Services and Career Development offers various career development services across all four UJ campuses to enrolled students and external clients. These services include career assessments, career counselling and education, access to comprehensive career resource centres, a job portal and various graduate recruitment programmes. Furthermore, PsyCaD Career Services provides students with opportunities to prepare and develop their employability skill set, while linking students to incredible employment opportunities. This partnership means that UJenius Club members have the privileged opportunity to be put into contact with prospective employers; and where interview processes might possibly be facilitated by PsyCaD. Members can also attend the career fair and career-related workshops, to ensure that they are well-groomed for employment prospects. Furthermore, members have access to online career assessments and career guidance.

### Total UJenius Students 2020 to 2022



### Membership

When comparing the total number of UJenius students from 2021 to 2022, there was a slight increase from 1497 to 1766. However, there was a decrease in the number of senior students who qualified – from 769 to 640. Therefore, the increase in the total number of UJenius Club members was due to the increase in the first-year students – from 728 to 1126 (see Table and Figures below). This attests to the fact that UJ continues to attract top achieving students. The steady decline in the number of senior students who qualify for UJenius Club membership warrants further investigation.

### UJenius Members per Faculty from 2020 to 2022

FACULTY	2020			2021			2022		
	First-years	Seniors	Total	First-years	Seniors	Total	First-years	Seniors	Total
<b>CBE</b>	130	334	<b>464</b>	178	324	<b>502</b>	257	318	<b>575</b>
<b>HSCI</b>	67	192	<b>259</b>	124	207	<b>331</b>	158	130	<b>288</b>
<b>FEBE</b>	168	134	<b>302</b>	135	57	<b>192</b>	211	14	<b>225</b>
<b>SCI</b>	119	106	<b>225</b>	109	32	<b>141</b>	184	28	<b>212</b>
<b>LAW</b>	86	48	<b>134</b>	102	28	<b>130</b>	179	27	<b>206</b>
<b>HUM</b>	17	165	<b>182</b>	22	75	<b>97</b>	35	81	<b>116</b>
<b>EDU</b>	35	110	<b>145</b>	48	6	<b>54</b>	92	6	<b>98</b>
<b>FADA</b>	1	44	<b>45</b>	10	40	<b>50</b>	10	36	<b>46</b>
<b>TOTAL</b>	<b>623</b>	<b>1133</b>	<b>1756</b>	<b>728</b>	<b>769</b>	<b>1497</b>	<b>1126</b>	<b>640</b>	<b>1766</b>



## Activities

As part of the initiative to prioritise job opportunities for UJenius students, a pilot study was initiated where UJenius students could register on an online job search platform, PeopleHawk. This opportunity was advertised widely to the UJenius students, however, only 300 UJenius club members registered on the platform. During 2023, this opportunity will be extended to UJenius Alumni.

The Orange Carpet welcoming event was held in conjunction with the Student Marketing team on 27 September 2022 in the UJ auditorium. We selected an Orange Carpet student and a senior student to represent the UJenius Club and to share their experiences of being members.

The UJenius Club hosted the second UJ Undergraduate Research Conference on 11 October 2022 in the Library, in collaboration with the Academic Development Centre. There were 18 presentations across all Faculties, with about 70 people in attendance. The event was also livestreamed and had about 150 online participants. The keynote address was given by Linford Molaodi, whose topic was Thriving with Ubuntu principles in the fast-changing world: 4IR and beyond.

The UJenius Alumni Affinity Group was launched on 4 November 2022 and an invitation was extended to the 1067 UJenius Alumni on record (dating back to 2019). The event was hosted by the UJenius Club in collaboration with the Alumni Office and was attended by 70 UJenius Alumni. During 2023, a UJenius Alumni Advisory Committee will be formed.

## Recommendations for 2023

One of the most important benefits of UJenius Club membership entails a percentage exemption from class fees, based on academic performance, as illustrated in the Table below:

### UJenius Class Fee Exemption

% Exemption From Class Fees	First-year Academic Criteria (APS)	Senior Student Academic Criteria (Average academic performance)
100	42+	85%+
75	40 - 41	80 - 84%
50	37 - 39	75 - 79%

It has become evident that there are two groups of students who do not benefit from this model:

- **NSFAS students whose class fees are already covered in full, and**
- **Students who are dependents of UJ Staff Members**

During 2023, this model will be reviewed to investigate the possibilities of expanding the financial benefits for members of the UJenius Club.

Suggestions have been made of a closer working relationship with the Academic Development Centre that will extend further than collaboration with the Undergraduate Research Conference. One of the recommendations is using UJenius members as mentors and prioritise these members for tutor positions.



**ANNEXURE 2**  
**ONLINE PROGRAMMES**  
**PORTFOLIO**

## ONLINE PROGRAMMES PORTFOLIO: UJ-HEPSA PARTNERSHIP

The University's strategy to have a strong presence in the domain of online accredited programmes made its first impact in October 2017, with the launch of two master's programmes – one in Information and Communication Technology in Education, and one in Public Health. This impact had increased visibly during the five years (2018 – 2022) following the launch of these first two programmes:

- **During 2018, another master's programme was rolled out in the first quarter of the year, namely the Master in Educational Management.**
- The following three undergraduate programmes were rolled out in the second half of 2018: Bachelor of Commerce in International Accounting (name changed to BCom Accountancy from January 2021), Bachelor of Human Resource Management and the Advanced Diploma in Financial Markets.
- **A further three Advanced Diploma programmes were added to the undergraduate suite from the second intake in March 2019, namely: Logistics, Transportation and Management, and People Performance Management.**
- In 2021, the BEd Honours in Education Leadership and Management, as well as the Master in Business Administration programmes opened for enrolments in January, followed by the Advanced Diploma in Education in School Leadership and Management in July.

As indicated in the Table below, UJ is now offering twelve (12) fully online programmes and 2022 has shown a somewhat slower yet continued overall growth in module registration numbers.

Growth in the complete undergraduate and postgraduate online suite is reflected by the increase from 1586 module registrations at the end of 2021 to 1845 module registrations at the end of 2022, an increase of 259 (about 7%) module registrations.

### UJ Online Programmes – Module Registrations Increase from 2021 to 2022

ONLINE PROGRAMME	LAUNCH DATE	MODULE REGISTRATIONS		
		D6 2021 Intake	D6 2022 Intake	Increase 2021 to 2022
Master of Public Health	D6-17 23 Oct 2017	274	297	23
Master of Education in Information & Communication Technology	D6-17 23 Oct 2017	87	87	0
Master of Education in Educational Management	D2-18 12 Mar 2018	110	73	- 37

ONLINE PROGRAMME	LAUNCH DATE	MODULE REGISTRATIONS		
		D6 2021 Intake	D6 2022 Intake	Increase 2021 to 2022
Bachelor of Commerce in International Accounting → BCom Accountancy	D4-18 01 Jul 2018 Name changed from D1-21 11 Jan 2021	258	373	115
Bachelor in Human Resource Management	D4-18 01 Jul 2018	172	191	19
Advanced Diploma in Financial Markets	D4-18 01 Jul 2018	211	140	-71
Advanced Diploma in Logistics	D2-19 11 Mar 2019	81	121	40
Advanced Diploma in Transportation Management	D2-19 11 Mar 2019	64	68	4
Advanced Diploma in People Performance Management	D2-19 11 Mar 2019	33	21	-12
BEd Honours in Education Leadership & Management	D1-21 11 Jan 2021	118	119	1
Master of Business Administration	D1-21 11 Jan 2021	123	273	150
Advanced Diploma in Education in School Leadership and Management	D4-21 28 Jun 2021	55	82	27
<b>TOTAL MODULE REGISTRATIONS</b>		<b>1586</b>	<b>1845</b>	<b>259</b>

By the end of 2022, after five years of running the online programmes, processes and procedures have been effectively imbedded in the online student life cycle. As a result of that and continued academic, administrative and marketing improvements, the University has once again made great strides in addressing the need for fully online higher education in South Africa.

CAT's involvement in this university-wide project included the following:

- **Overall instructional design for all twelve above-mentioned programmes and continued design updates of new modules for each programme cycle (the order in which modules run) as they open for each new intake.**
  - **Two instructional designers (IDs) and one ID intern fulfilled this role during 2022.**
- Blackboard (UJ's online learning management system) administrative support regarding module creations and access for each of the year's six intakes by CAT's Systems Support team.
- **CAT's Senior Manager: Projects functioned as the secretary of the Steering Committee Online Programmes (SOP) for all meetings held.**



# **ANNEXURE 3**

## **PUBLICATIONS IN ADS 2022**



## ADS PUBLICATIONS 2022

### Journal Articles

Bester, J. & Pretorius, E. (2022). Linking reflective and authentic learning: Encouraging deeper learning experiences in a first-year civil engineering module at a university in South Africa. *Scholarship of Teaching and Learning in the South*, 6(3), 108-122. <https://doi.org/10.36615/sotls.v6i3.251>

Ellison, G.T.H., Mattes, R.B., Rhoma, H. & De Wet, T. (2022). Economic vulnerability and poor service delivery made it more difficult for shack-dwellers to comply with COVID-19 restrictions. *South African Journal of Science*, 118(5-6). <http://dx.doi.org/10.17159/sajs.2022/13301>

Ellison, G.T.H., De Wet, T. (2022). Structural and attitudinal barriers to bicycle ownership and cycle-based transport in Gauteng, South Africa. *Transportation in Developing Economies*, 8(6). <https://doi.org/10.1007/s40890-021-00134-3>

Goto, J. & Munyai, A. (2022). The acceptance and use of online learning by law students in a South African University: An application of the UTAUT2 Model. *The African Journal of Information Systems*, 14(1), Article 3. <https://digitalcommons.kennesaw.edu/ajis/vol14/iss1/3>

Karsten, I. & Van Zyl, A. (2022). Design-based research (DBR) as an effective tool to create context-sensitive and data-informed student success initiatives. *Journal of Student Affairs in Africa*, 10(1). doi: 10.24085/jsaa.v10i1.3706

Lees, D. & Van Zyl, A. (2022). Honoring student 'voice' in investigating student identity development in a narrative study: A methodological and analytical example. *Qualitative Sociology Review*, 18(1), 28-49. doi: 10.18778/1733-8077.18.1.02

Tsele-Tebakang, T., Morris-Eyton, H. & Pretorius, E. (2022). Herb-drug interactions: Perception and revelations of nurses in primary healthcare clinics, South Africa. *International Journal of Africa Nursing Sciences*, 16. <https://doi.org/10.1016/j.ijans.2022.100409>. Impact Factor 1.33 (ISSN 2214-1391)

### Conference Presentations

Goto, J. (2022). University students' satisfaction with hybrid learning. Presented at the UP2U Conference, 4 November 2022, Northwest University, Potchefstroom.

Janse Van Vuuren, F. & Joshi, H. (2022). Student and staff support in a time of crisis: Lessons learnt on the liminality of the Covid-19 pandemic at a higher education institution in South Africa. Presented at the SAAIR Conference, 14-17 November 2022, Unisa, Pretoria.

Shabanza, K.J. (2022). Clash between connectivism and writing centre praxis in a COVID-19 teaching context: Perspectives from writing consultants. Presented at the 7th Annual SANRC FYE Conference, 18-20 May 2022, Cape Town.

Zitumane, K. (2022). Supporting student writing during the pandemic: A reflective presentation on the UJ Writing Centre. Presented at the 7th Annual SANRC FYE Conference, 18-20 May 2022, Cape Town.

## Invited Presentation

Joshi, H. (2022). The leaders of the future: AI in the 4IR: A case study from the University of Johannesburg. Presented at the Universitas 21 Conference, 5 May 2022, Birmingham, England.

## ADS Staff Qualifications Achieved in 2022

NAME	QUALIFICATION	TITLE OF THESIS/DISSERTATION, IF APPLICABLE
Hemali Joshi	PhD, University of Johannesburg, October 2022	<b>An ethnography of coffee consumption and café life at the Corner Café in Johannesburg</b>
Hemali Joshi	Emerging Leader – CEP, University of Johannesburg, November 2022	
Hemali Joshi	Academic Advising Professional Development – Short Learning Programme, University of the Free State, December 2022	
Riaan Loots	Academic Advising Professional Development – Short Learning Programme, University of the Free State, December 2022	
Thobani Mancu	Master of Business Administration (MBA), November 2022	<b>Evaluating the effectiveness of online psychotherapy provided by psychologists at PsyCaD</b>
Sego Matlala	PhD, University of Johannesburg	Exploring extended engineering students' misconceptions and errors displayed when solving problems involving exponential expressions
Puleng Motshoane	PhD, Rhodes University, April 2022	<b>The mechanisms conditioning doctoral supervision development in public universities across South Africa</b>

# The Future Reimagined