



UNIVERSITY
OF
JOHANNESBURG

Annual Report 2023

ACADEMIC DEVELOPMENT AND SUPPORT

ADC | CAT | PSYCAD



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OVERVIEW

The Division of Academic Development and Support (ADS) is dedicated to various initiatives to support and enhance an enriching academic experience for undergraduate students at the University of Johannesburg (UJ). Our primary focus is reducing dropout rates and improving the module pass and degree throughput rates. ADS is committed to implementing cutting-edge initiatives, encompassing psychosocial support to enrich students' environments, academic interventions to maximise learning opportunities, and the innovative integration of educational technologies. Our aspiration is to emerge as a national leader among teaching and learning student support divisions. The ADS centres' institutional objective is to nurture confident and passionate graduates, distinguished intellectuals, professionals, ethical and responsible citizens, and innovators.

Academic Development Centre (ADC)

The Academic Development Centre (ADC) consists of three units:

- ADC Access
- Academic Development and Innovation (ADI)
- Academic Literacies Unit (ALU)

The following is also housed in ADC: The UJ First Year Experience (FYE) and Senior Student Experience (SSE) coordinator, the University of Johannesburg English Language Programme (UJELP), 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 2023, ADC contributed to all the UJ strategic objectives by supporting undergraduate student success in various ways. Three innovative student success projects in ADC proved very successful in 2023. The first was the pop-up webinar series, which provided undergraduate students access to short, prerecorded webinars (10 minutes each) on selected topics with follow-up discussion opportunities. The 19 pop-up webinars had a combined reach of 7781 views. Secondly, the student success influencer project continued with eight faculty influencers being managed by ADC. They were most active on TikTok, with 6551 followers and more than 65 000 likes. Lastly, the third annual Undergraduate Research Conference was held on 3 October 2023 in the UJ APK Library. The conference had 25 undergraduate presenters from all eight UJ Faculties/Colleges.

The ***Integrated Student Success Initiative (ISSI)*** aims to impact student success at UJ in terms of module pass rates and in-time degree completion rates by using a data-informed process to allocate resources where they can have the most significant impact on student success. The strength of the ISSI lies in the collaborative participation of eight Vice-Deans: Teaching and Learning. In 2023, 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, and lecturers, to develop and implement agreed interventions. Examples of interventions included initiating detailed discussions about service module alignment, CAT scans of affected modules and in-depth analysis of student performance patterns resulting in customised interventions in selected modules.

In its second iteration (ISSI 2.0), the ISSI initiative continued to analyse historic student progress (a combination of load and success) in the various qualifications in a specific Faculty/College. Qualifications with problematic progress rates were identified. This allowed ADC and the Faculties/College to investigate these qualifications more in-depth to identify structural obstacles to student success and completion.

These analyses were shared with the various Faculties, and initial intervention plans were devised to positively influence student in-time completion rates.

Examples of ISSI interventions include meetings between the Academic Development Centre, various Faculties, and selected departments in the College of Business and Economics (CBE). These meetings were very productive, and several structural common areas for concern across faculties and programmes and structural constraints to student progress and success emerged. As part of implementing the ISSI, institutional analyses were used to identify critical programmes and departments where meaningful support-based, structural, and pedagogical interventions could be made. Faculties invited ADC to participate in various forums, such as Dean's Committees and Faculty Teaching and Learning Committee meetings, while the CBE and the Faculty of Law invited the centre to participate in their Teaching and Learning workshops.



ADC Access

ADC Access, responsible for ADC's extended curriculum programmes, continued its work in 2023, focusing mainly on the Doornfontein Campus, but extended to the Soweto and the Bunting Road Campuses. ADC Access taught approximately 717 first-year students enrolled in FEBE, Humanities and CBE during the year. The module success rates of most of the 16 extended curriculum groups were 86% and above, while the success rates of extended diploma offerings remained high at 88%. Those of the FEBE extended degree offerings in their first year were 90%, those of the extended diploma offerings in CBE were 81%, and those in Humanities were 92%.

ADC Access continued to expand its blended learning offerings. Lectures were offered face-to-face, with online content also provided, while most tutorials were presented in a hybrid mode. ADC Access staff continued to develop multimedia teaching and learning resources based on the ADC Access methodology to be shared with all UJ staff. ADC supported the extended students with access to a laptop, while UJ provided campus-wide connectivity, and PsyCaD supported students with personal and home environment issues. Student advising in ADC Access has also been strengthened, and a full-time advisor has been appointed to DFC.



Academic Development and Innovation (ADI)

In 2023, Academic Development and Innovation (ADI) supported student success at the University of Johannesburg 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 had 665 students, and the two modules registered an average pass rate of 94% (MAPS Eco)

and 96% (MAPS Hum), respectively. ADI led several innovative programmes and interventions that contributed to reducing student dropout rates and strengthened both the First Year Experience (FYE) and the Senior Student Experience (SSE). Innovations included the ramping up of student learning development advising and the provision of customised and prerecorded micro-webinars. During 2023, ADI interacted with over 22 000 students, providing academic assistance through webinars, pop-up workshops, student community engagements, faculty workshops, study skills and mentor training, Reading in the Discipline (RID) interventions, individual or group consultations, and online Blackboard self-paced modules. One significant growth area for ADI was its active participation in the UJ Advising system. This included eight ADI staff completing the UFS Advising course and providing hundreds of responses to student queries through the advising system.



Academic Literacies Unit (ALU)

The Academic Literacies Unit strengthened its contribution to teaching and learning with three key modules, namely English for Law (EFL), Language and Skills for Science (LSS), and Language for the Economic Sciences (LES). The success rates in these modules ranged from 88% (in LSS) to 96% (in LES). The extent of student engagement with the consultants of the four UJ Writing Centres was good. Overall, the Writing Centres completed 6925 face-to-face consultations in 2023, a noticeable increase compared to 5474 in 2022. This increase was possible due to reverting back to in-person group consultations and renewed marketing efforts to reignite the students' interest in the services offered by the Writing Centres in a post-pandemic era. This allowed the Writing Centres to interact with the highest number of individual students (13 526) in its history. In addition, several innovative practices emerged from the Writing Centres in 2023. These included a small but highly successful undergraduate writing competition and offering eight Writing Cafés in conjunction with the UJ Library.

In 2023, the **UJ First Year Experience (FYE)** and **Senior Student Experience (SSE)** continued their important work. The FYE started with the First Year Orientation (FYO), which offered a blended UJ Orientation to welcome first-time UJ students into their new environment. ADC planned the 2023 First Year Orientation (FYO) in partnership with the UJ Faculties and College, and Support Services (specifically CAT) to create the first-year orientation experience. We collectively produced eight FYO modules (one per Faculty/ College) and a full on-campus FYO programme. The modules were used to deliver information included in the FYO to the new first-year students and during the extended orientation. In 2023, the student participation in the FYO was excellent. To assist the newly arriving first-year students, the FYE office again employed 153 FYO marshals strategically placed on all four campuses for the first two weeks of class. These marshals recorded 12 073 consultations with students during this time.

In 2023, the **South African National Resource Centre for the First Year Experience and Students in Transition (SANRC)** continued a programme of work that formally began in early 2022, supported by the University Capacity Development Programme (UCDP) grant. This work programme includes strengthening and continued advancement of the First Year Experience at a national level through an active programme of research, webinars, capacity building of South Africa's public universities, and social media outreach. The SANRC also hosted the 8th Annual SANRC First Year Experience Conference (17-19 May 2023) at the President Hotel in Cape Town. The keynote address, Putting first-year experience into context, was delivered by Prof Vuyisile Nkonki, Director of the Teaching and Learning Centre (TLC) at the University of Fort Hare. The second keynote of the conference, The impact of the integrated practitioner: Third space working to enhance student transitions and success, was delivered by Dr Emily McIntosh, Director of Student Success at the University of West Scotland (UWS), in the United Kingdom (UK). More than 130 delegates attended the conference. In 2023, the SANRC concluded the national iteration of the International Survey of Peer Leaders (ISPL) with 11 participating universities (including UJ) in South Africa. 'Cleaned' institutional datasets will be distributed in 2024 to participating universities for their use. The SANRC will prepare a report on the national results. The survey will yield important insights into peer leadership at the participating universities.

Centre for Academic Technologies (CAT)

The Centre for Academic Technologies (CAT) supports teaching and learning at UJ. Its primary goal is to deliver cutting-edge and advanced technologies to students and staff, ensuring they receive the necessary training and support to harness these technologies effectively for learning and teaching.

Through our **student support** initiatives, CAT's 2023 orientation initiatives supported first-time entering students in multiple learning and teaching delivery modes. Staff hosted three online pre-orientation sessions per day on Blackboard Collaborate from 25 January to 3 February and face-to-face orientation sessions integrated into the institutional orientation programme across all campuses in the week of 6 to 10 February.

Students were trained to navigate the Blackboard learning management system (LMS), submit assignments online and communicate with lecturers and peers through different online channels. In addition, students were introduced to uLink, the university's single sign-on portal for students that provides access to various academic and administrative services. More than 8500 students attended the different training sessions. During the first semester, CAT provided ongoing training on basic computer skills and Microsoft Office (i.e., Word, Excel, and PowerPoint) across all campuses, attended by 1198 students. In addition to the hands-on training, CAT designed an online *Learning with Technology* module to guide students on how to use Blackboard. A total of 14 500 students accessed this module in 2023.

CAT further provided ongoing online support through a **helpdesk** to support student readiness and success. The helpdesk team utilised the OsTicketing system to track student queries and provided just-in-time feedback and support to students, ensuring their concerns were promptly addressed. In 2023, they responded to 11 479 queries on Blackboard, technical issues, such as password reset and device-related matters, and general queries.

CAT continued the **laptop rollout** project for NSFAS and “Missing Middle” students and, in 2023, added students enrolled in extended degrees (supported by the Foundation Grant). This project emphasised the importance of equitable access to technology for all students, ensuring they had the tools to thrive academically in the digital age. CAT distributed 2218 entry-level laptops to NSFAS and Missing Middle students and 1386 laptops to extended degree students, with extended degree students in the Faculty of Engineering and the Built Environment receiving higher-spec laptops.

The successful implementation of this initiative indicates UJ’s commitment to ensuring that our students receive the necessary support and resources to succeed in their academic pursuits.

In 2023, the University of Johannesburg allocated R10.5 million to purchase **e-textbooks**. This initiative aims to provide students with access to learning resources. 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, who provided an e-reading platform called the miEbooks application. By the end of 2023, 100% of the available funding was utilised to provide 9150 individual students with access to one or more e-textbooks.

Aside from supporting students, CAT also **supports academic staff** in their blended and fully online teaching endeavours. Through departmental visits, workshops, webinars, and just-in-time refresher training sessions, CAT engaged over 1000 teaching staff between January and August 2023 in 83 events. We also responded to nearly 13 700 queries from staff about the LMS and blended pedagogy.

In late 2023, we successfully **transitioned from the Blackboard LMS to Moodle**. Implementing the “Switch to Moodle” awareness and change management campaign from September 2023 proved instrumental in facilitating this transition. Approximately 4500 modules were migrated from Blackboard to Moodle from September to early December. Lecturers’ training began in October to facilitate a smooth transition to the new LMS. By mid-December, there was significant engagement, with nearly 1000 staff members attending the departmental visits and over 1200 staff attending the *Introduction to Moodle* training (offered both face-to-face and online). Around 3050 lecturers were granted access to the UJ Moodle platform before the December recess. Recognising the importance of supporting lecturers in navigating the new

system, a self-paced Moodle course (Teaching with Moodle) was designed. This aimed to equip lecturers with the necessary skills to utilise the Moodle LMS. UJ Moodle went live the first week of December, marking the culmination of extensive preparations and collaborative endeavours.

CAT rolled out three crucial fully online courses to prepare students for the new LMS. The first is a self-paced course, *Discovering Moodle*, that enables students to master the functionalities of UJ Moodle. The second course, *Online Orientation*, prepares the UJ-HEPSA fully online programmes' students for online learning at UJ. The third updated Moodle course, *Learning with Technology*, is for all UJ students and prepares them to use various technologies in their learning.

Another area of CAT's work is maintaining and enhancing the functionality of **uLink**, a single sign-on access portal for UJ's students and staff. In 2023, the uLink platform showcased its significant impact on UJ's community, with over 1.2 million hits for the year and an average monthly user (both staff and students) of 78 774 accessing different resources through the system. The students and staff who logged on to uLink viewed a total of 66 million pages during 2023. This, with an average engagement time of almost nine minutes per session, is evidence of uLink's effectiveness in providing seamless access to academic and administrative services. uLink has proven indispensable for daily digital interactions, reflecting the platform's vital role in UJ's educational and operational framework.

CAT manages the design, development, and administration of a series of **free short learning programmes (SLPs)** that are open to all UJ students, staff, and members of the public for personal enrichment. *African Insights*, introduced in 2017, had 36 416 cumulative UJ completions by 2023. Similarly, the SLP on *Artificial Intelligence in the 4th Industrial Revolution*, launched in 2020, had 17 505 cumulative UJ completions by 2023. Two free SLPs were launched in late 2022, *Introduction to the Sustainable Development Goals (SDGs)* and *Financial Literacy – Be Money Wise*. Over 66 000 individuals will have completed the bouquet of free SLPs by 2023. Seven more SLPs were developed during 2023 and will be launched for free to UJ students, staff and the public during 2024. These SLPs cover workplace skills (in Excel, Word, MS Teams, and Presentation) and digital skills (*Information literacy* and *Digital citizenship*).

In response to changing contexts in higher education, CAT provided training and support to the UJ community in 2023 on teaching and learning-related matters. In 2024, CAT will continue to support our students and staff to enhance student success. Aside from our daily operational support, we intend to expand our free courses, automate processes, and develop digital artefacts to support student success.



Centre for Psychological Services and Career Development (PsyCaD)

Prioritising mental health education and destigmatising conversations about psychological wellbeing are fundamental steps in creating a supportive environment that encourages open dialogue and seeking help without fear of judgment. Establishing accessible and well-resourced mental health services is imperative in providing students with support and guidance. In 2023, the Centre for Psychological Services and Career Development (PsyCaD) continued to focus on four core areas, i.e. Student Counselling, Disability Services, Psychosocial Support and Graduate Recruitment and Employer Relations. Twenty-one registered mental health practitioners provide these services, constituting a staff-to-student ratio of approximately 1:2380. The International Accreditation of Counselling Services (IACS) recommends a ratio of 1 to between 1000 and 1500, suggesting that PsyCaD is slightly understaffed for the population it serves. However, this ratio is more or less in line with other South African universities.

The increase in the demand for **student counselling services** continued in 2023. In 2020, 16 040 counselling sessions were conducted, which increased significantly to 20 797 in 2023. The continuous increase in the number of counselling sessions is in line with national and international student mental health trends, which will necessitate finding effective ways of managing student mental health. In 2021, 6157 (37%) counselling sessions were done remotely via Zoom or telephone, but this declined to 1882 (9%) in 2023. To ensure an efficient triage system, PsyCaD distinguishes between advisories and therapy. The advisory system enables students to approach any PsyCaD offices on any of the four campuses without making prior appointments. During these 30-minute sessions, the mental health professionals screen the students and make recommendations for further interventions, which may be either referral to the psychologists for further therapy or to the social workers for psychosocial support. The number of advisory sessions increased from 2630 sessions in 2020 to 8328 sessions in 2023. This system seems to be effective, as the increase in demand for therapy has seen only a slight increase from 11 726 sessions in 2022 to 12 469 in 2023. The top three reasons for seeking support in 2023 were relationship problems, mild depression, and post-traumatic stress.

Not only has the demand for counselling services increased over the years, but so has the severity of the problems. For severe cases, it is imperative to have responsive systems in place to provide immediate support and management. One way of managing severe cases is to identify these students early. Although the advisory system does allow for early identification, there is a stigma attached to be seen visiting PsyCaD, and to this end, students are provided with three ways to contact PsyCaD more privately. The first of these is an emailing system (osTicket) where students can send emails to psychservices@uj.ac.za. A dedicated staff member then reads and distributes these emails to the appropriate mental health professional. This system also links to the wider ADS Advising system, which

allows for the distribution of emails to other appropriate support services. The system allows for tracking and management of these requests. In this way, tracking the progress and number of tickets managed by individual staff members is possible, and the system alerts the users when tickets have not been dealt with. During 2021, when this was introduced, PsyCaD responded to 643 tickets, which increased significantly to 2492 in 2023.

The second system used to promptly respond to crisis situations is the PsyCaD Crisis Line. PsyCaD operates a 24/7 Crisis Line that responds immediately to high risk or extreme distress incidents. We collaborate closely with Protection Services and Student Affairs to manage these incidents. The number of Crisis Line calls increased slightly from 475 in 2022 to 507 in 2023, of which 52 were suicide-related calls. Lastly, a residence psychologist has been appointed, who is available on campus after hours to attend to 24/7 crisis-related incidents in the residences. During 2023, this psychologist dealt with 17 crisis situations in the residences.

To address the increasing demand for psychosocial support, PsyCaD has appointed four social workers to assist students in coping with adverse life events and a lack of basic amenities. Over and above individual consultations, PsyCaD embarked on a number of initiatives, including informal and formal clothing and food drives to ensure that there are clothing and food banks from which students can be assisted. PsyCaD also started a Care for a Friend campaign which aimed to collect stationary, toiletries, etc., for students in need. In addition, PsyCaD embarked on several projects and campaigns (approximately 20) to equip students with skills and provide group support where necessary.

The **Disability Unit (DU)** fosters 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 Faculties. 388 students declared their disabilities when they registered at the beginning of 2023. The figures may, however, 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. There was a slight decline in the number of concession applications from 112 in 2022 to 87 in 2023. Not all types of disabilities require concessions, which explains the discrepancy between the number of students who declared their disabilities and those needing accommodation. Although Student Counselling provides therapy for these students where indicated, the DU also has individual sessions with the students to monitor their progress and wellbeing. The number of individual sessions increased from 1275 in 2022 to 1522 in 2023. In addition, the DU ran 20 awareness campaigns to sensitise the UJ community to different types of disabilities.

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 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.

PsyCaD offers a range of career initiatives aimed at equipping students for the world of work and assisting students to find employment after graduating. Based on the range and quality of our services, UJ Career Services was rated as one of the top three service providers, alongside UCT and UP, by South African companies in 2023. Additionally, our Graduate Recruitment programme was rated as the best in the country.

In June 2023, the team hosted a Career Bootcamp, during which nine companies presented topics on the preparation for the world of work. The Career Services team also hosted four on-campus Career Fairs, i.e., Law, Commerce, STEM, and a General Career Fair. In 2022, 66 companies attended the fairs, which increased significantly to 96 in 2023. The number of students who attended the fairs remained more or less constant from 4643 in 2022 to 4150 in 2023. Company Showcases allow companies to showcase and advertise various job opportunities to UJ students. Students can speak to the companies directly and can ask potential employers specific questions. These showcases are held on a specific day, allowing recruiters to interview UJ students for job placements. During 2023, the Career Services team hosted 32 companies/organisations on campus.

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 of recruitment opportunities for UJ students. Mass email services, social media postings, and the PsyCaD website are used to inform students and recruiters about the services of the Career Services unit. In 2023, 13 466 students and 443 companies registered on this platform. There were 195 job vacancies advertised on Career Wiz, and 2150 students used the platform to apply for jobs. The UJ Career Wiz platform will be expanded to allow UJ Departments, Centres, and Divisions to advertise internal job vacancies for UJ students.

In 2023, the **UJenius Club**, a special project coordinated by PsyCaD, accepted 469 senior students, a decrease from the 640 accepted in 2022. However, the club also accepted 1589 first-year students, a higher number than the 1126 accepted in the previous year. The total number of UJenius students grew from 1766 in 2022 to 2058 in 2023. 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 vacancies, and companies gain direct access to high-performing students.

The UJenius Club, in collaboration with PsyCaD Career Services and the Faculty of Law, arranged an excursion in September 2023 for 25 Senior UJenius Club members to visit the law firm, Bowmans. The UJenius Alumni Affinity Group was launched in November 2022, and its development continued in 2023.

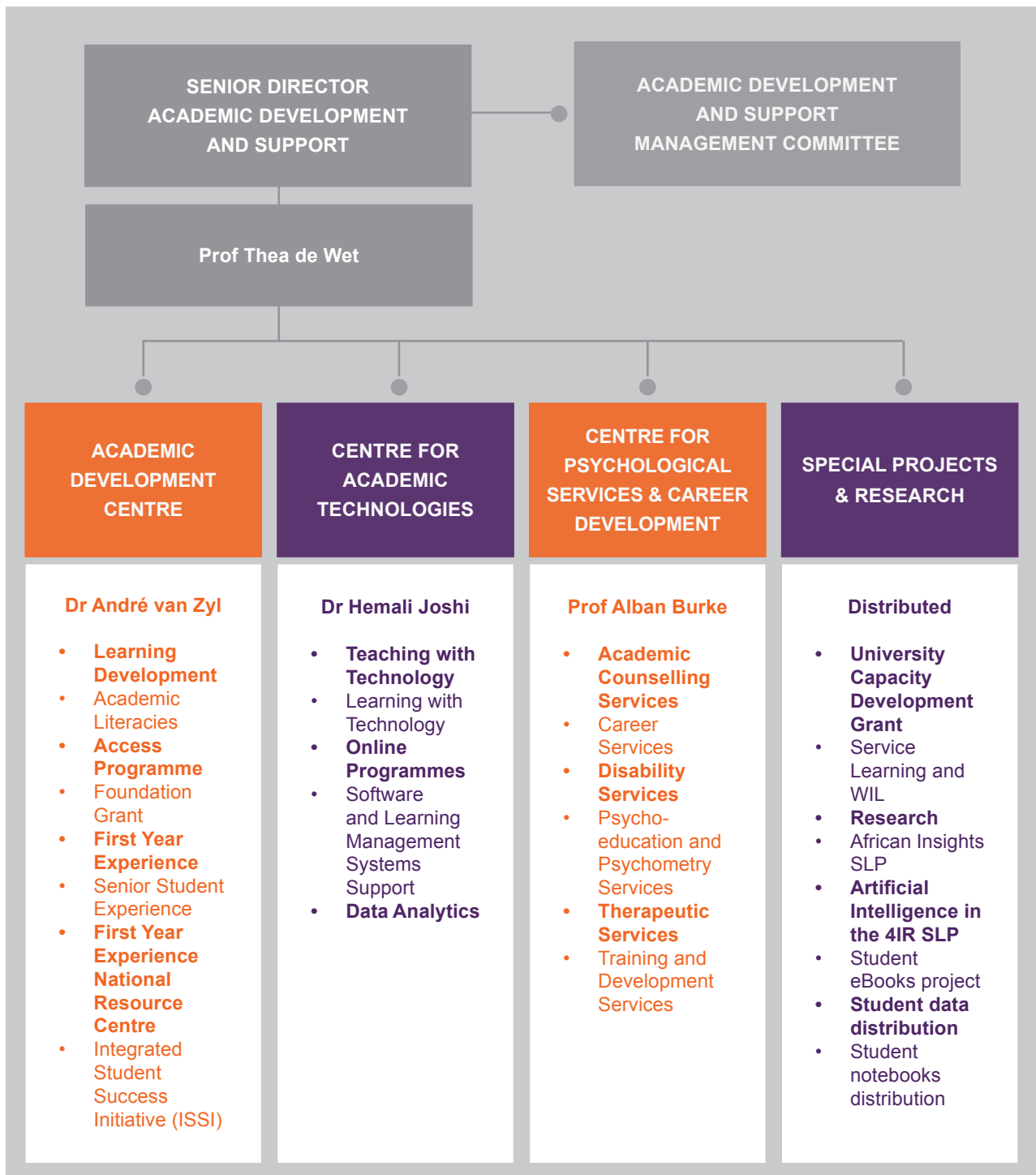




OPERATING CONTEXT, GOVERNANCE and RISK MANAGEMENT

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)



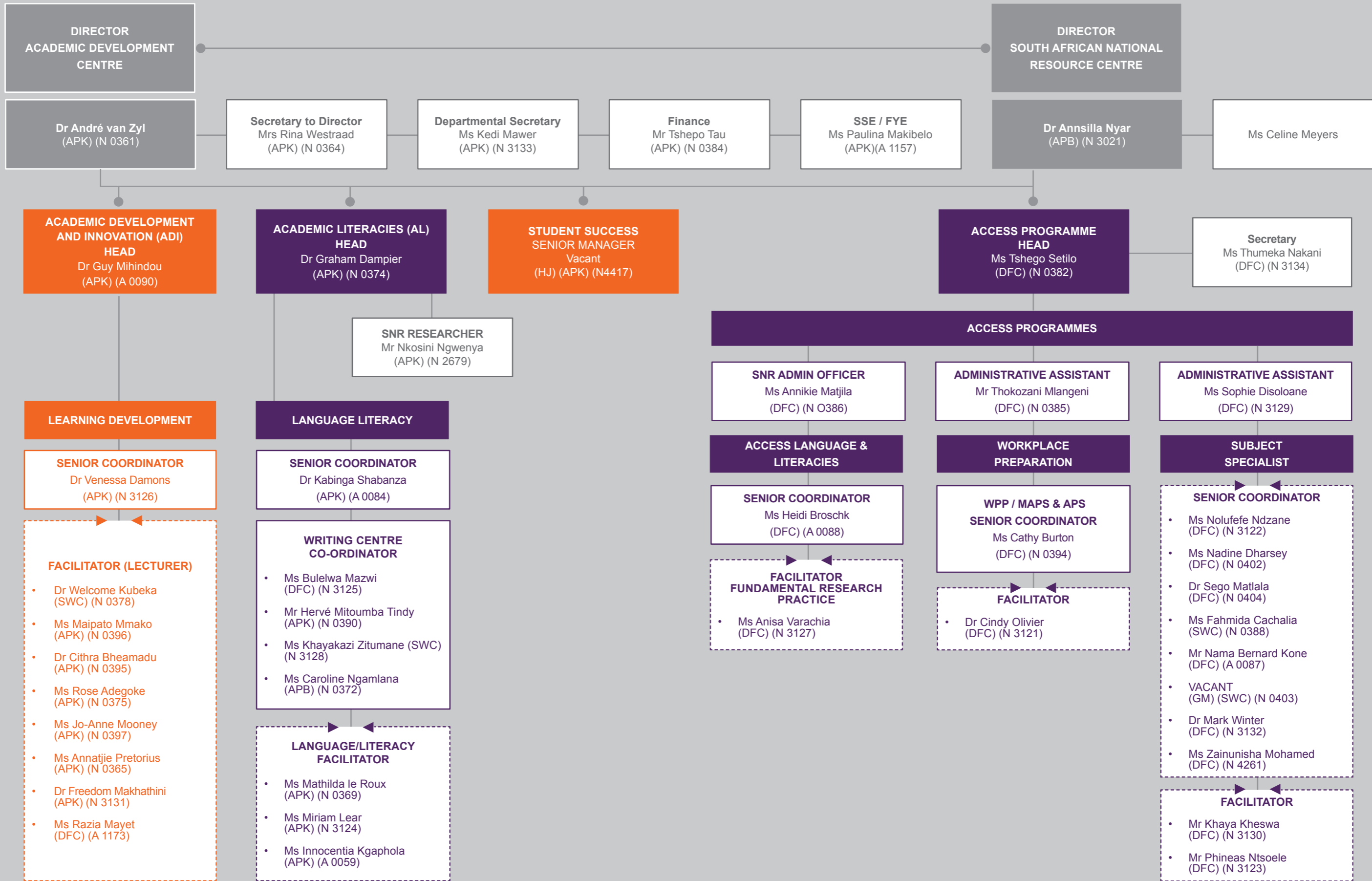
Operating Context

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 (ADC)

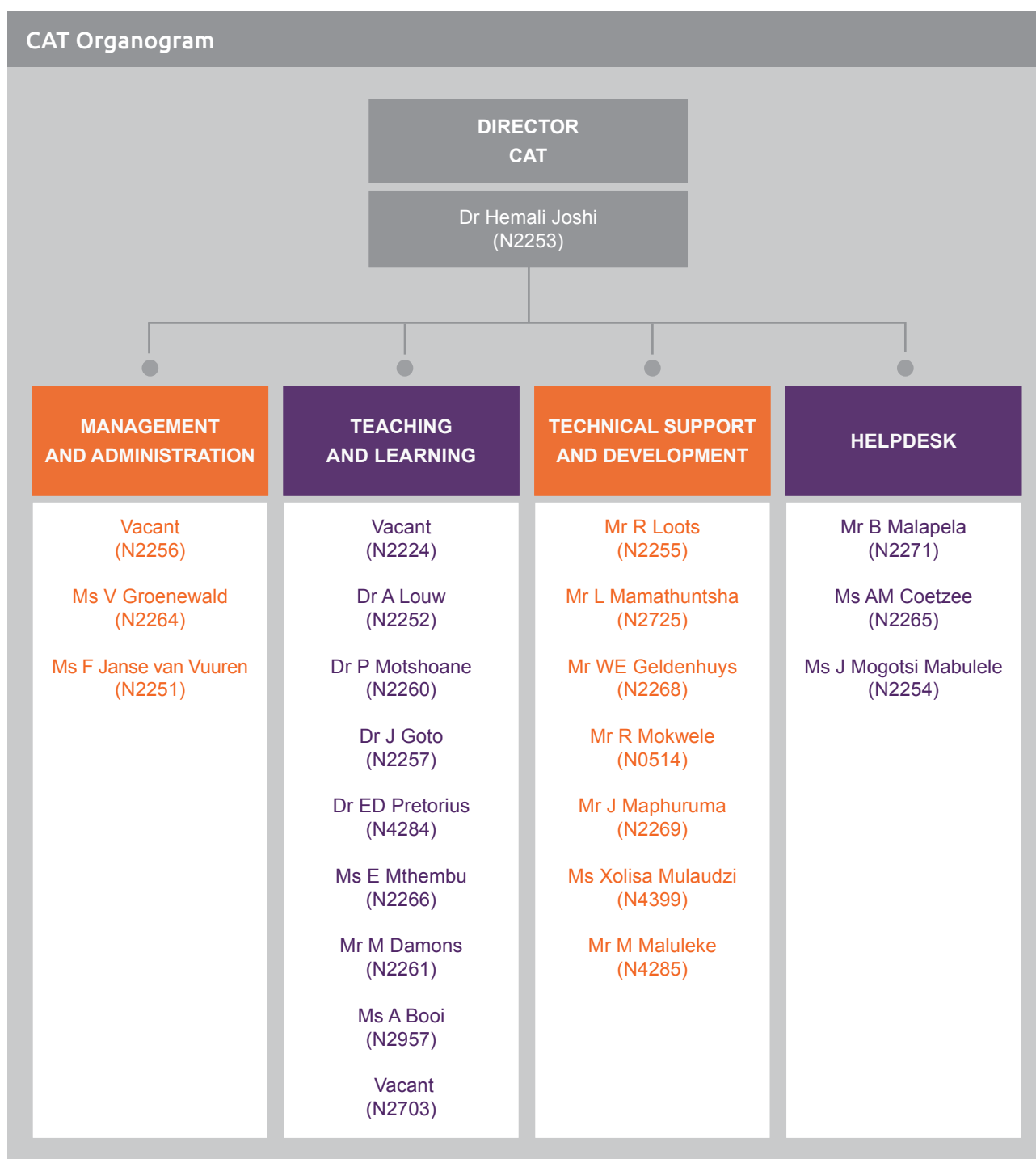
The Academic Development Centre (ADC) focuses its attention on supporting undergraduate student success and on creating a welcoming environment for all UJ students. ADC consists of three units: ADC Access provides alternative access and support in the diploma programmes. Academic Development and Innovation (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.





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.

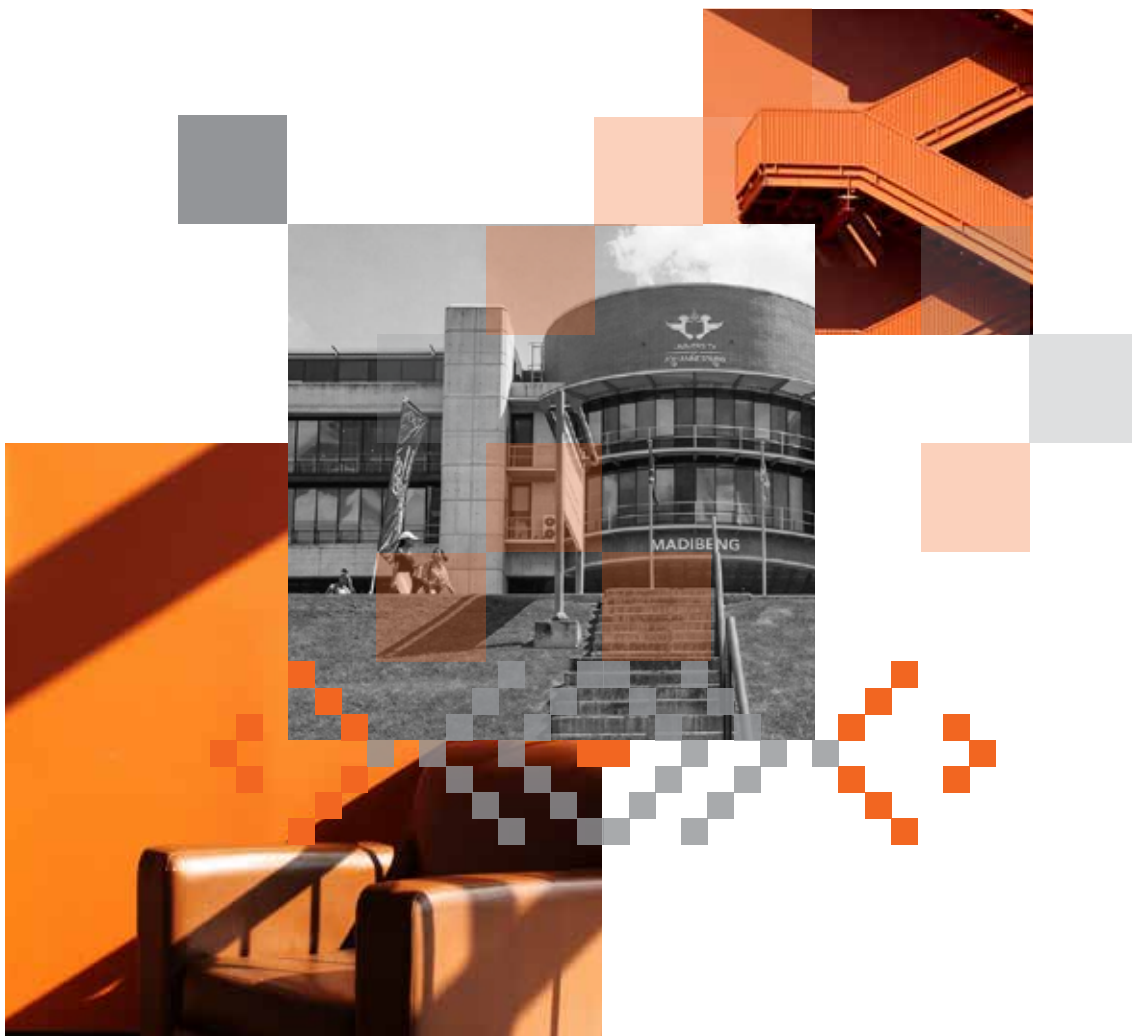




Centre for Psychological Services and Career Development (PsyCaD)

The Centre for Psychological Services and Career Development (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 team 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.



PsyCaD Organogram





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 three 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)** leadership team consists of the Director of ADC and the various Senior Managers and Senior Coordinators and meets once 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 and SSC committees 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. The SANRC is managed by its Director who in turn meets with the Director of ADC every second week. During 2023, the SANRC also met with its 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

- Coordinator: Career Services
- Coordinator: Psychosocial Support
- 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 most needed 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). The ISSI is driven by the Director of ADC and oversight and guidance are provided by the Student Success Committee (SSC). The ISSI has been re-thought and an ISSI 2.0 was initiated in 2022 and further rolled out in 2023. The 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 is also proud of its variety of curated and custom designed online support resources for UJ undergraduate students that were initially developed during the lockdowns, but have been enriched and grown since then. In addition to these efforts, the ADC Access department also provides alternative access to underprepared students in very effective ways that are nationally recognised. The FYE and SSE committees play a crucial role 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 2023 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 2022 and 2023, 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.



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 way in which ADC operates and has resulted in a much stronger data-informed approach. This initiative has changed the broad ADC practices in a variety of ways, including:

- 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.
- The development of a wide array of online support services that are carefully curated, constantly updated and marketed through various channels.

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 2023, ADC continued to deepen and increased its online presence and support to contribute towards 'supporting the improvement of undergraduate success rates' at UJ. The continued implementation of the 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. The 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 2023 academic year.

The 2023 Integrated Student Success Initiative (ISSI)

As stated above, 2023 saw the sixth year of implementation of the UJ ISSI. ADC has once again played a leading role in the growth and development of the ISSI under the direct oversight of the SSC, and with the full collaboration of the eight Vice-Deans: Teaching and Learning, and reporting to the UJ STLC. The main development of the ISSI in 2023 was the realigning of the whole initiative to improve the way in which data is used to guide its aims. In 2023, the ISSI used three indicators to identify areas of intervention: the success rate, student course load and the progress rate. The success rate is a calculation of the rate at which students successfully complete the modules they are registered for. The course load is a measure of the extent to which the modules students are registered for represents a full load of courses. The progress rate applies students' success rates to their load of courses to indicate the rate at which they are completing the modules needed to complete their qualification.

The problem with the success rate is that it masks the progress students make in completing their qualification. Emphasising the success rate encourages students to register for lighter, more manageable course loads, which increase their time to graduation. The success rate does not actually measure students' progress through their

qualification, because their course load is not incorporated into the 'official' measure of success. Improving the minimum-time-to-completion graduation rate is impossible without also improving the progress rate. The progress rate is calculated by applying students' success rate to their course load. This means that if 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 2023, ADC worked with the success rate, course load, and progress rate to identify key areas of interest. To this end, the following constraints to student progress and success were identified. Often service modules tend to provide a general orientation to a subject and are not tailored to meet the needs of students in specific programmes. Service modules need to be aligned to support scaffolded learning, so that a student who studies physics has covered the necessary mathematical concepts needed to calculate specific equations. Time-tabling over consecutive years of study often prevents students from registering for a comprehensive load of courses when a first-year module clashes with a second-year module for which a student is eligible to register.

Assessment overload appears to be a pervasive issue that developed when teaching and learning went online during the pandemic. The home Faculty principle has a number of unintended consequences and often results in confusion over who is responsible for students and their ability to succeed. More frequent interactions between Faculties and Departments from the home Faculty will ensure greater collaboration, the consistent implementation of the curriculum, and the sharing of best pedagogical practices. Mathematics, particularly in the first year of study, is a concern for many students from areas as diverse as education, commerce, science and engineering. Lastly, embedding the teaching of writing skills in the curriculum is needed in subject areas where argumentation and evidence-based application are the primary modes of expression.

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 various innovative teaching and learning methods, materials, and experiences. In addition, student learning is enhanced by sending students on academic excursions to gain industry experience, effective mentorship, academic advising, tutoring, and regular mark review meetings. Several initiatives promote student confidence and integration, such as the student conference, a students' sports day, a prize-giving function, and a class representative system, which assists in bridging the gap between staff and students.

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.

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
2023	91.3	90.7
2022	87.6	89
2021	81.2	87.8
2020	78.1	84.8
2019	76.9	92.5
2018	78.2	89.5
2017	80.6	89.8

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

In 2023, all classes were fully face-to-face after being hybrid in 2022. Planning discussions were held to strategise ADC Access's approach to going back to a fully face-to-face model of teaching and learning, and to continue with the highly successful interventions that Access staff members had devised during 2022. Learning materials were chunked and revised to include essential and core information to facilitate

students' accessibility and easier comprehension. Support and foundational provisions were included in the material, supported by external or Access-produced videos where appropriate. Additional notes and PowerPoints were also uploaded to accompany the prescribed reading. Tutors worked closely with subject teams and were given access to Blackboard as teaching assistants to provide additional support.

First-time entering student diploma credit success rates (%)				
YEAR	Diploma Mainstream		Diploma Extended	
	CBE	FEBE	CBE	FEBE
2023	89.7 ▲	90.1 ▼	81 ▼	90.7 ▲
2022	81.3	90.3	89	89.2
2021	88.5	85.8	87.5	87.0
2020	87.3	86.9	79.3	82.6
2019	84.2	79.0	92.8	87.3
2018	84.7	74.4	89.3	90.1
2017	84.3	83.3	88.8	92.5
2016	83.1	83.6	86.7	90.2
2015	81.8	83.6	87.9	93.7

WhatsApp and Blackboard proved to be a vital teaching tool in many modules. During the Covid-19 pandemic, WhatsApp groups were only used for communication and to provide emotional support for students by alleviating their uncertainty and anxiety where possible. However, since then, the WhatsApp groups continued as additional support for students. In 2023, they were also used for disseminating material, information, and communication between academic staff and students that provided foundational provisions and additional teaching opportunities. Attendance and lecture participation were monitored via meetings on Blackboard, but also face-to-face. These strategies were employed to consider the divergent circumstances of the Access students. Continuous contact with students and consultation with lecturers, tutors and administration staff in these groups provided personal support and contact in complex and unpredictable times.

Extended Curriculum Programmes

The following Tables indicate the 2022 and 2023 student success rates in the Extended Curriculum Programmes and are followed by a brief trend analysis:

Faculty of Engineering and the Built Environment	2023		2022	
	Registrations #	Module Success Rate %	Registrations #	Module Success Rate %
B Construction	42 ▲	100 ▲	26	92
BEng Tech in Physical Metallurgy	48 ▲	100 ▲	44	93
BEng Tech in Extraction Metallurgy	52 ▲	88 ▼	45	89
BEng Tech in Mech Engineering	50 ▲	74 ▼	48	89
BEng Tech in Indust Engineering	73 ▲	94 ▲	43	87
BEng Tech in Civil Engineering	73 ▲	85 ▼	50	90
BEng Tech in Elec Engineering	41 ▼	85 ▼	43	93
Dip: Operations Management	59 ▲	98 ▲	49	87
Dip: Management Services	56 ▲	93 ▲	45	83

Faculty of Humanities	2023		2022	
	Registrations #	Module Success Rate %	Registrations #	Module Success Rate %
Dip: Public Relations	62 ▲	92 ▲	60	80

College of Business and Economics	2023		2022	
	Registrations #	Module Success Rate %	Registrations #	Module Success Rate %
Dip: People Management	65 ▲	81 ▼	65	91
Dip: Small Business Management	37 ▲	68 ▼	31	83
Dip: Logistics	39 ▲	95 ▼	35	97
Dip: Transportation	20 ▼	80 ▼	30	83

The above results reflect efforts by ADC staff to improve the quality of teaching and learning in the extended programmes, contribute to the broader institutional commitment to excellence in teaching and learning, and improve throughput rates at UJ. All the measures that were implemented due to face-to-face teaching resulted in the seven extended programmes having module success rates of more than 90%, an additional five programmes achieving more than 80% and the rest between 68 and 79%. The 2023 extended student cohort was welcomed back on campus entirely face-to-face 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 assists students with the academic and social transitions they require to succeed in their studies.

Additional Academic Advisor

A significant role was played by academic advisors, referring students to all the support services and communications offered by UJ, as well as tracking students' academic performance. However, there was a need to review the academic advising support and for a more robust intervention. This led to the appointment of an additional academic advisor to strengthen student support in ADC Access.

Cross-Curriculum Teaching Project

In ADC Access, an observation was made informed by research, which shows that undergraduate students do not usually transfer learned skills and knowledge from one module to another (Abbot & Stance 2012), and to mitigate this, all senior coordinators were requested to share ideas on how to teach students collaboratively to gain knowledge and skills, and be able to apply this across the curriculum. The pilot phase will be implemented in 2024.

Academic Development and Innovation (ADI)

During 2023, 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 94% and 96% 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 2023, ADI recorded interactions with 22 246 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 ECO. 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 consultations 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.

In 2023, 10 389 mainstream students were also assisted through learning development initiatives. Interventions included individual consultations and departmental workshops, with student participation as follows:

- Individual consultations – 1581 students;
- Workshops – 8808 students.



Online interventions

This type of intervention included 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. The online study skills module showed 2080 completions during 2023.

The Student Success pop-up online webinars were organised throughout the year and viewed by many students:

- Pre-lecture preparations & Post-lecture reflection (12 800 views);
- How to plan for the coming exams (4312 views);
- Motivation & enthusiasm to study (2921 views);
- How to analyse a case study (280 views);
- Self-care during study and exam periods (149 views);
- Memorisation skills for success (740 views).



Volunteer mentoring at UJ

Volunteer mentoring showed strong growth at UJ in 2023. Various meetings were held with the Faculty Vice-Deans: Teaching and Learning and the College in the first and second semesters to discuss establishing volunteer mentor programmes. Three Faculties and the College have already had volunteer programmes since 2019. FEBE started their programme in the second semester of 2023, while Humanities recruited more mentors in the second semester of 2023. The Education Faculty indicated they would revive the student Educom organisation, which would provide volunteer mentors for their first-year students in 2024. The Faculty of Law started with their recruitment for 2024. The Science Faculty indicated that they would continue having lecturers supporting their students. They would consider recruiting a small number of mentors as a pilot in 2024.

The UJ mentor coordinator in ADC is responsible for the training of mentors. The training was done per Faculty request, either face-to-face or virtually. The Humanities, Residence Academic Advisors and Library mentors were trained face-to-face, while the rest were trained virtually. A total number of 627 mentors enrolled in the online sessions: 475 in the Online Mentor Training Module L1, 54 in the Online Mentor Training Module L2, and 98 in the Online Mentor Training in the Discipline CBE L1 Module. Apart from these modules, two additional training sessions were held: *How to be an emotionally intelligent mentor* and *Mentoring and diversity*. Both workshops were held online.

A mentor survey was developed and disseminated to mentors in the second week of October. The aim was to gather data to improve the quality of the UJ Volunteer Mentoring Programme. One hundred and five mentors completed the survey.

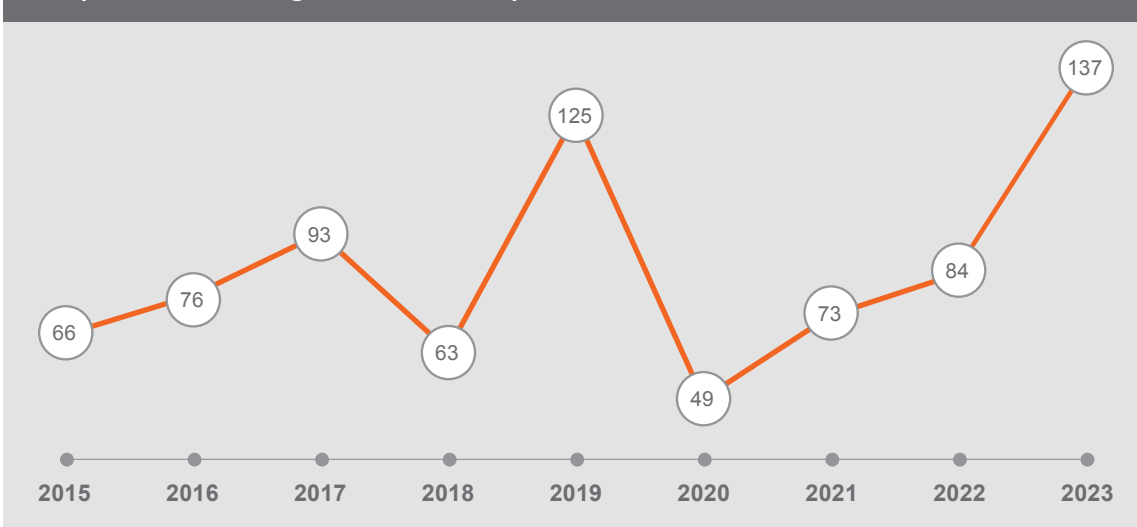
Academic Literacies Unit

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.

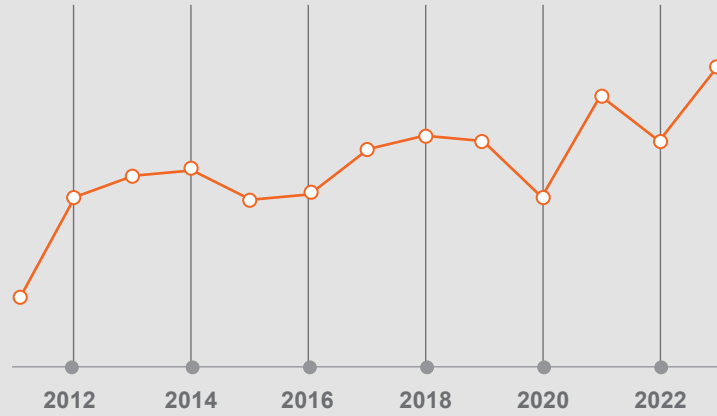
The Writing Centres

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 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 and Barton 2000; Street 2003, 2005, 2014). The year 2023 will be remembered for the Writing Centre statistics reaching an unprecedented high level in almost all aspects. The Writing Centres also facilitated 137 workshops across the UJ Faculties/College.

Comparison of Writing Centre workshops 2015 - 2023

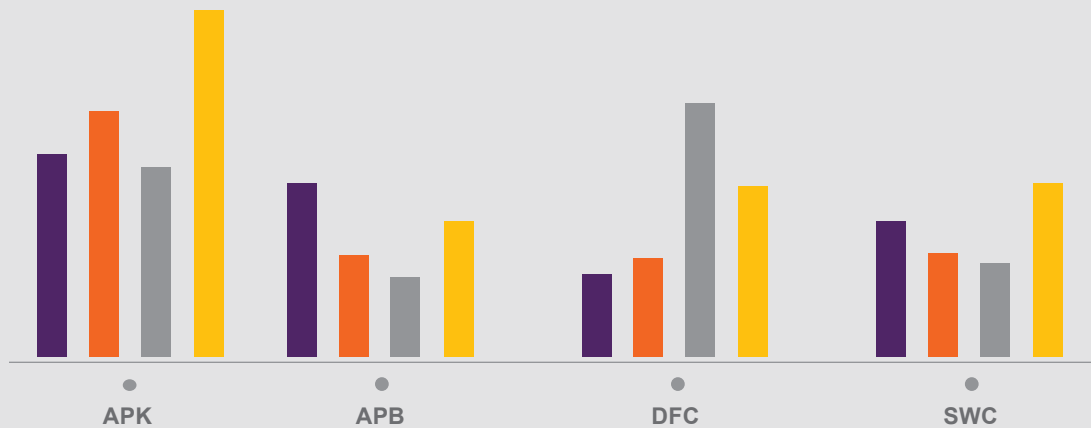


Comparison of consultations per year 2011 - 2023



2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023
2391	4376	4799	4916	4338	4465	5333	5575	5447	4407	6327	5474	6925

Consultations per campus from 2020 to 2023



	2020	2021	2022	2023
APK	1692	2057	1592	2907
APB	1452	855	668	1138
DFC	681	820	2138	1422
SWC	1128	867	783	1458



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 1176 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 89% pass rate for 2023. The Language and Skills for Science (LSS) module, offered in the Faculty of Science, achieved a pass rate of 88.1% in 2023. 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 95.8% of students passing in 2023.



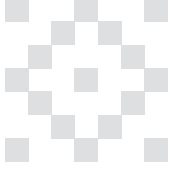
Literacy innovations during 2023

During 2023, the UJ Writing Centres launched the first UJ **Writing Competition**. The competition was advertised using flyers, posters, and an electronic banner on uLink. Students registered via a QR code with a link to an online form and by the 24 August deadline, 127 entries were received. A panel of judges, comprising five lecturers from academic departments with the highest number of visits to the Writing Centres, was to mark and categorise the entries. The prize-giving ceremony was held on 27 October.

Another 2023 Writing Centre innovation was the launch of eight **Writing Cafés** with 66 honours students from a variety of departments – 17 students were assisted at APK, 12 at APB, 9 at DFC, and 28 at SWC. With more aggressive marketing, the number of these Cafés could triple next year. The merit of these events is that they constitute a form of ‘academic writing boot-camps’ where honours students get a considerable amount of writing done.

Other ADC projects

Undergraduate Research Conference



The Academic Development Centre hosted the 3rd Annual UJ Undergraduate Research Conference in collaboration with the UJ Library on 3 October 2023. The conference was held at the Chinua Achebe Auditorium with the Nadine Gordimer venue used as a breakaway venue. The two broad purposes of the conference were to showcase undergraduate research at UJ and to develop undergraduate students to prepare for possible postgraduate studies. During 2023, all Faculties and the College were represented in 25 presentation sessions.

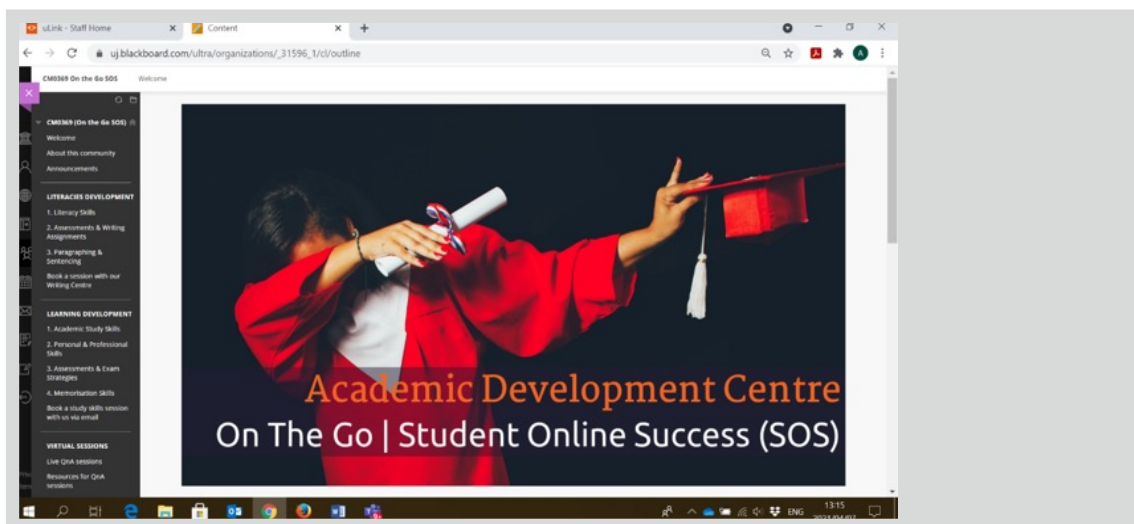


Students presented individually and in groups. The theme of the conference was Sustainable Development. About 200 researchers and guests attended physically, with about 109 online attendees.



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: 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 on Blackboard. The resultant resources ranged from reading strategies to time management, online exam preparation skills, and everything in between. In 2023, 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.



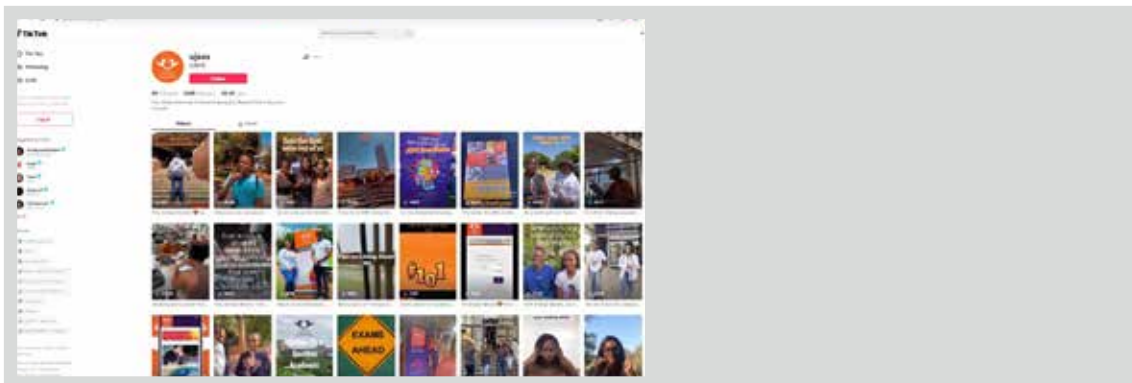
Student success and social media

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 and 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.

The aim of the project is to provide UJ students with student success educational content and tips on social media platforms that students use the most. Satire and humour are often infused to create content that is light-hearted, yet educational at the same time.

This development continued to grow in 2023, with eight 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. On TikTok the UJ SOS page had 6551 followers with 62 800 likes and on Instagram it had 1439 followers.

The video *Have you ever wondered what life would be like if you studied at a different UJ campus?* was the most viewed video on TikTok in 2023 with 106 000 views.



The influencers also had the privilege to interview the DVC Academic, Prof S. Khan. The interview and TikTok dance challenge with the DVC had 10 465 views and still counting (6000 of the initial video, 1036 of the DVC's advice to UJ students, 1102 of the Reflecting on our DVC's academic journey video, and 2327 of the dance challenge).

The influencers also assisted with the logistical arrangements of the Undergraduate Research Conference and two of the influencers, Samkeliso Dlodlu and Palisa Moleshiwa, chaired sessions. Linda Maqutu, who previously served as an influencer for the Faculty of Humanities, presented the keynote address at the conference.



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 8000 views of these videos throughout the year. This project will be refined in 2024 with pre-recorded sessions being created and marketed through the SOS module.

Date	Topic	Views	Downloads
Mon, 27 Feb	Getting started at UJ	426	
Mon, 6 March	Preparing for a lecture	362	1
Mon, 13 March	Reading skills for success	1260	2
Mon, 20 March	Writing a good essay: introduction and conclusion	1380	2
Mon, 17 April	Managing your money matters	328	
Mon, 24 April	Balancing your personal and academic life	439	
Mon, 08 May	Referencing correctly/citing sources in text	450	1
Mon, 15 May	Exam strategies	673	1
Mon, 31 July	Time management for success	196	2
Mon, 7 Aug	How to structure a paragraph well	263	1
Mon, 14 Aug	Balancing your personal and academic life	238	1
Mon, 21 Aug	Memorisation skills for success	744	
Mon, 28 Aug	Building your reading skills: a guide for students	93	1
Mon, 11 Sept	Developing self-editing and proofreading skills	84	2
Mon, 18 Sept	Motivation and enthusiasm towards your studies	287	3
Tue, 26 Sept	Unpacking assessment question/instructions	185	1
Mon, 02 Oct	Preparing for exams	138	1
Mon, 09 Oct	How to manage your time during exams	252	1
Mon, 16 Oct	Self-care during study and exam term	149	

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

During 2023, 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 FYS/O available to UJ students during 2022. The 2023 First Year Seminar/Orientation (FYS/O) planning and implementation took place in phases.

The first phase

The first phase for the 2023 FYS/O started in May 2022 with a series of reflective feedback meetings with the various UJ stakeholders, namely the various UJ Faculties, the College and all the support services divisions and centers. The purpose of the meetings was to gather and share information regarding what transpired at the beginning of 2022, as well as shaping the next phase of planning the 2023 FYS/O. It was decided to further develop the intentionally blended FYS/O, which had the capacity to adapt to the circumstances planned.

The second phase

Phase two started with a comprehensive meeting at which the new FYS/O strategy and the way forward were mapped out. The direction to take for planning the 2023 FYS was proposed, discussed and adopted. After this initial planning meeting, the committee had regular preparation meetings. The new structure included the pre-orientation sessions, the face-to-face or in-person sessions, physical support when classes resume as well as information sessions, drives and health screening as well as self-paced online participation. During the 2022 planning meetings eight FYS/O modules were reviewed and updated with new UJ material for 2023.

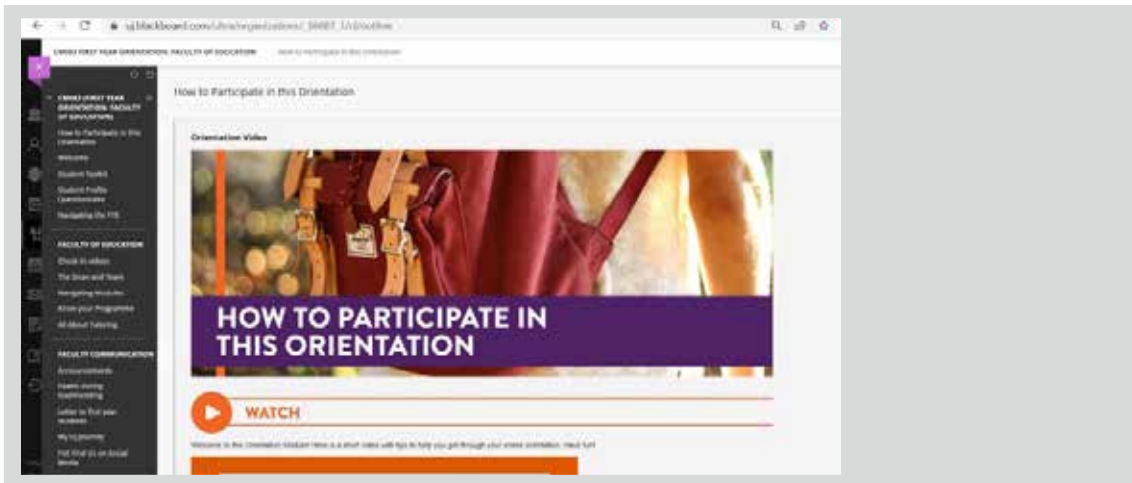
The third phase

Phase three started with eight FYS/O modules made live two days before the matric results, ensuring that once students register, they can access the modules. Subsequently, pre-orientation sessions followed, which were developed and facilitated by the Centre for Academic Technologies (CAT), and scheduled on weekdays from 25 January to 3 February 2023. A total of 3523 students logged on to pre-orientation sessions in this period (some students attended more than one session).

During the week of 6 to 10 Feb 2023 the FYS/O face-to-face sessions took place with 5869 students attending. The next week the UJ campuses had an excited buzz of student voices as students returned to campus. Once classes started, senior students continued to direct first-years and shared critical information about the institution.

The FYE/SSE recently introduced an additional layer of assistance aimed at all UJ students in the form of an expanded FYS marshal advice service on all four campuses. This necessitated the recruitment of additional marshals to ensure a continuous and well-resourced service. The 2023 new intake of marshals were trained on 2 February 2023. In the first week of class (13 to 17 February), a total of 6204 students were assisted across the UJ campuses. During the second week of class, the number of students needing FYS physical support began dropping as students started to find their way at UJ. During this week, the marshals handled an additional 4471 queries.

FYS/O face-to-face sessions and FYS Marshal support interactions			
Campus	Week		Total
	6 to 10 Feb	13 to 17 Feb & 23	
APK	230	362	592
APB	4390	5030	9420
DFC	1249	136	1385
SWC	0	676	676
TOTAL	5869	6204	12073



In preparation for 2024, the UJ FYO committee followed a comprehensive process of preparing for the 2024 orientation. The process started in May 2023 and everything was completed by November 2023. As part of this process, the previously created FYO module was updated and further developed and prepared.

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

In 2023, the SANRC continued a programme of work that formally began in early 2022, based on a University Capacity Development Programme (UCDP) grant. This programme of work includes the strengthening and continued advancement of the First Year Experience at a national level through an active programme of research, webinars, capacity building of South Africa's public universities, social media outreach and the hosting of the Annual SANRC First Year Experience Conference.

The SANRC hosted the 8th Annual SANRC First Year Experience Conference (17-19 May 2023) at the President Hotel in Cape Town. The opening keynote speaker was Prof Vuyisile Nkonki, Director of the Teaching and Learning Centre (TLC) at the University of Fort Hare: *Putting first-year experience into context at the University of Fort Hare*. The second keynote address was delivered by Dr Emily McIntosh, Director of Student Success at the University of West Scotland (UWS), in the United Kingdom (UK): *The impact of the integrated practitioner: Third space working to enhance student transitions and success*. More than 130 delegates attended the conference. The conference continues to be an important event for all higher education professionals in South Africa's universities. The scholarly and practical knowledge collectively gained will serve South Africa's higher education sector for decades to come.

In 2023, the SANRC concluded the national iteration of the *International Survey of Peer Leaders (ISPL)* with 11 participating universities (including UJ) in South Africa. 'Cleaned' institutional datasets will be distributed to participating universities for their use. The SANRC will prepare a report on the national results. The survey will yield important insights into peer leadership at the participating universities.

SANRC social media channels such as Facebook, Instagram and LinkedIn have been significantly strengthened in 2023 to enhance the contribution that the SANRC makes to the national space. A blog site has been established with the aim of encouraging the development of a community of practice for all higher education professionals with an interest in issues of the First Year Experience, student transitions and student success. A student query site is also available on the SANRC website as a channel for students to communicate various issues of concern.

Annsilla Nyar-Ndlovu was co-author for an article *Developing professionalism from within and outside: Reflections of editors of the Journal of Student Affairs in Africa at 10 years* in a special issue of Journal of Student Affairs in Africa.



CENTRE FOR ACADEMIC TECHNOLOGIES (CAT)

The strategic goals of CAT are to:

- 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

Excellence in Teaching and Learning –

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 2023. 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.

International Profile for Global Excellence and Stature –

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.

Fitness for Global Excellence and Stature –

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.

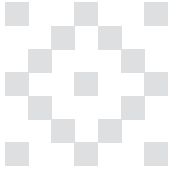
In the following section, contributions of CAT towards the University's strategic goals are highlighted in detail.

CAT staff and student training and support

The Centre for Academic Technologies plays a crucial role in supporting teaching and learning at 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. With the return to campus after the Covid-19 lockdown in 2022, and the continued implementation of hybrid teaching and learning throughout 2023, CAT implemented an orientation initiative to support students in multiple learning and teaching delivery modes.

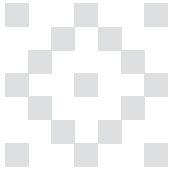
Student support

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 25 January to 3 February 2023, consisting of 24 sessions, each lasting 60 minutes, and attended by 3523 students. 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. A week of face-to-face orientation sessions were presented on all four campuses from 6 to 10 February 2023, building forth on the online pre-orientation sessions. A total of 4960 students attended these sessions. Extended orientation sessions were offered on all campuses on 13 and 20 February, which gave another 100 students the opportunity to catch up on important orientation information they might have missed. In total, 8583 first-year students attended orientation sessions.

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, 1198 students attended them in 2023.

In addition to UJ's orientation initiative for first-time entering first-year students, the University has designed a Learning with Technology (TC02023) module on Blackboard to guide them through the necessary steps to get to know and navigate Blackboard. In 2023, a total of 14 500 first-time entering first-year students accessed this module.

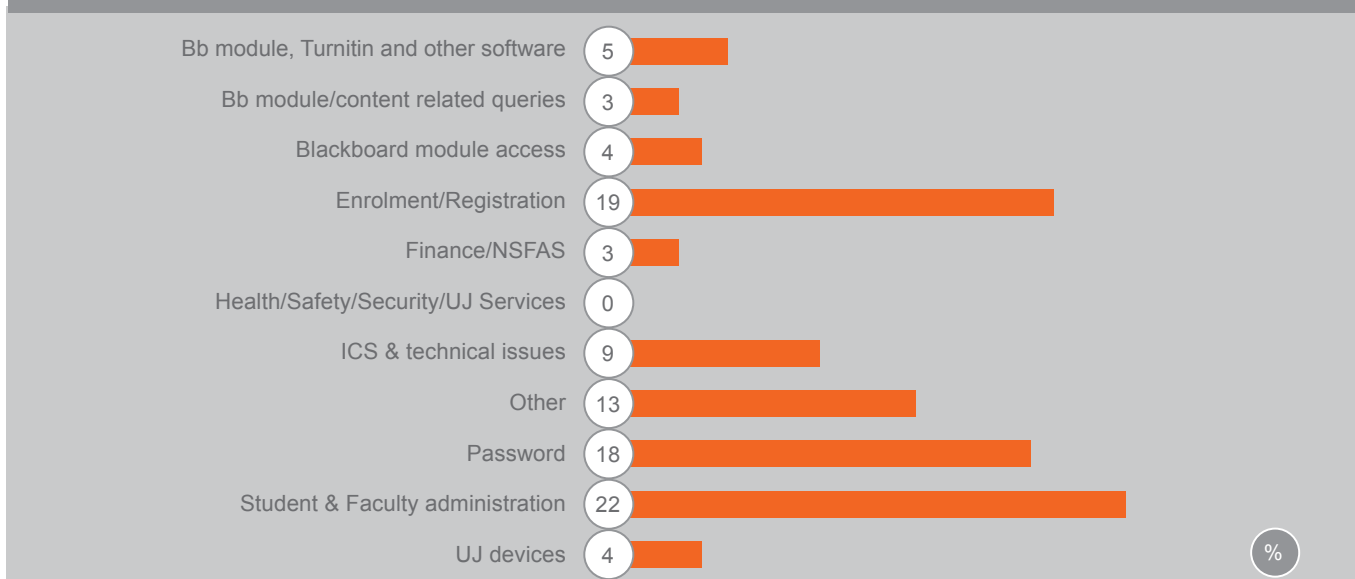
Helpdesk support

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 2023, the CAT Helpdesk team received 11 031 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. A summary overview of the process of opened, assigned, and closed tickets for 2023 is shown below.

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. An example of queries received by topic in November 2023 is detailed in the table below.

	Opened	Assigned	Overdue	Closed	Reopened	Deleted	Service Time	Response Time
CAT Helpdesk	11031	165	1364	10939	2427	164	82.4	16.4
Bb Support	7566	253	597	7074	4214	484	312.7	12.9

CAT helpdesk queries by topic or category November 2023 (%)





Student Advising via Helpdesk

The project commenced in June 2023. During June and July a total of about 1300 at-risk students were phoned by the Helpdesk staff about proposed ways of support/interventions by Academic and Development staff, which could improve their academic situations and assist them in completing their year successfully.

Between June and November, 2084 queries received via the Helpdesk were transferred to the following units created within the Helpdesk ticketing system and dealt with successfully, namely Student Advising, PsyCaD Helpdesk, Writing Centre and Learning Development.

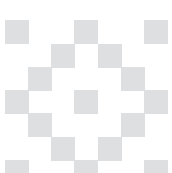


Access to learning and teaching: devices and free e-books

CAT continued the laptop rollout project for NSFAS and Missing Middle students, and in 2023 added students enrolled in extended degrees (supported by the Foundation Grant). This project emphasised the importance of equitable access to technology for all students, ensuring they had the tools to thrive academically in the digital age. CAT distributed 2218 entry-level laptops to NSFAS and Missing Middle students and 1386 laptops to Extended Degree students, with extended degree students in the Faculty of Engineering and the Built Environment receiving higher-spec laptops. The successful implementation of this initiative indicates that UJ is committed to ensuring that its students receive the necessary support and resources to succeed in their academic pursuits.

In 2023, the University of Johannesburg allocated R11 million to purchase e-textbooks. 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, the miEbooks application. By the end of 2023, 100% of the available funding was utilised to provide students with access to e-textbooks. This initiative aimed to provide students with access to learning resources, ensuring they could continue their studies.

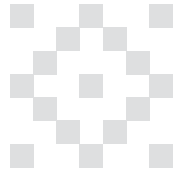
Staff support



The Centre for Academic Technologies (CAT) takes a comprehensive approach to support staff in the evolving teaching and learning landscape.

Staff training and ongoing support

Through departmental visits, workshops, webinars, and just-in-time (JIT) refresher training sessions, CAT supported teaching staff in blended teaching using the Blackboard LMS.



Between January and August 2023, 83 training sessions were conducted, attended by 1055 staff members. Throughout 2023, the CAT LMS support team demonstrated remarkable responsiveness by addressing 13 685 queries from staff members. These queries spanned diverse support requirements, underscoring the commitment to fostering a supportive academic community within the university.

Transitioning to a new learning management system

In late 2023, the University successfully transitioned from the Blackboard Learning Management System (LMS) to Moodle. The implementation of the *Switch to Moodle* awareness and change management campaign that started in September 2023 proved instrumental in facilitating this transition. Approximately 4500 modules were migrated from Blackboard to Moodle from September to early December. Lecturers' training began in October to facilitate a smooth transition to the new LMS. By mid-December, there was significant engagement, with nearly 1000 staff members attending the CAT departmental visits and over 1200 lecturers and staff members attending the *Introduction to Moodle* training. Approximately 3050 lecturers were granted access to the Moodle platform before the December recess. Recognising the importance of supporting lecturers in navigating the new system, a self-paced Moodle course was designed. This initiative aimed to equip lecturers with the necessary skills to utilise the Moodle LMS. UJ Moodle went live the first week of December, marking the culmination of extensive preparations and collaborative endeavours.

Recognising the significance of providing comprehensive resources, CAT played a key role in enhancing student support modules. In November, the Learning with Technology (240TC_002) student support module, administered by CAT, underwent updates to incorporate Moodle training resources. Additionally, a self-paced module titled Discovering Moodle (240TC_004) was developed, accessible to both students and staff, enabling them to master the functionalities inherent in Moodle.

Technical support and development: uLink and switch from Blackboard to Moodle

The Centre for Academic Technologies (CAT) 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 2023, the uLink platform showcased its significant impact on the University of Johannesburg's community, with over 1.2 million hits for the year and an average monthly users (both staff and students) of 78 774, accessing different resources through the system. This engagement is evidence of uLink's effectiveness in providing seamless access to academic and administrative services, highlighted by an average engagement time of almost nine minutes per session. With over 66 million page views, uLink has proven indispensable for daily digital interactions, reflecting the platform's vital role in our community's educational and operational framework.

The CAT team's ongoing enhancements have ensured uLink's reliability, underscoring its essential contribution to the university's digital landscape and its commitment to supporting the evolving needs of students and staff.

In 2023, CAT adeptly managed the transition from Blackboard to Moodle while continuing to support the existing Blackboard LMS until its scheduled phase-out in December. Throughout this transformative period, the CAT LMS Helpdesk team demonstrated exceptional dedication, addressing a substantial volume of tickets specifically related to Blackboard, totaling 13 685 from staff members seeking assistance. These tickets spanned various requests, encompassing needs from the Blackboard module request form, HEPSA online modules, and postgraduate master's and doctoral research modules, reflecting the diverse support requirements within our academic community.

In parallel with providing support for Blackboard, significant efforts were devoted to integrating Moodle with our Student Information System (SIS), uLink, Microsoft authentication, and MS Teams. This required careful planning to seamlessly connect Moodle with these essential systems, ensuring streamlined access and authentication processes for both staff and students. Additionally, rigorous testing and installation of selected plugins were carried out to enhance Moodle's functionality and tailor it to UJ's specific needs.

Furthermore, thorough preparations were made for the January 2024 special exams on the new Moodle platform. This included early establishment of student accounts and meticulous coordination with academic departments to ensure all necessary resources were in place for a successful transition. CAT worked closely with stakeholders to minimise disruptions to teaching and learning activities during this critical period, ensuring a smooth and efficient examination process on the new platform.

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 who are registered with the HPCSA. In 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.

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;**
- Assist students with adjustment to university through interventions;
- **Therapy and counselling for students with emotional and relationship difficulties;**
- Devising strategies for early identification of students who 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 and 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 and 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

Due to the increasing demand for consultations, PsyCaD has introduced two new initiatives, i.e. employing more social workers to assist with psychosocial problems, and a range of campaigns. During the Covid-19 pandemic, PsyCaD worked mainly remotely and offered its services telephonically and on various platforms. As the country recovered from the pandemic and students started returning to campus, PsyCaD adopted a hybrid approach where students were given the option of either online or face-to-face interventions. If one looks at the comparative statistics over the same periods it is noticeable that students are opting for face-to-face over online interventions. Despite this trend, PsyCaD will continue functioning on a hybrid model, i.e. a blended model of both online and face-to-face interventions. To deal with the demand for counselling and assessments we have the following mental health professionals per campus:

Number of Permanent Mental Healthcare Professionals per campus							
Campus	Psychologists	Social Workers	Psychometrists	Intern Psychologists	Registered Counsellors	Temporary Counsellors	Total
APK	9	1	1	6	1	3	21
APB	3	1					4
DFC	3	1	1			1	6
SWC	2	1				1	4
Total	17	4	2	6	1	5	35

Ratio of Student Counsellors to students in South African Universities						
UJ	SU	UCT	UWC	Wits	UP	
1 : 2380	1 : 2435	1 : 2500	1 : 3690	1 : 4000	1 : 5270	

The deployment of mental health professionals on our different campuses is based on the demand for, and types of services. The overall ratio of mental health professionals to students in UJ is approximately 1: 2380. The International Accreditation of Counselling Services (IACS) recommends a ratio of 1 to between 1000 and 1500. The UJ staff to student ratio, however, compares well to other South African Universities. The ratio for some of the other universities in South Africa are shown in the Table above.

These numbers bear testament to the fact that UJ prioritises student mental health by ensuring that PsyCaD has the necessary resources to provide the required psychosocial support for its students.

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. Students with mental health problems need to be prioritised and provided with resources and support. 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. 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. During 2020, 16 040 counselling sessions were conducted and this increased significantly to 20 797 in 2023 (see Table below). The continuous increase in the number of counselling sessions is in line with both national and international trends in student

Number of students seen for counselling per campus												
Campus	ADVISORY				THERAPY				TOTAL CONSULTATIONS			
	2023	2022	2021	2020	2023	2022	2021	2020	2023	2022	2021	2020
APK	4 956	4 734	1 911	1 138	6 446	7 131	7 921	8 695	11 402	11 865	9 832	9 833
APB	2 039	2 091	972	654	1 801	1 445	1 298	1 220	3 840	3 536	2 270	1 874
DFC	743	850	411	527	2 876	2 235	2 273	2 380	3 619	3 085	2 684	2 907
SWC	590	542	442	311	1 346	915	1 191	1 115	1 936	1 457	1 633	1 426
TOTAL	8 328	8 217	3 736	2 630	12 469	11 726	12 683	13 410	20 797	19 943	16 419	16 040

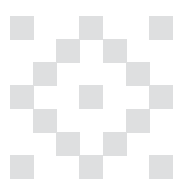
mental health, which will necessitate finding effective ways of managing student mental health. During 2021, 6157 (37%) counselling sessions were done remotely, either via platforms such as Zoom, or telephonically, but this declined to 1882 (9%) in 2023.

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 took 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 2020 to 2023, 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.

Top 10 reasons for counselling

	2023	2022	2021	2020
1	Relationship problems	Moderate depressive episode	Relationship problems	Relationship problems
2	Moderate depressive episode	Adjustment disorders	Moderate depressive episode	Adjustment disorders
3	Post-traumatic stress disorder	Post-traumatic stress disorder	Adjustment disorders	Mixed anxiety and depressive disorder
4	Adjustment disorders	Generalised anxiety disorder	Post-traumatic stress disorder	Post-traumatic stress disorder
5	Depressive episode	Mixed anxiety and depressive disorder	Generalised anxiety disorder	Generalised anxiety disorder
6	Generalized anxiety disorder	Acute stress reaction	Mild depressive episode	Acute stress reaction
7	Mixed anxiety and depressive disorder	Mild depressive episode	Mixed anxiety and depressive disorder	Obsessive-compulsive disorder
8	Other disorders of central nervous system	Depressive episode	Acute stress reaction	Neurodevelopmental disorders and physical disabilities
9	Mild depressive episode	Disturbance of activity and attention	Dysthymia	Social phobias
10	Recurrent depressive disorder	Moderate depressive episode	Social phobia	Moderate depressive episode



To address the increasing demand for psychosocial support, PsyCaD embarked on a number of projects and campaigns to equip students with skills and provide group support where possible. The addition of social workers to the PsyCaD staff has enabled it to provide a wider range of psychosocial support. This initiative was motivated by the observations that adverse life events and the lack of basic life amenities have a detrimental effect on students' mental health and wellbeing. Support to students regarding these issues included:

- **Gender-based violence (GBV):** In addition to individual counselling, 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. A number of campaigns were also run during 2023, i.e.:
 - “Show love not violence” poetry competition on 17 February 2023 on DFC.
 - “Freedom to Stand against GBV” on DFC on 21 April 2023.
 - “Abuse is not love” collaborative project with PsyCaD and L’Oréal.
 - Multiple projects were run that not only focuses on GBV, but also on healthy relationships.
- **Clothes drive:** PsyCaD assisted in this project by collecting clothes and then handing the collected clothes over to Student Affairs for distribution to students.
- **Food drive:** Student Affairs, in collaboration with PsyCaD, approached internal and external stakeholders to donate food that could be distributed to students in need. Our social workers have been reaching out to NGOs close to the UJ campuses and residences to provide students with cooked meals. Other food drive initiatives were initiated in collaboration with Student Affairs and the SRC.
- **Accommodation:** PsyCaD refers students who are in desperate need of emergency accommodation to Student Affairs. So far, their emergency accommodation is not advertised to the public/students due to limited resources.

In addition to these initiatives, broader projects and campaigns, which addressed mental health and wellness, were introduced. The following projects and interventions were initiated in 2023:

- **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.
- **Food garden:** Representatives from PsyCaD had several meetings with representatives from Student Affairs in an attempt to establish food gardens at residences.
- **Mental Health October Wellness Week** ran from 10 to 14 October, during which encouraging social media messages were posted to motivate students.

Summary of campaigns, initiatives, and projects

	Initiatives and Projects	Description and Progress
1	Ad hoc Basic Counselling Skills training for staff	<ul style="list-style-type: none"> ■ PsyCaD often receives requests to train staff in basic counselling skills. Training of UJ Sport managers by Life EHS was completed.
2	Student Life and Transition Matters campaign	<ul style="list-style-type: none"> ■ PsyCaD participated in FYS. ■ Psychologists and social workers presented four workshops for CBE in April. ■ Presented in the Faculty of Science's first-year orientation in February. ■ Multiple campaigns and support groups were conducted during 2023.
3	Wellness Wheel campaign	<ul style="list-style-type: none"> ■ This campaign focused on equipping students with skills to improve their adjustment to early adulthood.
4	Sexual Assault Support Group	<ul style="list-style-type: none"> ■ Two sessions a month, every second Wednesday on MS Teams.
5	SWC PsyCaD Ambassadors	<ul style="list-style-type: none"> ■ Ambassadors were selected, orientated, and trained. ■ CV writing, Cover letter and Interview skills workshops were conducted by the ambassadors. ■ "Love Yourself and Your Mental Health" campaign was facilitated by these ambassadors.
6	Suicide awareness	<ul style="list-style-type: none"> ■ To address the high risk of student suicide, PsyCaD continuously ran campaigns to make staff and students aware of the signs and symptoms of suicide, as well as the support that was available for students in distress.
7	Run/Walk campaigns (Substance abuse, GBV, etc.)	<ul style="list-style-type: none"> ■ These events were organised in collaboration with UJ Sport.
8	Intonga/Nguni Stick Fighting	<ul style="list-style-type: none"> ■ This event was first introduced on DFC in May 2023, and we are in the process of organising venues on the different campuses so that this can be ongoing events.
9	Kindness Act	<ul style="list-style-type: none"> ■ Collection of toiletries and stationery at all the PsyCaD offices. ■ Collaborating with the SRC on this project and ran a "Prepare for exams" campaign. The SRC handed out "goodie bags" which were sponsored by PsyCaD.

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.

Collaboration with the residences and faculties continued to be a priority during 2023, with many therapy and workshop referrals stemming from the relationships 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:

- Establish effective communication (i.e. regular/periodic meetings) between PsyCaD and the College, Faculties, and Departments.
- Make and assist in decisions about student re-admissions, exclusions, and support.
- 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.
- 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.

Another concerning matter is the prevalence of student suicide. This 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. There are many reasons why students try to commit suicide and student suicide can have a multitude of complex and interrelated factors. Instances of bullying, discrimination, and social isolation create a hostile environment that can severely impact a student's self-esteem and mental resilience. As students navigate the complexities of identity formation and societal expectations, the lack of support and understanding from peers and educators can intensify their feelings of alienation and despair.

The mental health landscape of students also stands as one of the critical elements contributing to this distressing trend. The mounting pressure to achieve academic excellence often weighs heavily on the young minds, fostering a competitive atmosphere that can inadvertently exacerbate pre-existing mental health challenges. Coupled with the stigma attached to seeking help for psychological wellbeing, this pressure can lead students to internalise their struggles, ultimately leading to a sense of isolation and hopelessness.

The issue of student suicide necessitates a comprehensive, multifaceted approach that acknowledges the intricate web of psychological, social, and systemic factors at play. By prioritising mental health awareness, creating a supportive environment, and fostering a culture of inclusivity, educational institutions must work toward preventing student suicides. Every step taken toward fostering a supportive and nurturing educational environment is a step closer to ensuring the wellbeing and resilience of the students. Emphasising the need for a holistic approach to mental health, one that transcends mere crisis intervention and extends to proactive, preventive measures, is crucial in reshaping the educational landscape to foster a culture of psychological wellbeing.

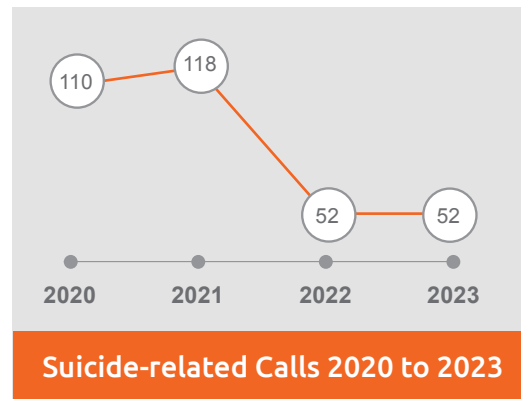
In May 2021, PsyCaD adopted the osTicket system. Students and staff can send emails to a central email address (psychservices@uj.ac.za) and these emails are diverted to the

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 2492 in 2023.

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 an effective service.

Number of crisis line calls, including suicide-related calls 2020 to 2023

	2023		2022		2021		2020	
	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	41	3	41	2	44	6	70	3
March	90	8	82	11	81	6	74	0
April	41	0	42	7	171	16	47	4
May	56	11	60	10	144	11	114	12
June	58	4	48	5	149	22	123	12
July	33	0	18	1	63	7	78	13
August	79	11	47	2	168	13	112	18
September	33	4	42	6	144	12	107	19
October	69	10	53	4	136	20	128	18
November	7	1	24	4	60	5	84	11
TOTAL	507 ▲	52 ▬	457	52	1150	118	937	110



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 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.

PsyCaD has a number of strategies to address student suicides. The first of these is to provide an immediate response to incidents of high risk, or where an attempt has been made. In this regard PsyCaD collaborates closely with Protection Services and Student Affairs through the 24/7 Crisis Line to manage these incidents. As outlined in the Table above, the number of Crisis Line calls increased slightly from 457 in 2022 to 507 in 2023. The minimal increase in calls is most likely due to alternative strategies to deal with students in distress which prevents mental health problems from developing into crises.

Prioritising mental health education and destigmatising conversations about psychological wellbeing are fundamental steps in creating a supportive environment that encourages open dialogue and seeking help without fear of judgment. Additionally, establishing accessible and well-resourced mental health services within educational institutions is imperative in providing students with the necessary support and guidance they need.

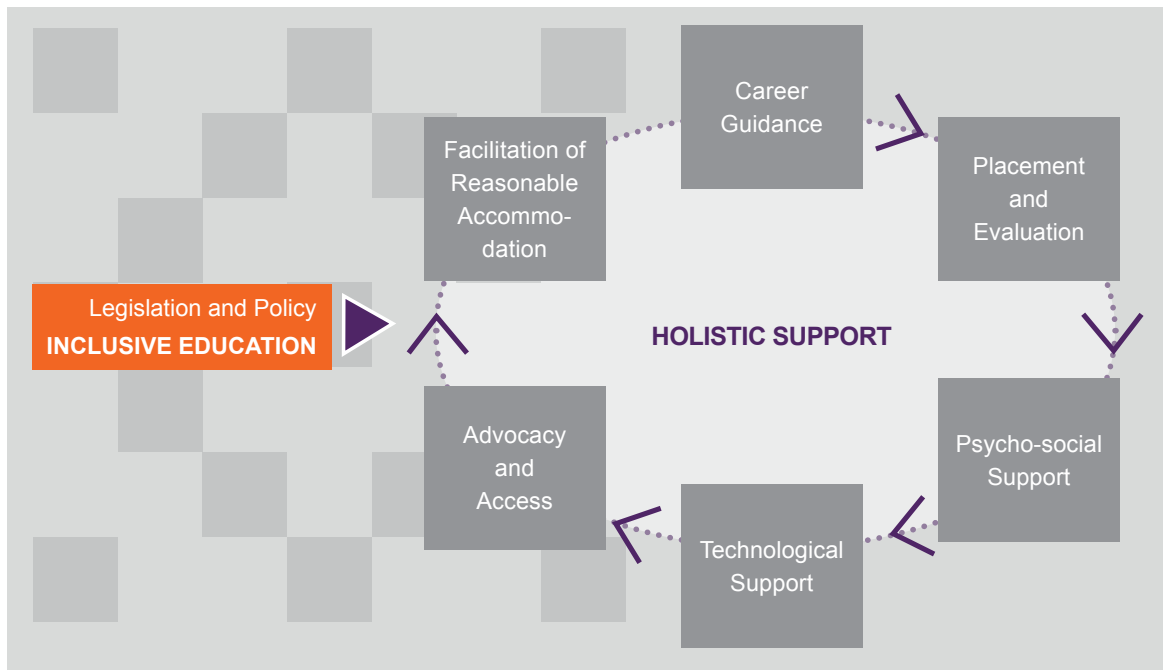
Disability Services

The Disability Unit (DU) fosters 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 384 students who declared their disabilities when they registered at the beginning of 2023 (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.

Number of UJ students with reported disabilities in 2021 to 2023				
DISORDER	2023	2022	2021	
Visual impairment	131	106	87	▲
ADHD	63	39	34	▲
Hearing impairment	20	30	34	▼
Epilepsy	30	22	21	▲
Reading disorder (Dyslexia)	21	15	18	▲
Psychiatric / Psychological	17	24	12	▼
Cerebral Palsy	10	9	10	▼
Mobility impairment	55	20	8	▲
Blind	9	4	6	▲
Paraplegic	11	4	5	▲
Writing Disorder	16	7	5	▲
Deaf	0	2	3	▼
Quadriplegic	0	2	3	▼
Mathematics disorder (Dyscalculia)	1	1	2	▼
Total	384	285	248	

UJ Support model for People with Disabilities



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 2023, this team did 10 individual concession assessments.

The number of new concession applications (see Table below) has decreased from 112 in 2022 to 87 in 2023. The number of applications in 2022 was 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. In 2023, these students had already been assisted, thus the decrease in the number of concession applications.

Numbers of new concession applications from 2019 to 2023					
DISABILITY	2023	2022	2021	2020	2019
Learning	17 ▼	20	7	9	21
ADHD	7 ▼	13	12	7	16
Visual Impairments	15 ▼	25	12	7	5
Blind	5 ▲	2	1	3	2
Physical Disability	17 ▲	14	6	14	16
Psychiatric	19 —	19	7	10	5
Neurological	7 ▲	2	3	4	3
Hearing Impairments	0 —	0	1	0	1
Other	0 ▼	17	0	0	0
TOTAL	87	112	49	54	69

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 upload 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 the Covid-19 lockdowns, people with disabilities did not require as much support as when they were 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 and even more in 2023. Two additional temporary drivers were added to assist with the influx of requests. 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 2023

SERVICE		2023	2022	2021	2020	2019
Training Sessions	Number of Students	17	15	26	4	2
Editing	Requests	96	94	117	208	198
	Pages edited	1315	1308	1247	2532	5327
	Total hours	80	73	99	142	190
Braille Services	Pages brailled	550	398	225	133	748
Sign Language	Hours	0	0	0	0	120
Transport	Students (number of trips)	1020	767	654	60	350
Test and Exam Invigilation	Sessions	310	267	63	38	240
	Papers	850	724	167	77	939
Scribing	Hours	132	69	3	3	78

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 students 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 an opportunity 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 that follows). 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 the social media pages such as Facebook.

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 when there may be access problems for students with certain disabilities.

Career and funding opportunities

Company	Focus
SARS	Recruitment opportunities for people living with disabilities
Momentum	Bursary applications
MacRobert Attorneys	Recruitment
Disability Connect	Bursary opportunity MMH Qualification
Dalitso Consulting Bursary	PWD bursary
UJ Library	Appoints a student with disabilities as a library tutor
Exxaro	Bursary opportunity for student living with disabilities
Bradshaw LeRoux (Disability inclusion specialist)	Bursary and graduate opportunity for students with disabilities
Feenix	Financing of studies for students with disabilities (R12m available)
Royal Bafokeng Holdings (RBH)	2023 RBH Human Capital Internship
Public Investment Corporation	PIC bursary applications 2024 – Persons living with disabilities
Student Village	Vodacom PWD bursary application 2023
Call Centre and IT	IT Internship opportunities
AECI Mining	Bursaries
Transnet	Opportunities in the company

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. This session was held online this year.

The students with disabilities receive psychosocial support, not only from the DU, but also the broader PsyCaD.

The number of individual consultations has continuously increased from 2020 to 2023 indicating not only the increased need for individual support, but also the DU's commitment to providing an efficient service.

Individual disability-related consultations				
	2023	2022	2021	2020
APK	1504	1236	1005	1023
APB	7	3	3	7
DFC	5	12	18	23
SWC	6	24	3	18
TOTAL	1522	1275	1029	1071

Technological support

Over and above the 44 desktop and 15 laptop computers that are available to students with disabilities, the DU 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, such as the 12 manual and 4 electric wheelchairs.

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. In 2023 the DU team organised a series of online talks and events as well as a symposium (see Table on the following page).

Working with Disabilities Training Sessions	
Target group	Date
UJ transport drivers	17 March
DU peer buddies	18 July
Student Affairs staff members	25 August
Disability ambassadors	13 October
Invigilators	20 October

In addition to this, the DU also organised a number of training sessions for UJ staff, equipping them with skills to support people with disabilities, detailed in the Table above.

Online Awareness Campaigns

DATE	NAME OF EVENT
February	Pen and pixel palooza Creative writing – Creative writing and content creation competition. Competition runs for the whole year. For students with disabilities by students with disabilities to produce ground-breaking inclusive content. Students with the best content win 1 of 5 R200 Pick n Pay vouchers.
25 Feb	Disability Orientation
March	Facebook post: created a 'Did you know' video and poster on Multiple sclerosis.
2 April	Autism Awareness – Created a poster and video on the importance of empowering individuals with autism, promoting early diagnosis and intervention.
4 April	Auditory processing Disorder Awareness Day – Created a poster, highlighting what it is, the effects and challenges associated with living with APD.
11 April	Parkinson's Disease International Awareness poster
10 May	Lupus awareness day – raised awareness on Lupus by capturing students on video around campus spreading knowledge about Lupus.
30 May	Sports – had a meeting with Lions Blind cricket organisation. A proposal has been emailed to UJ Sports Coordinator to introduce blind cricket for our blind students.
1-30 June	Research – visual and hearing-impaired students participated in a research study with social work lecturer Nolwazi Shongwe. The research study explored how exercise will help improve teaching and access for students with visual and hearing disabilities. We shared the informed consent invitation via email for our students to participate in her research project as well as went to the disability residence to get participants for the study.
16 June	Youth Day poster – capturing the history and significance to SA.
25 June	World Vitiligo Day poster "Stop the hate, spread the love".
23-25 June	Learning disability week, in collaboration with UJ social media – posted a video, raising awareness on learning disabilities, available treatments, support, and resources.
18 July	Nelson Mandela Day – Ambassadors volunteered at Helen Joseph Hospital.
21 July	Cooking lesson (Butter chicken) with DU students at Faranani Residence with Dr Rowland as guest.
1-7 August	Rheumatic fever and rheumatic heart disease – awareness poster
9 August	National Women's Day – Filmed a video around campus asking students what woman's day means to them.
September	Albinism Awareness Month poster
15 September	Suicide Awareness Campaign in collaboration with Psychological services. The event was hosted at the student centre.
29 September	Hosted Games Day (12:00-15:30) in collaboration with Miss UJ Central, Lethukuthula Ntuli and the SRC.
6 October	World Cerebral Palsy Day: Wore green in support of people living with cerebral palsy.

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.

PsyCaD offers a range of career initiatives that are aimed at equipping students for the world of work and to assist students to find employment after graduating.

This service has three main pillars:

- Career counselling and guidance, which, ideally, takes place early on in the student's studies.
- Preparation for the world of work, which is a continuous activity during undergraduate studies.
- The Graduate Recruitment Programme, which 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. Visible recruitment activities in the form of virtual talks, events, career fairs, and job searching workshops were offered in 2023.

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. Results of these surveys indicate that the PsyCaD Career Services could be considered as one of the best in South African universities. The UJ Career Services was rated as one of the top three, alongside UCT and UP, career services by SAGEA in 2023. The Graduate Recruitment Programme was additionally rated as one of the best programmes in South Africa, while the award for the best Employee Relations person went to a UJ Career Services staff member.



Career Counselling and Guidance

PsyCaD 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 intention 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.

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. In 2023 this number decreased to 530 students. The series and numbers of participants are presented in the Table that follows.

Future World of Work Series		
Workshop	2023	2022
Graduate preparedness in entering the job market and virtual internships	150	130
Preparing for a virtual mock interview with Standard Bank		145
Diversity, equity and inclusion in the future world of work	150	
Job search strategies	100	150
Enhancing student employability through innovative work integrated learning models		162
Climate change and the world of work	130	
International work opportunities for graduates		160
Total	530	747

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. The Self-Help Guide was made available in both digital and virtual formats.

Career Bootcamp

The Career Bootcamp was initiated in 2022, and was repeated in 2023, with the focus on preparation for the world of work. Speakers from industry were invited to conduct online sessions with the UJ students. Attendance was disappointing and showed a decline from 404 students attending in 2022 to 288 in 2023. The fact that 2224 students registered for the event initially, but only 288 attended does indicate that the students were made aware of the event, but very few committed to attending. These sessions were recorded and made available on Facebook, but again, only 328 students viewed these recordings.



Themes and attendance of Career Bootcamp

Sessions	Topic	Company	Number of Registrations	Number of Attendees	Views on Facebook
Monday 26 June	What career am I looking for to build?	PWC	488	74	83
Tuesday 27 June	Practical tips for budgeting and managing your personal finances	OUTSurance	522	72	89
	Entrepreneurial skills	Allan Grey Orbis			
Wednesday 28 June	Job searching in the 4IR	Pnet UJCareerWiz PeopleHawk GradStar	576	78	74
Thursday 29 June	Selling myself in person	Procter & Gamble	638	64	82
	How do I sell myself in writing?	KPMG			
Total			2224	288	328

Graduate Recruitment and Employer Relations

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.

Since the beginning of 2022, Career Services had exposed UJ students to several prospective employers. This was due to the 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. In 2023, visible recruitment activities in the form of virtual talks, events, career fairs, and job searching workshops were offered.

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. However, companies and students indicated that they prefer on-campus fairs, therefore these fairs were hosted in a hybrid manner, both on campus and online in 2023. This seems to have been a step in the right direction as attendance has increased from 865 in 2022 to 4150 in 2023, although this was slightly lower than the attendance of 4643 in 2021. Similarly, there has been a steady increase in the number of companies attending the fairs.

Summary of 2023 Career Fairs						
Career Fairs	Number of companies			Number of students		
	2023	2022	2021	2023	2022	2021
Law Career Fair	18	17	11	561	171	917
Commerce Career Fair	23	16	14	1244	299	1835
STEM	27	17		861	167	
General	28	16	27	1484	228	1891
Total	96	66	52	4150	865	4643

Some of the companies that attended include:



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, and communicate job and graduate recruitment opportunities, and raise student awareness about top employers, thus leading to increased attendance in Career Services events.

Company Presentations 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. A total of 39 on-campus company talks and presentations were managed by the Career Services team in 2023. This is a noticeable increase from the 18 company presentations held in 2022.

The Career Services unit produced the **E-Recruitment Guide**, 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. The E-Recruitment Guide 2023/4 was designed with the intention of increasing usability and updating the format for presenting the information. The guide is now fully interactive and allows the students to watch videos, download articles and be referred to external resources. The Guide is available to students on the PsyCaD website.

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 to 14:00, and allow the students to engage with companies within a one-on-one setting. Additionally, **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.

In addition to the on-campus company visits, Deloitte approached PsyCaD to collaborate on an Entrepreneurship workshop. The company made a decision to volunteer their staff to share their knowledge, expertise, and skills with students.

Topics that were covered, included:

- **The future of entrepreneurship:**
Exploring how the youth are shaping the future.
- **Market sensing and sizing:**
Finding an innovative idea and testing its validity against the market.
- **Designing a minimum viable product (MVP):**
The key steps in bringing your idea and proposition to life.
- **Developing a pitch deck:**
What is needed to sell your idea.
- **Formalising the venture and raising funds:**
Understanding the registration and capital raise process.
- **Marketing and sales:**
How to scale through smart advertising.

In addition to the above, the Career Services team also hosted 32 companies and organisations on campus. Companies use our facilities for a wide range of reasons, e.g. recruitment, bursary interviews, career networking, etc.

Faculty-focused Career Showcases allow a number of companies from various industries to engage with students. The Work Integrated Learning (WIL) showcase was a highlight of 2023, where 15 companies advertised WIL opportunities for the UJ students. A core strategic objective of UJ is to support the UJ students throughout their lifecycle. Therefore the Career Services team will continue arranging these showcases to offer students an opportunity for Work Integrated Learning, while still completing their degree. Additionally, the Humanities Career Series saw a student attendance of 115 students. As we currently host a Law, STEM, General, and CBE Career fair, the Humanities Career Series allowed for a more targeted intervention with students in the Humanities Faculty.

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 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.

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).

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.

In 2023, 13 466 students and 443 companies registered on this platform. There were 195 job vacancies advertised and 2150 students used the platform to apply for jobs. The UJ Career Wiz platform will be expanded to allow UJ departments, centres, and divisions to advertise internal job vacancies for UJ students. The Career Services team uses various social media platforms to keep students informed about job opportunities and career-related events. These include:

Platform	Followers
Facebook	7600
Instagram	5032
Twitter	2911
WhatsApp	237

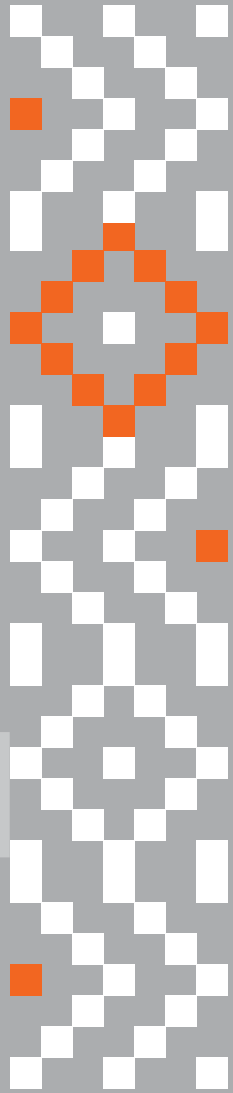
Projects, campaigns, and initiatives

In addition to the core business of Career Services, a couple of new initiatives were introduced in 2023, as summarised in the Table below.

Summary of Career Services projects, campaigns, and initiatives	
Initiatives and Projects	Progress
UJ Career Wiz: Internal vacancies for students	Link will be available to students on uLink. Circular will go out to staff and students to explain procedures.
Peer influencers	Sixteen peer influencers were selected for 2023. They assisted with campaigns, workshops, and with career events, such as the career fairs.
Formal clothing	A formal clothing closet was set up on APK, where students can get formal clothes for interviews, etc. The drive for the collection of formal clothing continues.
Campaigns	“Love your Career” completed in February. “Hop into your Career” completed in April.
Social media: Careers	Mass emails: 14 mass emails were sent, 142 544 of the emails were opened. Social media: Facebook – 38 posts in 2023 with 7500 followers Instagram – 26 posts in 2023 with 4920 followers Twitter – 25 posts in 2023 with 2882 followers
Career Services Newsletter	First newsletter appeared on 29 July 2023. Second newsletter appeared on 12 October 2023.

The commitment of the ADS staff towards the academic success of the UJ students is evident in that 40 of our staff members across all three centres completed the Academic Advising Professional Development short learning programme, offered by the University of the Free State in 2023.

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 2023 the employment equity was at 70%.

ADC Equity Profile	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	4	3		2	1		4	6	10
P8 Coordinators	9	1	1	2	3		5	11	16
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
Subtotal	22	5	2	7	5	0	13	28	41
TOTAL	41						41		

Appointments and Resignations

During 2023, there were three resignations and three retirements in ADC as Ms F Cahchalia, Dr M Winter and Dr S Matlala moved to other institutions and Ms R Mayet, Ms M Lear and Ms M le Roux retired at the end of the year. The recruitment processes for these vacancies were far advanced by the end of 2023.

Centre for Academic Technologies (CAT) Employee Profile

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

Appointments and Resignations

There was one retirement, one resignation and three new appointments in 2023.

- Retirement: Ms V Groenewald (N2264)
- Resignation: Mr R Loots (N2255)
- Appointments:
 - Dr C van Rooyen (N0441)
 - Ms M Tuswa (N2262)
 - Ms M Alexander (N2264)

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 2023, 96% of the mental health professionals were from designated groups, and within these, 67% are African and 25% are Indian.

PsyCaD has endeavoured to effectively support UJ's transformation goals in terms of employment equity. By the end of 2023, the overall employment equity in PsyCaD was at 82%, a slight increase from 88% in 2022 due to new staff intake.

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.

PsyCaD Equity Profile	Permanent	African	Coloured	Indian	White	Male	Female	TOTAL
P5 Director	1				1	1		1
P7 Coordinator III (Psychologists, including the Team Leaders)	20	12	1	5	2	6	14	20
P8 Coordinator II (Psychometrists, Financial Officer, Employer Relations)	4	2		1	1		4	4
P9 – P10 Coordinator I W (Graduate Recruitment Programme, Office Administrators)	3	1			2		3	3
P11 – P12 Administrative Assistants, Administrative Assistant: PwD, Information Technology Assistant, Administrator to the Director	10	7	2		1	3	7	10
P13 – P15 Internal Assistant	1	1					1	1
TOTAL	39	23	3	6	7	10	29	39

Appointments and Resignations

PsyCaD has 39 permanent employees, and 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 complete 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 2023, 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.

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 a master's 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	20	1	3	18				
P8	4			4				
P9 – P10	3					2		1
P11 – P12	10				1	1	6	2
P13 –P15	1							1
TOTAL	39	1	4	22	1	3	6	4

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 have completed or 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
- Juliet Joseph: PhD (Political Science)

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.



**COMMUNITY SERVICE
STAKEHOLDER
ENGAGEMENT
NATIONAL AND
GLOBAL 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 the SANRC and the seventh annual FYE conference were very well received. The 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. The 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 & Ebony Park branches) and the Krugersdorp Correctional Services on the following topics:

- Goal settings
- Time management
- Staying motivated
- Assessment
- Facilitation Skills

Centre for Academic Technologies (CAT)

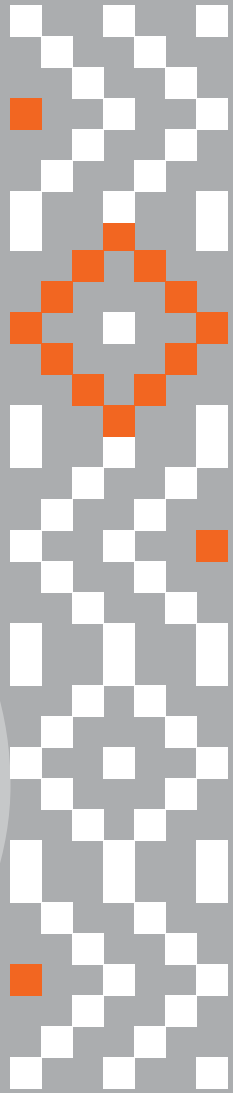
A few core initiatives were undertaken to support students, i.e. (i) developing micro learning videos to assist students with the basics on using MS Excel and MS PowerPoint, and (ii) partnering with the Department of Basic Education (DBE) in providing 7000 unemployed youth an opportunity to participate and receive a certificate by completing the Artificial Intelligence in the Fourth Industrial Revolution short learning programme. Just over 600 unemployed youth, who were part of the Presidential Youth Employment Programme, received certification. We plan to continue the project with the DBE in 2024.

Centre For Psychological Services And Career Development (PsyCaD)

During 2023, 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.

6

FINANCIAL REVIEW



An Abridged Income and Expenditure Statement of Academic Development and Support for 2023

Expenditure	Budget 2023	Amount Spent 2023
Personnel Costs		
Salaries cost to company	93 324 074,75	86 454 699,91
Temporary salaries	18 810 608,82	18 103 227,58
Tutorial salary expenses	2 755 391,58	2 420 820,92
Invigilator salary expenses	125 798,74	115 886,67
Overtime salaries	5 708,56	10 709,40
Subtotal	115 021 582,45	107 105 344,48
Restricted Budget (Software)	17 608 958,56	18 192 859,97
Operational Costs	41 382 901,88	38 586 240,30
TOTAL	174 013 442,89	163 884 444,75

Summary of savings

Savings on Personnel Costs (R7 916 238) and Operations (R2 796 661) plus overspent on Restricted Budget (R583 901) amount to Total Savings of R10 128 998.

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



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. These initiatives are discussed below.

Academic Development and Support (ADS) Transformation Plan

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

- **Theme 1:** Institutional Culture
- **Theme 2:** Transformational Leadership, Governance and Management
- **Theme 3:** Academic Excellence
- **Theme 4:** Employment Equity (EE)
- **Theme 5:** A Student-centred and 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 Department of Higher Education and Training (DHET) grants that support academic projects: University Capacity Development Grant and the Foundation Grant (2014-2023 cycles). The Foundation Grant is awarded to UJ as agreed to in the submitted plan and is used to fund extended qualifications. R66 700 000 Foundation Grant funding was allocated to UJ for the 2023/2024 financial year.

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. Contributions made by the ADS Centres are highlight below.

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. The 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 sixth round of implementation of the Integrated Student Success Initiative (ISSI) during 2023. This

initiative is aimed at improving student success and minimum time completion rates at UJ. The ISSI 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 2023, 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 our staff 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.



CONCLUSION and WAY FORWARD

Academic Development Centre (ADC)

During 2023, 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 and the continued development and implementation of the Integrated Student Success Initiative. 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. Thirty-five ADC staff members were trained as Academic Advisors by the UFS.

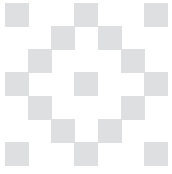
During 2024, ADC will intensify its efforts to build on the momentum created over the past years and in addition, a number of exciting developments are envisioned. ADC will continue to support, strengthen and deepen successful and effective undergraduate teaching and learning at UJ. This will include a newly conceptualised integrated student success initiative.

Centre for Academic Technologies (CAT)

In response to changing contexts in higher education, the Centre for Academic Technologies (CAT) provided training and support to the UJ community in 2023 on various teaching and learning delivery modes. In 2024, 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.

Centre for Psychological Services and Career Development (PsyCaD)

The Centre for Psychological Services and Career Development (PsyCaD) had experienced an increase in the demand for counselling as is evident in the number of student counselling sessions which increased from 14 606 in 2019 to 20 797 in 2023. 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 2024:

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 four social workers to assist students with these problems and is planning to appoint another social worker in 2024. 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 shifted from mental illness 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 that will be continued in 2024 include:



- **Self-care**

Taking care of physical, emotional, and mental needs can help prevent mental health problems. This includes getting enough sleep, exercising regularly, eating a healthy diet, managing stress, and avoiding harmful substances like drugs and alcohol.

- **Building supportive relationships**

Strong relationships with family, friends, and other supportive people can help prevent mental illness. Cultivate positive relationships and direct students to support services.

- **Stress management**

Stress is a common trigger for mental health problems, so it is important to learn healthy ways to manage stress. This might include practicing relaxation techniques like meditation or deep breathing.

- **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 were expanded. PsyCaD appointed four software development interns who assisted with upgrading the PsyCaD app as well as developing and integrating PsyCaD online platforms. The app has been finalised and will be launched in 2024.



Disability Unit

During 2023, the Disability Unit focused on the following and this will be continued in 2024:

- **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-centred.
- **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.

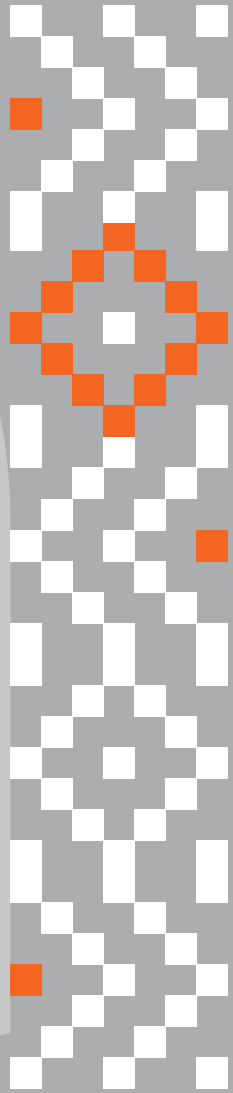
Career Services

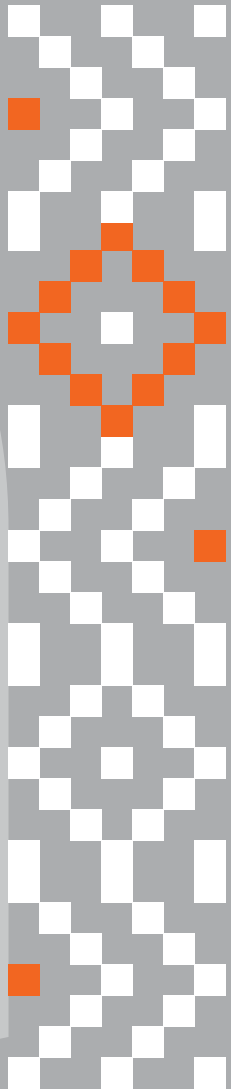

The Virtual Career Fairs and Industry talks were relatively successful, and continued marketing of these events should continue in 2024. In 2023, the team offered more on-campus events than in the past and, based on the success of these events, this should be expanded in 2024.

Another initiative, namely advertising internal jobs for UJ students, will be launched in 2024 on the UJ Career Wiz platform. This 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.

3

ANNEXURES





ANNEXURE 1 UJENIUS

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.

Membership

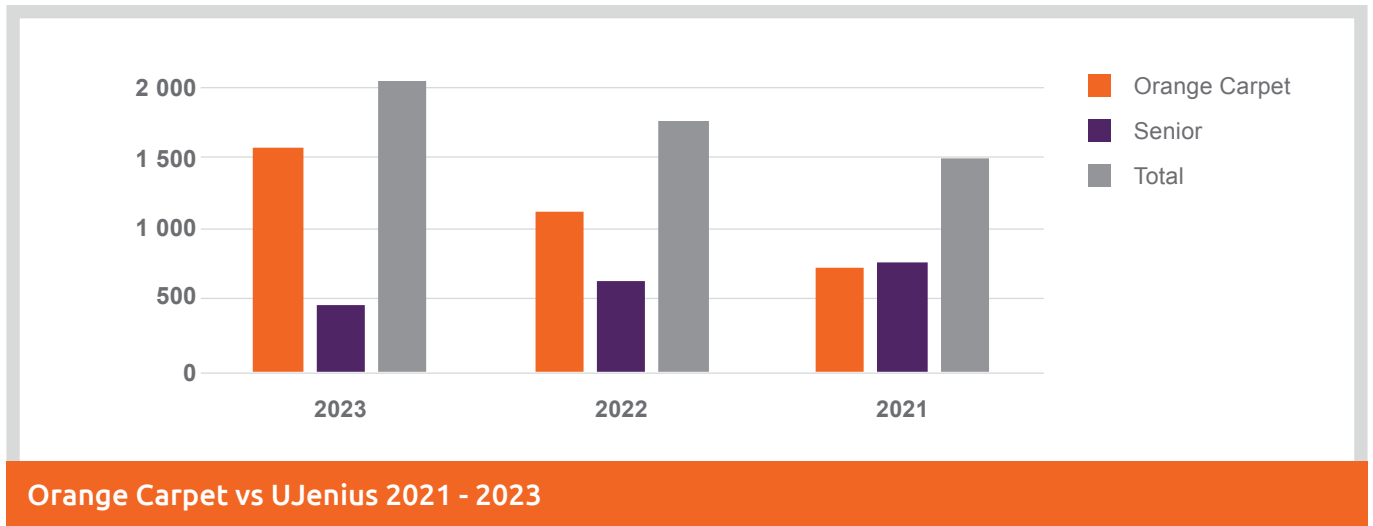
When comparing the total number of UJenius students in 2022 to that of 2023, there was a slight increase from 1766 to 2034. However, there was a decrease in the number of senior students who qualified – from 640 to 454. Therefore, the increase in the total number of UJenius Club members was due to the increase in the first-year (Orange Carpet) students – from 1126 in 2022 to 1580 in 2023 (see Table and Figure 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 2021 to 2023									
Faculty	2023			2022			2021		
	OC	Seniors	Total	OC	Seniors	Total	OC	Seniors	Total
CBE	331	153	484	257	318	575	178	324	502
HSCI	195	124	319	158	130	288	124	207	331
FEBE	303	31	334	211	14	225	135	57	192
SCI	242	31	273	184	28	212	109	32	141
LAW	275	37	312	179	27	206	102	28	130
HUM	58	61	119	35	81	116	22	75	97
EDU	167	5	172	92	6	98	48	6	54
FADA	9	12	21	10	36	46	10	40	50
Total	1580	454	2034	1126	640	1766	728	769	1497

Activities

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 vacancies, and companies gain direct access to high-performing students. The UJenius Club in collaboration with the PsyCaD Career Services and the Faculty of Law arranged an excursion during September 2023, for 25 Senior UJenius Club members to visit the law firm, Bowmans.



Orange Carpet vs UJenius 2021 - 2023

The UJenius Alumni Affinity Group was launched in November 2022 and the development of this group continued in 2023. The UJenius Alumni group were introduced to the UJ Alumni at UJ, for future collaboration between the groups. A further meeting was held between the Affinity Group, the Alumni Office, and UJ Fundraising Office to give insight into fundraising within UJ Alumni and the UJenius Alumni Affinity Group.

The UJenius Club regularly received requests to bring news of opportunities and events to the attention of the Club members. These included career fairs, job opportunities, etc. These events and opportunities were shared directly with the club members according to the relevant requirements. Students were also made aware of events within the UJ community from which they could benefit. Open sporting events that were arranged by UJ Sport and also the High Tea with the VC were communicated to the club members regularly.

Recommendations for 2024

A quick, and superficial, investigation of the data that was available indicated that only 85 (12%) of an approximate 700 of the Orange Carpet students qualified for the UJenius bursary in 2023. A cohort analysis of the UJenius data suggests that only 50 students

qualified for both the OC and UJenius throughout their studies from 2019 to the end of 2023. This implies that only approximately 2% of students in the OC/UJenius group maintained excellent results throughout their studies.

There is no logical alignment of the criteria for the Orange Carpet and UJenius bursaries. To qualify for the OC bursary, learners need an average of 70% in Grade 12. However, students need an average of 75% (and no subject below 70%) to qualify for the UJenius bursary. If one looks at the Table below, approximately 40% of OC students met the criteria with an average of 70%. Keeping in mind that the transition from school to university is challenging, one could assume that at least 40% of the OC students will in all likelihood not qualify for the UJenius bursary.

Distribution of 2023 Orange Carpet APS scores		
APS	Nr of students	%
37	256	16
38	375	24
39	374	24
40	332	21
41	126	8
42	87	6
Missing	14	1
TOTAL	1564	100

Based on the above, there are numerous questions that would require further investigation:

- If only 85 OC students went through to UJenius, what happened to the remaining approximately 600 students, and what were the reasons for them not progressing to UJenius?
- How many of those students deregistered due to a lack of finances?
- What would be the main predictors for success in the transition from OC to UJenius?
- Is this a general trend or do some students from specific Faculties or the College have greater challenges to progress from OC to UJenius?
- Do we need to increase the minimum requirement for OC? If so, what should this be? We need to keep in mind that should we increase the minimum requirement, our overall statistics in the number of UJenius students will drop and UJ will have to adjust its target for this accordingly.
- Do we need to lower the criteria for the UJenius bursary? If so, how, and then it raises the question of the difference between UJenius and merit bursaries?

- 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:

Percentage exemption from class fees		
% Exemption from Class Fees	First-year Academic Criteria (APS)	Senior Student Academic Criteria
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.

UJ may need to investigate the following:

- Review this model to investigate the possibilities of expanding the financial benefits for members of the UJenius Club.
- Shifting focus from the additional benefits for UJenius (e.g. corporate gifts, overseas travels, etc.) to provide focused academic support for these students. One suggestion may be to appoint a senior tutor that could track the academic progress of these students, implement an early warning system, and implement interventions where necessary.
- The possibility to provide separate residence accommodation for UJenius students.
- How Faculties and the College can offer benefits, prizes, or events for UJenius students.
- A more realistic budget for the UJenius Club so that the club can offer students more additional benefits. At present we have a budget of approximately R38 000 that has to cater for approximately 2000 students.
- Include honours and postgraduate diploma students in the UJenius Club.

Suggestions have been made for 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
UJ-HEPSA FULLY ONLINE
PROGRAMMES –
2023 PORTFOLIO

UJ-Hepsa Fully Online Programmes – 2023 Portfolio

In October 2017, UJ launched two fully online master’s programmes – one in Information and Communication Technology in Education, and one in Public Health – in partnership with Higher Education Partners South Africa (HEPSA). Since then, a further ten fully online programmes have been rolled out at master’s level (2 programmes), honours level (1), baccalaureus level (2) and advanced diploma level (5). The programmes are offered using a carousel model, with six opportunities during the year to register for a qualification.

The Tables below indicate the new (N) and returning (R) registration numbers in each round of 2023 for these qualifications – approximately 2000 students in each round. In the undergraduate qualifications we had 6201 registrations during 2023, compared to 5382 for the postgraduate qualifications. The highest registration number for the year was in the BCom in Accountancy, followed by the Master of Public Health (coursework) and the Master of Business Administration. Due to consistently low registration in the Advanced Diploma in People Performance Management, a decision was made in 2023 to discontinue the offering of this programme.

New (N) and returning (R) registration numbers in each round of 2023

Qualification	Launch date	D1			D2			D3		
		N	R	TOTAL	N	R	TOTAL	N	R	TOTAL
Bachelor in Human Resource Management	01 Jul 2018 (D4)	16	165	181	31	175	206	6	182	188
BCom Accountancy	11 Mar 2019 (D2)	38	328	366	129	339	468	42	405	447
Adv Dipl in Financial Markets	11 Mar 2019 (D2)	15	112	127	25	133	158	18	119	137
Adv Dipl in Logistics	11 Mar 2019 (D2)	10	115	125	33	105	138	7	108	115
Adv Dipl in People Performance Management	28 Jun 2021 (D4)	5	12	17	5	19	24	4	24	28
Adv Dipl in Transportation Management	01 Jul 2018 (D4)	12	55	67	25	51	76	10	63	73
Adv Dipl in Ed in School Leadership & Management	01 Jul 2018 (D4)	13	73	86	9	66	75	7	61	68
Total UG		109	860	969	257	888	1145	94	962	1056

New (N) and returning (R) registration numbers in each round of 2023, cont.

		D1			D2			D3		
Qualification	Launch date	N	R	TOTAL	N	R	TOTAL	N	R	TOTAL
BEd Hons in Educ Leadership & Management	11 Jan 2021 (D1)	17	108	125	16	106	122	19	105	124
MEd in Educational Management	23 Oct 2017 (D6)	9	73	82	9	65	74	3	68	71
MEd in ICT in Education	23 Oct 2017 (D6)	0	71	71	18	64	82	3	74	77
Master of Public Health	12 Mar 2018 (D2)	33	261	294	33	273	306	37	280	317
Master of Business Administration	11 Jan 2021 (D1)	14	235	249	59	242	301	26	278	304
Total PG		73	748	821	135	750	885	88	805	893
TOTALS		182	1608	1790	392	1638	2030	182	1767	1949
		D4			D5			D6		
Qualification	Launch date	N	R	TOTAL	N	R	TOTAL	N	R	TOTAL
Bachelor in Human Resource Management	01 Jul 2018 (D4)	5	169	174	10	85	95	8	183	191
BCom Accountancy	11 Mar 2019 (D2)	47	408	455	3	90	93	39	431	470
Adv Dipl in Financial Markets	11 Mar 2019 (D2)	15	158	173	0	29	29	8	82	90
Adv Dipl in Logistics	11 Mar 2019 (D2)	5	88	93	1	53	54	4	70	74
Adv Dipl in People Performance Management	28 Jun 2021 (D4)	1	34	35	17	68	85	0	13	13
Adv Dipl in Transportation Management	01 Jul 2018 (D4)	1	58	59	12	171	183	4	61	65
Adv Dipl in Ed in School Leadership & Management	01 Jul 2018 (D4)	13	59	72	28	424	452	15	61	76
Total UG		87	974	1061	71	920	991	78	901	979

New (N) and returning (R) registration numbers in each round of 2023, cont.

Qualification	Launch date	D4			D5			D6		
		N	R	TOTAL	N	R	TOTAL	N	R	TOTAL
BEd Hons in Educ Leadership & Management	11 Jan 2021 (D1)	33	112	145	36	114	150	2	123	125
MEd in Educational Management	23 Oct 2017 (D6)	12	67	79	5	74	79	0	55	55
MEd in ICT in Education	23 Oct 2017 (D6)	19	73	92	0	76	76	6	62	68
Master of Public Health	12 Mar 2018 (D2)	38	314	352	34	305	339	16	307	323
Master of Business Administration	11 Jan 2021 (D1)	32	279	311	13	279	292	20	277	297
Total PG		134	845	979	88	848	936	44	824	868
TOTALS		221	1819	2040	159	1768	1927	122	1725	1847

The partnership with HEPSA to deliver these programmes fully online is for seven years. The contract for the first two master's programmes will end in October 2024. It was decided that these two master's qualifications will continue after the end of the contract, fully offered by UJ. Various processes have been implemented to ensure this.

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

- Instructional design support for all twelve above-mentioned programmes in each round. In 2023, two instructional designers (IDs) and one ID intern provided such support.
- Blackboard (UJ's learning management system) administrative support regarding module creations and access for each of the year's six intakes by CAT's Systems Support team.
- Migration of all fully online modules from Blackboard to UJ's new learning management system (UJ Moodle).
- CAT's newly created position, Online Programmes Manager, functioning as the secretary of the Steering Committee Online Programmes (SOP) for the four meetings held between HEPSA and UJ during 2023.



ANNEXURE 3

PUBLICATIONS IN ADS 2023

ADS Publications 2023

Journal Articles

Motshoane, P. (2023). The need for the development of emerging postgraduate supervisors. *Journal for New Generation Sciences*, 21(1). <https://hdl.handle.net/10520/ejc-newgen-v21-n1-a8>

Nyar-Ndlovu, A. (2023). Developing professionalism from within and outside: Reflections of editors of the Journal of Student Affairs in Africa at 10 years. *Journal of Student Affairs in Africa*, (11)1, 1-18. doi: 10.24085/jsaa.v11i1.4660

Tsele-Tebakang, T., Morris-Eyton, H. & Pretorius, E. (2023). Concurrent use of herbal and prescribed medicine by patients in primary health care clinics, South Africa. *African Journal of Primary Health Care and Family Medicine*, 15(1). https://hdl.handle.net/10520/ejc-phcfm_v15_n1_a3829

Conference Presentations

Booi, A. (2023). The human connection and access in AI and education: Striking the balance for enhanced teaching and learning for students with little exposure to learning technology. Presented at the UP2U Conference, 22 August 2023, University of Pretoria.

Damons, M. & Mthembu, E.L. (2023). Rethinking module design for authentic teaching and learning in an AI-dominant future. Presented at the UP2U Conference, 22 August 2023, University of Pretoria.

Dampier, G. (2023). We need new measures: A case for using the progress rate in South Africa's higher education system. Presented at the 30th SAAIR Conference, 24-26 October 2023, Stellenbosh.

Kubeka, W.M. (2023). Perceptions of student graduands: Making memory journey. Presented at Education Association of South Africa (EASA) Annual Conference, 8-11 January 2023, Cape Town.

Louw, A. (2023). Unexpected bedfellows: Using ChatGPT to uphold academic assessment integrity. Presented at the Working with AI Symposium: Celebrating One Year of ChatGPT in Higher Education, 30 November 2023, Hosted by CPUT on Zoom. <https://zoom.us/j/4364197459>

Maphuruma, J. & Joshi, H. (2023). Toward an integrated student advising initiative at the University of Johannesburg. Presented at the Siyaphumelela Network Conference, 28-30 June 2023, Johannesburg.

Mayet, R. (2023). An exploration of university students' constructions of belonging within a higher education institution in Johannesburg. Presented at the 8th Annual SANRC FYE conference, 17-19 May 2023, East London.

Ngwenya, N. (2023). The student profile questionnaire at the University of Johannesburg: Towards a data-informed approach to academic support. Presented at the 8th Annual SANRC FYE conference, 17-19 May 2023, East London.

Van Rooyen, C. (2023). Enhancing asynchronous student engagement in online learning: Reflections from short learning programmes at the University of Johannesburg. Presentation at the Higher Education Teaching and Learning Association Conference, 12 June 2023, Aberdeen, Scotland.

Van Rooyen, C., Drotski, A. & Janse van Rensburg, N. (2023). Teaching sustainability through qualifications at the University of Johannesburg. Panel presentation at the SOTL 4 the South Conference, 22 November 2023, Clarens, South Africa.

Van Zyl, A. and Dampier, G. (2023). The UJ Integrated Student Success Initiative 2.0: An evolutionary leap in the use of data to understand and influence minimum-time completion rates. Presented at the Siyaphumelela Network Conference, 28-30 June 2023, Johannesburg.

Invited Presentations

Ngwenya, N. (2023). Off-campus accommodation at UJ: Experiences of first-generation low-income students. Presented at the 5th Annual Student Accommodation Summit, 29-30 November 2023, Sandton.

Setilo, T. (2023). Dismantling deficit discourses: Who are our students? Presented at the CPUT Master's classes, 23 February 2023, Cape Town.

Van Zyl, A. (2023). The first year (still) matters. Keynote lecture presented at the CPUT FYE workshop, 13 October 2023, Cape Town.

Van Zyl, A. (2023). Mind the gap: Addressing both sides of the student success conundrum. Keynote address presented at the UKZN 10th Annual Academic Monitoring and Support (AMS) colloquium, 24 November 2023, Durban.

ADS Staff Qualifications Achieved in 2023

Name	Qualification	Title Of Thesis/Dissertation
Bafana Masilela	Master of Business Administration, University of Johannesburg, 2023	Perceptions of feasible and cost-effective employee wellness practice for microenterprises
Caroline Phofi	PhD, Wits University, 2023	“Youth enterprising”: Johannesburg youth’s motivation, perceptions and experiences regarding entrepreneurship and services provided by the government and the private sector
Juliet Joseph	PhD, University of Johannesburg, 2023	Delivering on an agenda: Gender mainstreaming strategies in local political decision-making in the City of Cape Town and Mangaung metropolitan municipalities
Thobani Manci	Master of Business Administration, University of Johannesburg, 2023	Evaluating the effectiveness of online psychotherapy provided by psychologists at UJ PsyCaD
Tshego Setilo	PhD, University of the Free State, November 2023	Capabilities, resilience and success of UFS Access students: Confronting deficit discourses
Winnie Makhwanya	Master’s in Public Administration, University of Pretoria, 2023	Exploring the management of the Career Development Policy: A case of the Tshwane Khetha Centre

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