



# Quality Enhancement Project

## Institutional Submissions: Phase 1

**Due Date: 1 September 2014**

<b>Name of Institution</b>	University of KwaZulu-Natal
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<b>Date of submission</b>	1 September 2014

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## 1. INTRODUCTION (2-5 pages)

### 1.1 Briefly describe the features of your institutional context that are most salient to the success of your students.

The University of KwaZulu-Natal (UKZN) is the product of a merger in 2004 between the former Universities of Durban-Westville and Natal. Based on five campuses in Durban, Pinetown and Pietermaritzburg, UKZN is one of South Africa's largest contact universities. In 2013, the total student enrolment of 44 327 students was made up of 74% undergraduates, 58% female and 67% African.

UKZN is based on a **College model** and students are served through the four Colleges in which they are registered. Each College, comprising between four and six Schools, is led by a Deputy Vice-Chancellor and Head of College, while each School is led by a Dean and Head of School. UKZN is a research-led University that gives equal recognition to both Research and Teaching and Learning. This is evident in the leadership positions created for Teaching and Learning at University, College and School levels. A dedicated University-wide cross-cutting Deputy Vice-Chancellor: Teaching and Learning portfolio (DVC: T&L) was created in 2008, parallel to the Research portfolio. Following an external Institutional Review in 2011 and implementation of a College Reorganisation process, the positions of College Deans of Teaching and Learning were established in 2012 in each College; and that of School Academic Leaders of Teaching and Learning in each School with leadership responsibility for undergraduate provisioning, including honours. The same structure exists for Research. While all matters related to Teaching and Learning (T&L) are deliberated in School Teaching and Learning Committees, a University Teaching and Learning Strategy Group provides Institutional leadership. (<http://crtt.ukzn.ac.za/>)

In its quest to realise its vision 'to become the Premier University of African Scholarship', UKZN recognises the centrality of student access with success as a defining strategic goal. In operationalising this strategic goal institutionally the **Teaching and Learning Portfolio** comprises five pillars: University Teaching and Learning Office (UTLO), Quality Promotions and Assurance (QPA), Higher Education Training and Development (HETD), the Language Planning and Development Office (ULPDO) and UKZN Extended Learning (Pty) Ltd (UEL). The University Teaching and Learning Strategy Group (TLSG), chaired by the DVC: T&L and comprising the four College Deans and portfolio Directors, enables a coherent, University-wide and sustainable approach to teaching and learning interventions, support and Institutional development.

While College Deans of Teaching and Learning provide strategic leadership at the College level, some Colleges have dedicated education units focused on monitoring and supporting students. The devolution from the College Reorganisation has resulted in each College having a Director: Professional Services who oversees all student support, administration and professional services across the College through Managers for Student Support and Academic Services. Colleges have further devolved student support, monitoring and services to Schools. Academic Leaders of Teaching and Learning in Schools chair School Teaching and Learning Committees and provide leadership and oversight at a School level. This relatively new and different teaching and learning academic structure is still in the process of becoming well-established but is beginning to yield dividends.

Policy development and review consume a significant portion of the Teaching and Learning Portfolio's time and energy. The collaborative and consultative approach involving the Teaching and Learning Strategy Group, Academic Leaders and other staff members culminates in the formalisation of Teaching and Learning, Quality and other related policies, which are approved by Senate and Council. This dialogic approach has helped to embed the policies and procedures in the University, and it also provides a firm foundation for successful implementation. Another outcome of the policy dialogue process is the regular

engagement of T&L leaders which has promoted cross pollination across the various Schools within Colleges as well as across the Colleges and the University on the different campuses.

Giving substance to the principle that 'Every Student Matters', the Teaching and Learning Portfolio pursues a transformative agenda which is cognisant of the impact of historical disadvantage, inequality and diversity while institutionalising conditions and processes to ensure student progression and quality of outcomes. It is in this context that curriculum innovations have been led - such as those recognising the centrality of language proficiency in both the medium of instruction and students' home languages, which has enabled advances in implementation of the bilingual Language Policy requiring all entrant undergraduates in 2014 to demonstrate proficiency in both English and isiZulu before they graduate.

In addition to alternative access Foundation Programmes, sponsored by the Department of Higher Education and Training (DHET), UKZN has developed a bouquet of support activities and programmes to ensure that both underprepared and exceptional students are supported to optimise their learning potential. This is achieved in large measure through an evidence-led approach to monitoring teaching and learning quality. UTLO develops and disseminates institutional reports on indicators of student profiles, performance, risk and success to Colleges, Schools and Senate, adopting a variety of analysis techniques, including cohort analyses; statistics on attrition, throughput rates; graduation rates; and success rates, among others. In addition, annual Graduate Opinion Surveys and other surveys provide evidence of student experiences in order to review plans, strategies and approaches in realising our set goals in terms of student success. The work of the Teaching and Learning Portfolio is captured in annual reports and disseminated widely. (<http://utlo.ukzn.ac.za>)

In turning the gaze onto itself, UKZN acknowledges the possibility that student failure is also a consequence of institutional under-preparedness. Under this gaze, UKZN's model of a continuous loop of academic, professional and institutional development places research-led, evidence-based teaching and learning development at the centre of its efforts to remedy Institutional under preparedness by focussing more intently on building a Scholarship of Teaching and Learning as a legitimate and rewarding academic enterprise. In the process of cultivating and affirming relevant epistemologies, pedagogies and technologies to remedy systemic deficiencies, the UKZN model promotes student success while catalysing organisational learning. A range of institutional research projects aimed at gaining deeper insight into institutional health and performance are routinely commissioned.

In summary, Teaching and Learning leaders are now positioned to have significant impact on the implementation of teaching and learning policies at an institutional level as the University strives to achieve its vision and mission. UKZN acknowledges that supporting student success is contingent upon professionally competent teaching and support staff. This policy driven strategy resonates with the University's broader agenda of cultivating an evidence-based approach to teaching and learning across disciplines, which sees the two activities of teaching and research as complementary and mutually reinforcing to improve student success. The theoretical and methodological principles of the Scholarship of Teaching and Learning are promoted as one of four overlapping and interdependent forms of research (expounded in the literature): discovery, application, integration and teaching; all of which, working in concert, have the potential to transform traditional understandings of academic work and enhance student performance.

Evidence of success across activities, initiatives and policy implementation is considered at Institutional level. The 2012 **revised UKZN Strategic Plan (2007-2016)** includes a set of **Institutional Success Indicators** that track enrolment targets, retention and graduation rates, and FTE student to staff ratios, among others, which have been discussed in various fora, including Senate and have been approved by Council. Additional indicators for specific goals such as that for "Excellence in Teaching and Learning" include targets for graduate

employment, undergraduate cohort completion rates, modules or tutorials offered in isiZulu or bilingually and targets for the number of staff completing the University Education Induction Programme.

**1.2 Indicate how the submission was prepared, including the names and designations of the people involved with producing various sections of the submission.**

Since the launch of the QEP on 27 February 2014, information about the QEP was communicated within the University as follows: using the University Local Area Network (LAN), an email sent by UTLO to all staff and students on 4 March 2014 informing them of the launch of the QEP together with the CHE documents on the Framework and the Process; a workshop was held for Teaching and Learning leadership including Academic Leaders from the 19 Schools on 25 March 2014; a meeting with the Central SRC and Campus-based SRC members was held to share QEP information on 2 May 2014; QEP information sessions (“Road Show”) on the different University campuses to which all staff members (academic and support) were invited took place on 12 May (Pietermaritzburg Campus); 13 May (Howard College Campus) and 19 May 2014 (Westville Campus); and College Deans: T&L communicated with School Academic Leaders: T&L and School T&L Committees.

The approach taken by UKZN in preparing the submission is to give responsibility for the QEP to those individuals who have Institutional responsibility for the specific function or aspect under consideration. In this way the QEP is embedded institutionally and provides opportunities to reflect on and improve that particular issue by leaders or staff members expected to deliver on these various components.

The UKZN-QEP Team, which is an extended Teaching and Learning Strategy Group (TLSG), has taken responsibility for assembling the first QEP Institutional submission. The membership of UKZN-QEP is guided by the identified focus areas in the institutional submission.

Committee name to lead QEP	The University Teaching and Learning Strategy Group (TLSG) has been extended to form <b>UKZN-QEP Team</b>
Is this a newly-formed or a pre-existing committee?	TLSG is a pre-existing structure whose composition has been expanded
Name and designation of committee chair	Professor Renuka Vithal, Deputy Vice-Chancellor for Teaching and Learning
What are the reporting lines of the committee?	This is a Working Group and the DVC T&L can table policies, reports or any matter related to T&L from the TLSG at Senate, Executive Management Committee; College Academic Affairs Boards or any appropriate University structure
Dates on which the committee has met / will meet this year	TLSG meets once per month and incorporates meetings of UKZN-QEP Team on its agenda: 25 March 2014; 06 May 2014; 03 June 2014; 08 July 2014; 05 August 2014; 02 September 2014; 07 October 2014; 04 November 2014; 02 December 2014

**The UKZN-QEP Team:**

Surname	First Name	Title	Designation	Role or Responsibility
Vithal	Renuka	Professor	DVC: Teaching and Learning and Chair of the UKZN-QEP Team	Overall leadership and University-wide responsibility for the QEP
Pillay	Bala	Professor	Dean Teaching and Learning for the College of Agriculture, Engineering and Science	Leadership and responsibility for QEP in their respective Colleges and across all Schools in their College for all focus areas; In particular, responsibility in
Mtshali	Ntombi	Professor	Dean Teaching and Learning for the College of Health Science	
Hlongwa	Nobuhle	Professor	Dean Teaching and	

			Learning for the College of Humanities	each College for Focus Area 4
Pillay	Kriben	Professor	Dean Teaching and Learning for the College of Law and Management Studies	
Dhunpath	Rubby	Dr	Director: Teaching and Learning	UKZN-QEP representative; Responsibility for University-wide co-ordination and report writing
Moodley	Tilly	Dr	For QPA Director (Vacant)	UKZN-QEP representative; Responsibility for all quality related issues
Teferra	Damtew	Professor	Academic Leader for Higher Education Training and Development	Contribution to Focus Area 1
Khumalo	Langa	Dr	Director: Language Planning and Development	Responsibility for Language Policy and Plan implementation related to all Focus Areas
Chalufu	Sibusiso	Dr	Executive Director: Student Services	Responsibility for Focus Area 2
Jansen	Richard	Mr	Chief Information Officer	Responsibility for Focus Area 3
Mthethwa	Sithabiso	Mr	President: Central Student Representative Council	Engagement with all Focus Areas
Zondo	Vuyolwethu	Mr	Secretary General: Central Student Representative Council	

The process of putting the Institutional submission together was started by tabling all relevant QEP documents at the extended TLSG – UKZN-QEP Team meeting (which meets monthly). Each of the College Deans of T&L took responsibility for developing a first draft for each Focus Area. In addition reports were provided by the relevant professional services, including the Executive Director: Student Services and Chief Information Officer. The Director T&L was tasked with creating a coherent first draft with all inputs as per the template with the support of two researchers in the UTLO under the leadership of the DVC: T&L. Various draft versions of the report have served at the extended TLSG – UKZN-QEP Team meetings and were then circulated in various University structures.

The consultation and approval processes for the QEP Report are outlined below:

Structure consulted	Target date for discussion	Outcome
Teaching and Learning Strategy Group	25 March 2014	Inputs made to UKZN-QEP Team composition and representation
Executive Management Committee and Deans Forum	3 April 2014	UKZN-QEP Team composition and representation supported
Teaching and Learning Strategy Group UKZN-QEP	3 June 2014; 8 July 2014; 5 August 2014	Inputs made to Draft QEP Report; QEP Report supported
Schools; Professional Services; Student Representative Council	19 June to 9 July 2014	Inputs made to Draft QEP Report
College Academic Affairs Board (4)	1 to 8 August 2014	Supported and recommended to Senate
Senate	20 August 2014	Approved
Council	22 September 2014	(For noting)

(NB: It should be noted that the same initiative or activity may appear under more than one part of the template. For example, it may be captured as a successful initiative to reflect those aspects that have worked but may also appear as requiring attention if there are other aspects that require improvement or have not worked as well.)

**2. FOCUS AREA 1: ENHANCING ACADEMICS AS TEACHERS (3-6 pages)**  
*(Including professional development, reward and recognition, workload, conditions of service and performance appraisal)*

**2.1 Which aspects of your institution's Strategic Plan relate to this focus area? (Please be specific by quoting from the Strategic Plan).**

Two Goals (4; 6) and several strategies in the UKZN Strategic Plan (2007-2016) (Revised June 2012) relate to the focus on academics as teachers.

**Goal 4: Excellence in Teaching and Learning:** "To promote excellence in teaching and learning through creative and innovative curriculum design and development, pedagogical strategies and assessment practices in accordance with the highest quality management principles." (p. 14)

*Strategy* "4.4 Encourage and reward excellence, innovation, creativity and scholarship in teaching and learning. ... (to) foster a culture amongst teaching staff of responsibility for the success of students, and continuing professional staff development.

"To this end, the University will provide training, development and mentoring programmes for staff to enable them to respond adequately to the changing needs and expectations of a diverse student body and new modes of education delivery.

"The University will have an effective performance management system that explicitly includes education and training ... and will encourage and reward excellence, innovation and creativity in teaching and reflective practice.

"Innovation, scholarship and research in teaching and learning will be actively promoted and funded." (p. 15)

**Goal 6: Institution of Choice for Staff:** "...that attracts and retains academic and support staff of the highest calibre by creating an intellectual environment that fosters and stimulates academic life, and a climate of organisational citizenship..." (p.17)

*Strategy* "6.3 Identify, recognise and reward excellence and develop the full potential of staff." (p.18)

Other allied strategies include: 1.2; 3.5; 6.1 and 6.2

**Policies, procedures and guidelines linked to this focus area include:**

- Integrated Talent Management Policy and Guidelines;
- Integrated Talent Management Procedure and Guidelines;
- Performance Management Policy;
- Learning, Training and Development Policy;
- Academic Promotion Policy;
- Academic Staff Promotion Procedures and Guidelines;
- Framework for Teaching Workloads;
- Quality Promotion and Assurance Policy;
- Principles and Procedures for Student Feedback on Teaching Quality;
- Principles and Guidelines for Peer Evaluation of Teaching Quality
- Distinguished Teachers' Award Policy;
- Language Policy of the University of KwaZulu-Natal
- Language Plan of the University of Kwazulu-Natal;
- Policy on Teaching and Service Units;
- Policy on Self-Funded Teaching Programmes;
- Principles and Procedures for Quality Management of Short Courses;
- Tuition Remission Policy (for staff);

- Research Policy ii: Developing, Retaining and Rewarding Research
- Policies on conditions of service: Policy on Private Remunerative Work; Policy On Fixed-Term Contracts; Leave Policy; Policy on Academic Staff Probation: Permanent Staff and Probation: Support Staff; Sabbatical Leave Policy and Interim Sabbatical Procedures and Guidelines; Secondment and Acting Appointment Policy.

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

**2.2.1** An important advancement made in supporting academics as teachers is the introduction of the **University Education Induction Programme (UEIP)**. This is a mandatory continuous professional development programme (80 hours duration) that is part of the Integrated Talent Management Policy and Procedures implemented in 2012 to enhance the teaching and supervision competences of academics. UEIP is compulsory for all new academic employees and those currently at lecturer level and below. All current senior lecturers and above may be exempted on the basis of submitting a Teaching Portfolio evaluated at 'Strength' (as per the Academic Promotion Policy and Academic Staff Promotion Procedures & Guidelines). It offers academics modules in four key areas: Assessing Learning; Designing and Evaluating Curricula; Supervising Research; and Teaching and Learning (20 hours per module). (<http://hes.ukzn.ac.za>)

*Success Evidence:* Measured by the number of academics who complete the programme. As at April 2014, 766 academic staff had attended modules; and 71 had completed all four modules in the UEIP. *Target:* 95% of academics complete the UEIP or have a Teaching Portfolio assessed as "strength" by 2016.

**2.2.2** In implementing UKZN's **bilingual policy** for students, a parallel interest in staff language proficiency acquisition became evident. In response to staff requests, isiZulu literacy programmes (Beginner, Intermediate, and Advance) for staff are provided by UKZN Extended Learning (Pty) Ltd (UEL).

*Success Evidence:* Measured by the number of staff attending modules. In 2013, 187 UKZN staff attended a module to learn isiZulu. *Target:* 6% of academic staff will have completed a module in isiZulu literacy per annum.

**2.2.3** The performance of all academics is evaluated through the Performance Management System (<https://pm.ukzn.ac.za/>) and the aspect of **teaching is a Key Performance Area (KPA)**. According to Senate approved norms, academic staff members are required to carry a workload in respect of *teaching*, including *supervision* (45%), *research* (40%), *community engagement* (10%) and *administration* (5%). Teaching is evaluated through several measures including teaching portfolios.

A Personal Development Plan is developed by each employee as part of the performance agreement contracted by individual staff with their line managers to reflect upon their own learning, performance and/or achievement and to plan their personal, educational and career development. The Human Resources Division analyses these plans across the University to identify the professional development needs of staff and procures the necessary education and training resources and programmes.

*Success Evidence:* 100% compliance by all staff in completing their performance contracts in respect of teaching and meeting the expected outputs.

**2.2.4 A Teaching Workload Framework (TWF)** was approved by Senate in 2011 and implemented in 2012. The purpose of the framework was to provide objective quantifiable measures of the teaching related activities of individual academics that have application across the University. These measures are based on clearly stated principles to create a transparent teaching workload accounting system that fosters greater equity in academic work to achieve transparent, fair and equitable planning and accountability. It measures four large drivers of teaching time: contact; preparation; assessment; and supervision. All Colleges and Schools have implemented the TWF. It provides a means for quantifying teaching that can be assessed alongside research output which is measured in terms of Research Productivity Units.

*Success Evidence:* Teaching workloads of all academics are quantified and available to all with fair and equitable allocation and sharing.

**2.2.5 Teaching is explicitly evaluated and considered in academic promotion procedures and decisions.** The Academic Promotions Policy stipulates that an applicant may be evaluated for promotion in four main areas: teaching; scholarship and research; community service and development; and University service. For promotion to all levels, applicants must demonstrate a minimum of strength in teaching and in research. In addition, an applicant for promotion to the ranks of all levels from lecturer to associate professor must demonstrate excellence in at least one of the main areas; while for promotion to the rank of professor, an applicant must additionally demonstrate excellence in two of the main areas, one of which must be research or teaching. In the period from 2009 to 2013 all applicants were assessed on their teaching and research. Teaching is evaluated through the presentation of a Teaching Portfolio for which detailed guidelines are provided in the Academic Staff Promotion Procedures & Guidelines. The Quality Promotions and Assurance (QPA) Department provides support for the compilation, evaluation and moderation of Teaching Portfolios (<http://qpa.ukzn.ac.za>).

*Success Evidence:* Analysis of the number of academics promoted (or not) on the basis of excellence and/or strength in teaching and research is reported to Senate (see Academic Promotions 2009 to 2011 Report to Senate, 22 Feb 2012). For the 5-year period of 2009 to 2013, of the 136 successfully promoted candidates, more candidates were **promoted on the basis of excellence in teaching** than in research. While 48 (36%) were evaluated as having achieved excellence in both teaching and research; 50 (37%) achieved excellence in teaching (and strength in research); and 36 (27%) achieved excellence in research (and strength in teaching) (Academic Promotions Report to Senate, 20 August 2014). It has been demonstrated statistically that **valuing teaching in the promotions process significantly impacts the success of women academics.**

**2.2.6 The University Distinguished Teachers' Award (DTA)** recognises and rewards teaching excellence through an evidence-based peer-review process. Nominations are called for annually from staff and students and the nominees submit a detailed Teaching Portfolio based on the Academic Staff Promotion Procedures & Guidelines which is evaluated by a senior committee of College DVCs; Deans; QPA Director and SRC representatives. Presently the Award carries a grant of R75 000 for further advancement of teaching and learning excellence. The award is recognised in the same way as research excellence. It is announced at graduation ceremonies each year and followed by a DTA Dinner. The awardees contribute to University-wide seminars; make presentations at the annual UKZN Teaching and Learning in Higher Education Conference and give guest lectures at the UEIP. It should be noted that Schools and Colleges also have a number of awards for excellence in teaching which are based on various criteria, nomination and selection processes, including

by student voting.

*Success Evidence:* The number of DTA awards made. From 2006 to 2013, 25 such awards were bestowed. Two academics were recognised in the HELTASA/CHE National Excellence in Teaching and Learning Awards (DTA dinner, Order of Proceedings 2014; Annual T & L Reports 2008/9; 2010/2011; 2012; <http://utlo.ukzn.ac.za>).

**2.2.7 Scholarship in teaching and learning** has been actively supported since the establishment of the T&L Portfolio. Each year funds (+R1.5m) are made available to staff through the Teaching and Learning Competitive Research Grant and Teaching Innovations and Quality Enhancement Grant. Proposals are called for, reviewed and funded; a range of capacity development activities are convened to support research and writing in T&L; and regular seminars, colloquia, and the annual UKZN Teaching and Learning in Higher Education Conference serve as a platform for academic staff to share research findings, best practices, generate debate and to theorise all aspects of higher education policy and practice. Institutional research projects are also commissioned to address specific problems identified.

*Success Evidence:* Measured by the number of projects funded; the amount of funding disbursed; the number of academics supported; publications generated; and meeting the Senate norms for Research Productivity Units. Attendance at seminars or conferences and participant evaluations. From 2009 to 2013, approximately 118 projects were funded to the value of R5.8m, involving 345 academics. An estimated 178 accredited publications are attributed to the activities of the T&L portfolio (Annual T & L Reports 2008/9; 2010/2011; 2012; <http://utlo.ukzn.ac.za>).

**2.2.8** In advancing the requirement for all academics to have a PhD as a minimum qualifying requirement at a research-led University, the T&L Portfolio has drawn on this initiative to create a critical mass of **educational research experts with doctorates across disciplines** in the University. To this end a PhD in Higher Education based on the Cohort Model of Supervision was launched in 2011 (12 registered) and a second cohort commenced in 2014 (19 registered). Staff receive tuition fees remission for Masters and PhD studies and are awarded research productivity units upon completion of their PhDs.

*Success Evidence:* Measured by the number of staff enrolled for and completing PhD studies in higher education and the educational aspects of their disciplines. More than 30 are currently registered for their PhD in Higher Education. As at March 2014, 56% of 1044 permanent staff at UKZN had PhDs and 308 (29.5%) are in progress (Report to Council 24 March 2014). By 2016, 70% of academic staff are expected to have completed their PhDs (Institutional Indicator).

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

**2.3.1** Although funding for research, innovation and quality enhancement is made available each year together with a range of capacity development workshops such as grant writing, **not all grant funds are disbursed**. It may be that a plateau is being reached in capacity and interest in the educational aspects of disciplines.

**2.3.2** The number of nominations for the Distinguished Teachers' Awards has hovered at around 10 each year and **fewer than the four available DTAs have been made in the past two years**. The effort required to construct a Teaching Portfolio and the rigorous evaluation of the portfolios may be factors impacting success rates.

**2.3.3** Teaching and staff **development activities** have not been as successful as hoped, with **moderate to low attendance**. This may be attributed to competing requirements: a number of staff members are reading for their PhDs, have research publication norms to meet, and need to take the UEIP programme. In addition, unfavourable staff-student ratios in some disciplines mean that some academics are carrying higher teaching working loads.

**2.3.4** CANDID TALK (a recorded TV debate, talk-show series) was envisioned to promote public discourse on higher education issues. Four Candid Talk productions were envisaged. The first on Assessment conducted in 2013 demonstrated that **UKZN did not have adequate production facilities and capacity to deliver a quality product for public viewing** and outsourcing the programme to private providers was unaffordable. The Series has subsequently been suspended.

**2.4 What activities have you recently implemented or are you planning to implement in the next 12 to 18 months related to this focus area? Why have you chosen these particular activities? What is the need or problem they are intended to address?**

**2.4.1** The **Teaching KPA in the performance management system is being made consistent** across the University and will be assessed from 2015 through assessments of Teaching Portfolios (using the Academic Promotion Procedures and Guidelines). This will require University-wide support in developing and evaluating teaching portfolios.

**2.4.2** An **online system has been developed for the Teaching Workload Framework** and is currently being piloted in four Schools. By the end of this year the online-system is expected to be rolled out to all Schools. This will facilitate comparisons across Schools within and across Colleges. Further refinements to the values proposed across Colleges will need to be approved by Senate.

**2.4.3** **Acceleration of implementation of the UKZN Integrated Talent Management** Procedure and Guidelines which sets out a comprehensive outline and defines criteria for Identification of Talent i.e. performance, potential and levels of work; Talent Mapping; Talent Review Process and Talent Development Process with respect to induction and continued professional development, training governance and development strategies aimed at nurturing talent. This will assist in creating interest in and succession planning for the T&L related leadership positions.

**2.4.4** **All new and existing academic staff are required to complete the University Education Induction Programme (UEIP)** (or equivalent). Academics have until the end of 2015 to complete the programme and may leave this to the last year. A focus on increasing the uptake of the UEIP to meet the proposed targets and facilitating development of teaching portfolios *in lieu* of exemption for senior academics will be required to meet targets.

**2.4.5** **Commissioning of several Institutional Research projects** to investigate and inform teaching and learning related policy, practice and areas identified that require improvement with respect to T&L related strategic plan goals and targets. This will enable the University to take evidence-based decisions on the required interventions.

**2.5 What are the challenges or problems related to this focus area that still need to be addressed in your institution?**

**2.5.1** The implementation of Moodle as the University's online learning management system has been slow. The roll-out of ongoing staff training for Moodle uptake and use across the University has also been slow.

**2.5.2 Increasing attendance at Teaching & Learning seminars** – it is not as high as expected or needed to enable widespread sharing of research findings and best practices.

**2.5.3 Developing a policy for Teaching Fellows** parallel to the policy for Research Fellows.

**2.5.4 Securing an endowed Chair in Higher Education Teaching and Learning:** We have not been successful in attracting funding to enable the appointment of a Chair to this crucial area.

**2.5.5 Development of Teaching Centres** (similar to Research Centres) has not been successful.

### **3. FOCUS AREA 2: ENHANCING STUDENT SUPPORT AND DEVELOPMENT** (3-6 pages)

*(Including career and curriculum advising, life and academic skills development, counselling, student performance monitoring and referral)*

#### **3.1 Which aspects of your institution's Strategic Plan relate to this focus area? (Please quote from the strategic plan)**

Two Goals (4; 6) and several strategies in the UKZN Strategic Plan (2007-2016) (Revised June 2012) relate to the focus on enhancing student support and development.

##### **Goal 4: Excellence in Teaching and Learning**

*Strategy "4.5: Provide a supportive educational environment that promotes a strong work ethic and a culture of deep learning among students."*

"The University acknowledges that effective academic support is essential to enhance the learning experience, and that all students admitted to the University should have access to flexible, responsive support systems that enable them to complete their studies successfully. Among a range of student focused initiatives, the University will promote a multi-pronged academic monitoring and support system, which focuses on both content and context. This approach will optimize student learning, reduce dropout rates and increase completion in minimum time" (p.15).

**Goal 5: Institution of Choice for Students:** "To establish the University as an institution of choice that values students in all their diversity and has a student-centred ethos, providing students with infrastructure and support services designed around their needs and producing well-educated, competent and sought-after graduates" (p. 16).

*Strategy "5.3: Create conducive learning and social environments for students: The University will provide ... a learning context conducive to holistic student development..." and "The University will provide excellent services to meet student needs for welfare, health care and counselling".* (p. 17).

Allied strategies include 5.1 and 5.2

##### **Policies, procedures and guidelines linked to this focus area include:**

- The UKZN Pact;
- Academic Monitoring and Exclusions Policy;
- Policy on Teaching and Learning;
- Policy on Assessment;
- Language Policy of the University of KwaZulu-Natal
- Language Plan of the University of KwaZulu-Natal;

- The UKZN Transformation Charter;
- Policy on Students and Staff with Disabilities.

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

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

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

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

The AMS is **funded through the DHET Teaching Development Grant** and collateral funding from College budgets. The initiatives are regularly monitored through the TLSG and annual colloquia enable staff to interrogate, consolidate, share effective practices and innovate.

Academic Development Officers (ADOs) offer guidance and information to students considered to be “At Risk” who are flagged in the system: first as orange, then as red if at risk of exclusion. The students are referred to appropriate academic or professional services support (counselling, support programmes, health and wellness).

*Success Evidence:* Senate approved a set of minimum criteria for the AMS strategy against which Colleges report. UTLO consolidates both a qualitative report on AMS activities and a quantitative report on the numbers of students at risk, throughput, dropout, completion rates, etc., for Senate annually. The **AMS strategy has been externally reviewed** and externally evaluated and a set of recommendations to gauge success and a range of recommendations to improve its functioning and impact have been provided. These are being deliberated by Schools and Colleges and a response will be tabled at Senate later this year.

Based on the last **AMS report tabled in Senate** (6 November 2013), all Colleges reported that they have fully functioning AMS systems and have assessed themselves as being fully or adequately compliant with the majority of Senate approved AMS minimum criteria. UTLO reported that 73% of all 2012 UG students met or exceeded minimum

progression requirements. The number of academic exclusion appeals considered at an Institutional level has decreased from several hundred annually five years ago to under 100 (Academic Exclusions Appeals Committee minutes tabled at Senate 14 May 2014).

- 3.2.2** A range of **academic support activities** are offered across Colleges, including remedial and supplemental tutorial support, support for language literacy and numeracy skills, study skills, one-on-one consultations with lecturers, bilingual isiZulu-English tutorials and peer-mentoring support. In 2012, all Colleges reported offering a variety of AMS initiatives (AMS report to Senate, 6 November 2013).

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

- 3.2.3** The **devolution of professional services and support for students**, as part of the College Reorganisation process, has led to each College having coordinated Student Support Services bringing these services closer to where students are based within Schools. The benefits of this model, include: close integration of counselling within each College's academic programme; under-prepared students receiving a programme of important life skills such as time management, study skills, stress management, career decision making, etc.; counsellors working more closely with College administrative and academic staff; students who are at risk being compelled to consult student counsellors at least twice a year, as part of the academic monitoring and support system; and the development of a coherent counselling programme with explicit and measurable learning outcomes aligned to the teaching and learning objectives of the Schools in the respective Colleges.

- 3.2.4** A broad **range of student support programmes and activities** are offered differentially in the Colleges. The following College specific programmes are offered:

**First Year Experience Programmes**, which are extensive support programmes offered by Colleges, enable new entrants' transition into the higher education context. These include: Pre-registration Academic Orientation and Integration where students are offered workshop topics such as surviving University life, critical academic skills, University procedures and policies such as the Academic Monitoring and Exclusions Policy and processes; Peer Wellness Mentoring; and Academic/Life Skills and on-going psycho-social skills workshops throughout the year to first year students within their discipline specific groups.

The **Learning Enhancement Checklist (LEC)**, offered by Colleges is a computerised diagnostic tool which identifies barriers to academic success and serves as an early warning intervention strategy. It aims to promote increased self-responsibility and self-efficacy for academic success. It increases retention and throughput and offers College support for "At Risk" students.

**Personal Counselling** aimed at enhancing students' emotional and psychosocial well-being, provides support to students identified "At Risk"; and Career Counselling/Assessment is available to students to facilitate appropriate career choices and assist with timeous career redirection in all Colleges. Workshops for career development and training: CV writing, interview techniques, brand management/image building, etc., are also provided.

Career Exhibitions and **Graduate Recruitment Programmes** that encourage student engagement with potential employees to refine career information and decision-making programmes are offered variously by Colleges.

*Success Evidence:* **Statistics (annual, semester or monthly) are reported to various University committees**, e.g., School Boards, Student Services Council and College Management Committees. Reports include statistics to show uptake of services. Patterns and trends from these statistics are used to design appropriate and relevant individual and group interventions. For example, in 2013 the Student Services Council decided to focus on the extent of unplanned pregnancies following noticeable trends from the statistics presented at the different Student Services Council meetings.

Interventions are evaluated with the aim of achieving an overall 70% satisfaction response. On the whole, students have reported satisfaction with the programmes.

**3.2.5 Student health and wellness** services and programmes are offered on the various campuses and are regarded as integral to supporting student success.

**Campus Health Clinics** are available on all Campuses and provide quality health care to students. Programmes are offered to prevent those ailments which are preventable and manage the consequences of behaviours which lead to problems such as unplanned pregnancies. Curative health services are offered to ensure that students who fall ill are taken care of as soon as possible and near where they stay to prevent time wasted on going to public health facilities. A 24-hour ambulance service is provided by Netcare 911 to all students who require transportation to hospitals from the campuses and the residences.

The **HIV and AIDS Programme** offered on all five campuses responds to the needs of students by providing prevention, care, and support and treatment services. The programme seeks to reduce new HIV infections, promote behavioural change, reduce stigma (a key obstacle to effective HIV and AIDS management that often deters people from accessing prevention and care services), support people living with HIV and promote access to Campus health services. A Reproductive Health Education and Advocacy Project funded by the Ford Foundation, is in place to empower students and staff with knowledge and skills, raise awareness through education and advocacy, improve dialogue platforms for HIV and AIDS and Sexual Reproductive Health Rights (SRHR), and to promote human rights. Peer Educators Recruitment and Training, a pillar of the HIV and AIDS Programme, assists with information dissemination, facilitation of group discussions and mobilisation for campaigns. Each Campus recruits 30 peer educators each year who are then trained by different organisations for different HIV and AIDS and sexual reproductive health projects.

The option of **Indigenous Healthcare** has been available to students since 2007 and is run by an indigenous health care practitioner (Makhosi). It is accessed by several hundred students each year who consult Makhosi for various reasons such as cultural advice, spiritual upliftment/ cleansing, social, personal, academic, relationships and culture-bound syndromes. Students may refer to these services, as they do all other forms of counselling and support, to provide evidence of the reasons for poor performance in their appeals against academic exclusion.

A **food security programme** has been set up. This issue was raised by the SRC and was dealt with in Senate. A voucher system for meals for indigent students is in place. For example, in March this year, 700 vouchers were distributed to the four Colleges. Professional services staff in the Colleges identify, screen and counsel students, as well as distribute the vouchers. The student's financial status is checked and verified by the Financial Aid Officer in the College to ensure that there is no abuse of the system.

Campus Health Clinics have emergency food stocks for students who come to the clinics in a state of collapse due to hunger or are identified as having serious hunger problems.

*Success Evidence:* Statistics on student take up of various support services are reported to University Committees, e.g. School Boards, Student Services Council, College Management Committees, Senate, etc.

**3.2.6 The Student Representative Council (SRC) plays an important role** in drawing attention to various challenges experienced by students that impact student success which have led to interventions. For example, the approval of the Policy on Academic Monitoring and Exclusion in Senate was delayed until it could be demonstrated that the AMS system was in place as required by the Policy and led to Senate requesting annual AMS reports. The SRC acts as a governing body for all student structures and represents students in all matters that affect them. They also represent students on all academic structures such as School and College Boards.

**3.2.7 The Residence Life Curriculum** is implemented in the student residences through the use of the Wellness Model which encourages optimal functioning in the six dimensions of wellness, namely, emotional, intellectual, physical, social, spiritual and vocational wellness. The programme is implemented through the employment of a Residence Life Team. In addition, support programmes have been initiated in residences whereby senior students assist first year students in regard to academic and social aspects.

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

**3.3.1 The devolution of student professional support services** from Campus-based central structures to College-based structures has not been fully achieved. There is a need for certain aspects of Student Counselling Services to be standardised and better coordinated across the Institution. Differences in approaches across Campuses in Colleges as well as the somewhat fragmented approach to student support in some instances within Student Services and within the Colleges persists, and leads to uneven service delivery. This may be due to differences in the way Colleges prioritise and manage AMS and allocate and utilise resources to support students.

**3.3.2 Support programmes in the Residences** have not been implemented as extensively as required, due to Residences not being College specific (with the exception of Medical School and the School of Education). A shortage of staff has prevented the extension of programmes to students in the residences after hours. To provide student support in the residences, peer education/mentoring is being considered. Train-the-trainer workshops are also offered to the Resident Assistants and House Committee members by Colleges' Student Support Services.

**3.3.3 Although attendance of AMS activities and programmes by identified "At Risk" students** is compulsory, students who need the support do not always take advantage of its provision. General life skills or psych-educational workshops, in particular, are poorly attended because they are not mandatory for all students and are not effectively endorsed by academics.

**3.3.4 Improved tracking of the impact of professional services** on student academic performance is less than optimal, as one of the primary measures to assess the success of programmes. This requires closer working relations with all the main College stakeholders, which have yet to be established and formalised. Active collaboration

between the key role players is a challenge; some silo arrangements are still prevalent in terms of operations.

**3.3.5** Inadequate **Financial Aid provision** for students and **residence space** to meet demand remain perennial problems.

**3.4 What activities have you recently implemented or are you planning to implement in the next 12 to 18 months related to this focus area? Why have you chosen these particular activities? What is the need or problem they are intended to address?**

**3.4.1** The Senate approved **AMS minimum criteria (2009) has undergone a review** to ensure that they respond to the devolved College model, new T&L structures, current conditions and needs regarding AMS. A revised reporting template to better monitor the functioning and expected outputs of AMS activities and utilisation of funding in reporting to TLSG and Senate was approved by Senate (20 August 2014). The external AMS evaluation recommended that a minimum generic standard for all Colleges be enforced in reporting on AMS programmes. The implementation of the revised AMS criteria, which will include the collection of output and outcome-related data, will track student participation and progress as reflected by movement from one status to another. This challenge is in data analysis and action; in assisting Colleges to evaluate their AMS programmes rather than seeing it as a compliance checklist.

**3.4.2** To achieve greater **consistency in professional services delivery** across Colleges, a process of standardising all material as part of internal quality enhancement is underway.

**3.4.3** To inform access, retention and throughput activities through promoting effective career decision making and selection, a **Career Manual** was developed earlier this year and will be piloted later in the year.

**3.4.4** At the College level, on-going advocacy on the relevance of working in a collaborative manner across all College offices has been prioritised. The overall aim is to develop a structured College support programme that targets student support at precise phases in the student's academic career, from entry to exit; and to promote a positive image of psychological support and make explicit **the link between general well-being, psychological health and successful academic performance**.

**3.4.5** The above approach needs increased buy-in from all stakeholders by **strengthening partnerships among the College professional staff**, including, Campus Health Clinics, Risk Management Services, Academic Leaders, Academic Development Officers, the Student Representative Council, Residences and Academic staff.

**3.4.6** Several of the professional support staff have research degrees and experience of participating in research projects and therefore plan to do more research; to publish and **publicise their work and share best practices**.

**3.4.7** **Various Institutional Research (IR) projects** are planned and budgeted for in the next three years, including the development of indicators for graduate attributes for an employer satisfaction survey; researching exceptional performance especially among students from disadvantaged backgrounds; and researching the status of and providing support for early career academics. Participation in the South African Survey of Student Engagement (SASSE) and Lecturer Survey of Student Engagement (LSSE) (with UFS) will provide findings on student behaviours, and staff practices inside and outside the classroom. The student engagement data and findings are taken seriously to help the University to make decisions and interventions that promote effective teaching and learning.

**3.4.8** A **Recognition of Prior Learning Policy (RPL)** has been in existence since 2009, but it is in need of review in keeping with the national dialogue around RPL, where the view is that meaningful procedures need to be put in place for the correct implementation of RPL practices (e.g., at UWC).

### **3.5 What are the challenges or problems related to this focus area that still need to be addressed in your institution?**

**3.5.1** Some of the programmes and interventions listed above can best be described as 'local' to specific Colleges; based on their own contextual needs and imperatives. Ideally similar coordinated support programmes should be available to all "At Risk" students in all Colleges to **provide a consistent safety net for all under-performing students**. The University aspires to make relevant support available to all students, including those who are in 'good academic standing'.

**3.5.2** **Despite the declared successes of AMS, its implementation is uneven across Colleges** and gaps in provision have been identified. The external evaluation report of AMS made several recommendations to enhance the functionality of the Programme to improve student success which are being considered by Colleges (some of which are presented below – see External Evaluation of Academic Monitoring and Support: August 2012).

**3.5.3** One of the areas identified as requiring improvement from the College self-evaluation of the AMS criterion is the need for better tracking of referrals. The College professional staff are working on a **clearer referral system within the College support structures**. Timely referral of students is important so that they are not only referred in crisis and at a late stage of presenting a problem. Stigmatisation of students who seek counselling has also been raised. Explicit institutional support and promotion of student support as a healthy and normal part of student life at a higher education institution is key to promoting timely accessing of services.

**3.5.4** The inclusion of Academic Skills in the time table of first year students and in some academic (especially professional) programmes has been raised. Whilst an informal arrangement exists in some disciplines, this has not been extended to all disciplines. **Insufficient time-tabled Student Support** interventions including assessments, psycho-educational and life skills workshops at all levels of study are a challenge, but particularly at undergraduate.

**3.5.5** A flexible and consistent framework is required to provide **coherence in the roles and responsibilities of AMS staff**. A process is underway to determine better role clarification of Academic Development Officers, Counsellors and Mentors for different support structures within the College and University-wide. The role of professional services is not understood by some academics and is often seen as peripheral or non-core to the academic enterprise. The way students are responded to is reflective of how the services are arranged in not responding to students holistically. Stabilising the staffing of AMS programmes has been identified as a challenge, as has the availability of adequate numbers of counsellors who speak isiZulu.

**3.5.6** Over the longer term **alternative funding models for AMS programmes** will be needed. The uncertainty regarding the continuation of the DHET Teaching Development Grant that is currently utilised to fund most AMS activities is just one indication that there might be threats to the viability of AMS in certain Colleges.

**3.5.7** An area in which progress has been made but where much more still needs to be done is in the **provision of Disability Support Services**. Academic support services to students with both temporary and permanent disabilities are offered but are uneven on different Campuses. Disabilities being supported include visual and hearing impairments, learning disabilities, dysgraphia, chronic illnesses, physical disabilities, rheumatoid arthritis, quadriplegia, speech impairments (stuttering), epilepsy, spinal bifida, fractured wrists, and medical and mental conditions. Every effort is made within available resources to ensure that students with disabilities have equal access to the academic programme thereby maximising opportunities for their personal growth and development, including the formatting of academic materials and examination preparation support. Students are accommodated in on-Campus residences. However, challenges are experienced in accommodating helpers for students with quadriplegia and those with multiple disabilities who require such services. These persons reside with the student to provide support.

#### **4. FOCUS AREA 3: ENHANCING THE LEARNING ENVIRONMENT**

(3-6 pages)

*(Including teaching and learning spaces, ICT infrastructure and access, technology-enabled tools and resources, library facilities)*

##### **4.1 Which aspects of your institution's Strategic Plan relate to this focus area? (Please quote from the Strategic Plan).**

Two goals (4 and 5) and several strategies in the UKZN Strategic Plan (2007-2016) (Revised June 2012) relate to the focus area of enhancing the learning environment.

##### **Goal 4: Excellence in Teaching and Learning**

*Strategy* "4.3 Review and revise our teaching modes and assessment practices in accordance with student learning needs, scholarship and the highest quality management principles." (p. 15)

"We will optimise the use of appropriate Information Technology (IT) in improving teaching and learning by integrating IT networks and communication protocols into learning environments." (p. 15)

*Strategy* "4.5 provide a supportive educational environment that promotes a strong work ethic and a culture of deep learning among students." (p.15)

**Goal 5: Institution of Choice for Students:** "To establish the University as an institution of choice that values students in all their diversity and has a student-centred ethos, providing students with infrastructure and support services designed around their needs and producing well-educated, competent and sought-after graduates." (p. 16)

*Strategy* "5.3: Create conducive learning and social environments for students." (p. 17)

"The University will provide on all its campuses excellent learning facilities, accessible 24 hours a day, which stimulate intellectual engagement and provide a learning context conducive to holistic student development that respects a diverse range of educational experiences and needs." (p. 17)

Allied strategies include: 5.1, 5.2

**Policies, procedures and guidelines linked to this focus area include:**

- UKZN IT Strategy May 2014
- Policy for the Acceptable Use of Information and Communication Services (ICS) Resources
- Library Strategic Plan 2007-2011
- Report External Review of the Library, October 2011

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

**4.2.1 Wireless access** has been rolled out across all UKZN Campuses, having prioritised teaching spaces and on-Campus residences. This has dramatically increased students' access to electronic resources including library resources. Other impacts include students not having to walk to the library at night, thereby enhancing their security. It is estimated via various periodic surveys that more than half of all students have access to their own devices (some with Laptop, smart phone and tablet), and these are being used on the wireless network, with up to 7 000 concurrent connections.

*Success Evidence:* Tracking the roll out of wireless access across the different Campuses, giving priority to spaces used by students.

**4.2.2 Significant internet access for students and staff** has been provided, with students being afforded up to 7 Gigabytes of international data per week and unlimited local data over the University's internet connection. Significant use is made of this data and Information and Communication Services (ICS) are measuring an insatiable demand for bandwidth. Some of this bandwidth is used to access online resources and content including lectures and content from Coursera, Stanford University, MIT and Khan Academy.

*Success Evidence:* UKZN was rated number one in Africa in the Webometrics Rankings in 2013.

**4.2.3** Following a major initial 350 **common lecture venue upgrading** project in 2008/9 at a cost of more than R7m, the University made a concerted effort and invested significantly to expand wireless access and improve lecture room electronic infrastructure. Common lecture venues have been fitted with podiums, sound (microphones, amplifiers and speakers) and projection. Some lecture venues have been fitted with more advanced infrastructure, mainly high impact venues, as a lack of funding has prevented this technology from being rolled out to all venues. These advanced technologies include classroom automation and remote support (Crestron units) and document imaging cameras. Problems of equipment theft have been mitigated through the rollout of video cameras in all common lecture venues, which has been shown to reduce theft.

**4.2.4** The rollout of wireless and increased acquisition of laptops and tablets etc. by students has relieved demand and improved the **provision of student computer laboratories**. UKZN provides 5 500 computers for a student enrolment of 44 000 (1:8) in student computing facilities across all Campuses. Significant use is made of these facilities, including those that are open 24 hours.

**4.2.5** Students (and staff) have **access to a range of software** including email, Microsoft Office, plagiarism and statistical packages, etc. Students are afforded access to

Microsoft Office 365, which is the latest cloud based Microsoft offering. This gives them access to all the latest advances in software and provides students with exposure to systems and training opportunities that they will use during their undergraduate and postgraduate studies as well as in the workplace. In addition to email, students are afforded very large electronic storage facilities, and video conferencing via Microsoft Lync.

- 4.2.6** The University has adopted Moodle as its **Learning Management System (LMS)** and has rolled out Moodle to manage the distribution of electronic content to students. Following training for staff, use is being made of this technology, but significantly, feedback has indicated that the use of Moodle is driven by student demand for this technology. The Learning Management System manages the delivery of course content to students who have registered for that course, and it also has functionality for the submission of projects and assignments.

*Success Evidence:* Regular reports on Moodle usage are presented to TLSG. For example, there are 1 201 unique teacher enrolments and 34 841 unique students with at least one visible 2014 course; and 900 unique visible courses with Teachers.

- 4.2.7** The use of **Visual Learning technology** is currently being piloted in the College of Health Sciences. This technology is being taken up across the College, and in several other disciplines at the University. The initial 5 000 user licenses have almost been exhausted. Visual Learning manages lecture streaming, a video portal to access pre-recorded lectures, classroom interaction between lecturers and students, quality assessment surveys, and gateway questions or tests; the next release will include a second sound track to allow for the dubbing of lectures into isiZulu.

- 4.2.8** A major drive in library facilities provision in the past few years has been the specially-designed **Research Commons** in the Campus libraries. Electronic resources (academic journals, databases, electronic thesis, e-books, etc.) are available to all staff and students via the University's library website: <http://library.ukzn.ac.za>. Currently more than 23 000 electronic journals can be accessed through library subscriptions to journals and databases. Electronic books are also available. Each Campus has library facilities and there are more than 18 Collections on the five Campuses. In total, the libraries contain more than 1.4 million volumes of journals, books, theses, reports and other print media.

*Success Evidence:* Statistics on loans (headcounts); ongoing surveys; and usage statistics are periodically tracked on access to online journals and books. (See Library Strategic Plan 2007-2011; Library Review Report, 2011)

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

- 4.3.1** The University is cognisant of the fact that much of the large **bandwidth provided to students is used for private surfing**. This may be a consequence of students who do not have their own devices for recreational use and those from rural areas being exposed to the technology and needing to become comfortable with using it.

- 4.3.2** While much progress has been made in installing electronic infrastructure in lecture rooms, **a lack of funding has prevented this technology from being rolled out to all venues**. Moreover, a significant number of academic staff do not fully utilise the available technology despite training opportunities.

**4.3.3** While Smart Boards and Qomo boards are regarded as effective learning tools and some provision of these has been made at the University, these have not progressed beyond the concept stage. **Little or no use has been made of this advanced technology** and they stand unused in venues where they have been provided.

**4.3.4** Electronic projectors are widely used. However, there are still lecturers who prefer to use transparencies and insist on having the lecture rooms fitted with overhead projectors for these transparencies. **The adoption of newer technologies** such as electronic projectors and document imaging cameras has not been successful across the board. Changing the behaviours of "older" or "senior" academics is difficult compared with new or younger academics that are much more familiar with different technologies.

**4.3.5** It has been recognised that there is a **need for appropriate informal learning spaces** particularly in student residences; however, attempts to remedy this problem have been only partially successful. Much of the focus and resources are taken up by the basic demand for residence spaces, which has escalated in recent years with increased access and changes in enrolment planning.

**4.4 What activities or facilities have you recently implemented or acquired or are you planning to implement or acquire in the next 12 to 18 months related to this focus area? Why have you chosen these particular activities or facilities? What is the need or problem they are intended to address?**

**4.4.1** A recent space audit demonstrates that **UKZN has adequate space** for its student body size in terms of DHET norms. It also has an efficient online system to allocate teaching venues according to the timetable and module enrolments. However, despite this there are repeated claims that the current lecture space is not adequate. This arises from students in modules with large enrolments not adhering to the allocated blocks in the timetable to which they are assigned and pressure on the timetable to accommodate the teaching of modules during the mornings. Hence, the **timetable does not utilise the full teaching day** and is unevenly spread, resulting in many venues remaining empty in the afternoons. This is currently under investigation to find solutions through the Executive-Deans Forum.

**4.4.2** Initiate the phasing-in of a **mandatory requirement for all modules to be operationalised through Moodle**, with investigations to understand and mitigate the implications of such a move. There are many separate installations of Moodle and ICS is currently in the process of consolidating all these applications. Providing all lecture notes, reading materials, etc. online will facilitate access to teaching and learning materials for students but also require consideration of the acquisition of laptops etc. by all students, including those on Financial Aid and from disadvantaged backgrounds. In addition, staff who have been unwilling or unable to take up Moodle training will require support to use Moodle.

**4.4.3** **The lecture room infrastructure upgrade will be continued** (subject to funding availability) and will include: implementing more appropriate projection and sound in very large venues; classroom automation and remote support; document imaging cameras; high density wireless to accommodate the number of students connecting concurrently from one place; and power points to support devices in lecture rooms.

#### **4.5 What are the challenges or problems related to this focus area that still need to be addressed in your institution?**

**4.5.1 Roll-out of (Library) Research Commons to all Campus libraries** based on the success of the existing ones. Quiet, dedicated study space with access to up-to-date technology and online library materials for postgraduate students and researchers needs to be provided. Longer after-hours access to the library is also needed, in view of the lack of time available during normal curriculum hours.

**4.5.2 Large Lecture Venues** are required on some of the Campuses in order to cater for larger classes and avoid duplication of lectures due to staffing constraints. This also supports a delivery format that encourages senior academics (the professoriate) to teach undergraduate classes followed by smaller tutorial classes.

**4.5.3 Improved retention rates** as a result of AMS activities have created a **need for larger laboratories** on some Campuses in order to accommodate the increased intake of students in certain programmes.

**4.5.4 Continued broadband network expansion** is needed on all Campuses in order to stay abreast of modernising the learning environment given that sizable and growing numbers of students have access to smart phones, tablets or laptops.

**4.5.5 Online support for student module evaluations** and report generation, including ensuring that participation rates remain high is a long standing core requirement that has not been met.

**4.5.6 Many students still do not have access to computing devices**, and struggle to leverage these technology resources; including limited access to printing facilities for assignments, practicals and project work. Phasing in mandatory Moodle use will require students to make provision for acquiring laptops, including through NSFAS

**4.5.7 Electronic content** provided by the University is still in its infancy and will need to be grown and developed over time.

**4.5.8 Funding is required to roll-out piloted electronic solutions** shown to be effective University-wide and to scale. Challenges related to budget constraints and more efficient resource utilisation for updated library provisioning also remain.

### **5. FOCUS AREA 4: ENHANCING COURSE AND PROGRAMME ENROLMENT** (3-6 pages)

*(Including admissions, selection, placement, readmission refusal, pass rates in gateway courses<sup>1</sup>, throughput rates, management information systems)*

#### **5.1 Which aspects of your institution's Strategic Plan relate to this focus area? (Please quote from the Strategic Plan.)**

Three goals (4, 5 and 7) and several strategies in the UKZN Strategic Plan (2007-2016) (Revised June 2012) relate to the focus area of enhancing course and programme enrolment.

#### **Goal 4: Excellence in Teaching and Learning**

<sup>1</sup> "Gateway courses" are those courses that have a large impact on students' ability to progress. Typically they are prerequisites for other courses, and often they have large enrolments. At many universities, examples of gateway courses are first year Mathematics and Economics. In some cases, if students fail a gateway course they automatically have to extend their studies by one or two semesters.

*Strategy 4.5* "The University acknowledges that effective academic support is essential to enhance the learning experience, and that all students admitted to the University should have access to flexible, responsive support systems that enable them to complete their studies successfully. Among a range of student-focused initiatives, the University will promote a multi-pronged academic monitoring and support system, which focusses on both content and context. This approach will optimise student learning, reduce dropout rates and increase completion times. The University will continue to improve this system and endeavour to institutionalise it within Schools and Colleges ..." (p. 15-16)

#### **Goal 5: Institution of Choice for Students**

*Strategy* "5.1 Meet the needs and expectations of students both pre-enrolment and post-enrolment."

"The University will implement professional, robust and efficient recruiting and admission processes focused on the student. It will streamline student academic administration and access to information by re-engineering processes in accordance with student needs and usage, and by the judicious development of online processes and electronic information centres. This will include efficient online systems for rapid and easy access to information..." (p. 16)

#### **Goal 7: Efficient and Effective Management**

"To establish and maintain efficient and effective management systems and processes that provide a caring and responsive service ..." (p.19)

*Strategy* "7.2 Streamline administrative and decision-making processes." (p.20)

Allied strategies include: 4.1, 4.2, 4.3, 5.3 and 7.3.

#### **Policies, procedures and guidelines linked to this focus area:**

- Admissions Policy: Undergraduate admission into the UKZN in 2009;
- Policy on Teaching and Learning;
- Policy on Assessment;
- Language Policy and Language Plan of the University of KwaZulu-Natal;
- Plagiarism Policy and Procedures;
- Academic Monitoring and Exclusions Policy;
- Distinguished Teachers' Award Policy;
- UKZN Enrolment Plan (2014-2019) (Submitted to DHET Aug 2013);
- Reports on the Analysis of External Examiners' Reports (CAAB Agendas 2013/2014);
- First Year Undergraduate Student Profile and Performance (2007-2012) (Executive-Deans Forum 7 June 2012).

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

**5.2.1 Enrolment planning, monitoring and management** are the collective and individual responsibility of the leadership at all levels of the University. Enrolments within Schools and Colleges are monitored and managed through the respective Management Committees; and at institutional level on a monthly basis through the Executive-Deans Forum (EDF). Enrolment trends and patterns are identified at the EDF and appropriate action considered. The achievement of enrolment targets is also built into the performance contracts of the College DVCs and Deans as a Key Performance Area.

In the past few years, the University has gradually moved to **online registration**. With the support of the Central Application Office, this has enabled the University to process the large numbers of applications received efficiently and effectively. Undergraduate selection and admissions are processed by the College Offices rather than by Schools (where postgraduates are handled). Transparent admission and selection processes have reduced student concerns and protest action and enhanced fairness and consistency across Colleges.

Administration staff manages this process in consultation with the academics providing leadership in different programmes. College managers compile admission and selection reports periodically to keep the College management and academics informed of developments. To minimise unnecessary blockages and given the large numbers of applicants, processes such as student interviews and special pre-selection tests are discouraged. For placement decisions candidates are afforded an opportunity to access the career counselling centre for guidance regarding their career choices. This support is also available to students when they are in the system, especially if they are at risk or facing challenges regarding their career choices.

*Success Evidence:* Meeting enrolment targets is one of the institutional success indicators which is tracked and reported on at Senate and Council. In 2013, the undergraduate target of 31 101 was met at 31 758; and the postgraduate target of 25% was met at 26%; further evidence is the increasing Academic Performance Scores (APS) of matriculants recruited as new entrants.

**5.2.2 Evidence-based review and amendment of minimum entry requirements** for undergraduate degree programmes have taken place. Reports provided by UTLO on "First year undergraduate student profile and performance (2007-2012)" (Executive-Deans Forum, 7 June 2012) enable Colleges and Schools to investigate these further and develop proposals for approval, particularly during a period of much discussion regarding the new National Senior Certificate (NSC) and concerns about the minimum entry requirements into degree programmes and their possible impact on meeting enrolment targets and throughputs. The profiles provided insight into how each new entrant undergraduate bachelor student cohort was transforming year on year from 2009 to 2012 on a range of indicators; and signalled where student recruitment efforts need to focus.

The data on first year pass rates provide a gauge for the impact of the AMS system which has been funded and implemented in all Colleges since 2009. The review of minimum entry requirements (including Matric points/APS) by Schools and Colleges was complemented by a simultaneous review of their admission and selection processes. For example, it was agreed that admissions be based on agreed principles and procedures and discretion by Schools and College is limited or prescribed.

A successful intervention that was made on the basis of analysis of applicants meeting all requirements except the **level of pass in Mathematics**, is the offering of the Foundation Mathematics module from the BSc Foundation Programme as a short course by UEL to candidates seeking to improve their NSC Mathematics results and for candidates who took Mathematical Literacy in high school. Senate approved that a pass in the Foundation Mathematics module could be considered *in lieu* of NSC Mathematics. This intervention has assisted several programmes to meet their enrolment targets and provide access.

*Success Evidence:* Colleges tabled their proposals for amendments to the minimum requirements for particular programmes together with relevant analyses and evidence at Senate/Council for approval. For example, all Colleges have made provision for reserving a percentage of their admissions for students from disadvantaged schools

designated Quintile 1 and 2 who were found to be under-represented in the first year profile.

**5.2.3 The Academic Monitoring and Support (AMS) system** has been described in Focus Area 2. It is a key strategy by which student performance is monitored and supported. Data trends and patterns reported through AMS monitoring play an important role in identifying areas of intervention by the TSG and Colleges. The effectiveness and efficiency of the system depends on ensuring that **students are accurately coded on the system in respect of their academic performance** so that they are appropriately flagged and assisted. Careful attention to this and diligent implementation of the Academic Monitoring and Exclusion Policy has played a significant role in eliminating contention around the issue of student exclusion.

*Success Evidence:* Detailed reports on cohort analysis as well as year on year analysis of student performance – dropout, exclusion, retention and graduate rates are tracked institutionally and by Colleges. These reports are shared with Schools and Colleges. All Colleges have an AMS system in place. In 2012, 80% of students in the 4 year degrees, and 70% of students in the 3 year degrees met or exceeded the minimum progression requirements. In 2012, the UG success rate was 80%, achieving the DHET target for the first time. The Institutional success indicator target for graduation in 2013 was 9 856 (22%) and was exceeded at 10 033 (23%).

Admissions, selection and placement: <http://saa.ukzn.ac.za/>; <http://registrar.ukzn.ac.za>

**5.2.4 Modules are the core building blocks of all academic programmes.** By focusing on aspects of modules – enrolments, pass rates, student and peer evaluations, and examiners or moderators' reports – overall improvements in success rates in a programme may be achieved. All College Academic Affairs Boards (CAABs) have established a threshold below which **module pass rates are investigated**. Three Colleges have set this at 60% and one at 85%. Colleges have also identified modules that impede curriculum progression for significant numbers of students and put measures in place to address these such as offering that particular module in both semesters.

**A new reporting format for student evaluation of modules** was approved by Senate on 21 August 2013, and has been implemented from 2014. Using this system, modules that are rated by students will be colour coded to facilitate interventions and monitoring, especially for those modules with poor ratings (e.g. modules rated below 70% will be coded red and designated as requiring urgent attention and action).

**An ongoing analysis of external examiners' reports of undergraduate exit modules** over the past two years has led to the development of a common template for external examination, with CAABs customising these for their respective Colleges and a more systematic effort to ensure that all reports are submitted, analysed and acted on by Schools. An analysis by TSG of module enrolments over a five year period revealed a large proportion of modules with low enrolments being offered by Schools, with significant resource implications. This led to the development of **enrolment norms for modules for different levels of study** which were approved by Senate last year (21 August 2013) and are being implemented from this year.

*Success Evidence:* Monitoring improvements in module pass rates; enhanced module delivery quality reflected in growing numbers of modules having higher student evaluations; management of module enrolments; releasing resources to innovate and develop new modules; increase in number of students meeting minimum progression requirements.

**5.2.5** Much of the analysis and system improvements are the result of a range of data made available through the University's **Institutional Intelligence (II) Unit which serves as the information hub of the University** by maintaining and providing accessible, accurate and relevant information to support the decision-making processes within the Institution. It involves the integration of data from multiple sources (such as ITS, SMS, SAMIS) throughout the University and from sources outside the University in order to provide up-to-date management information. It is responsible for statutory reporting and data quality enhancement activities and has created websites that enable staff to access the data themselves. All Institutional reports rely on II for the provision of data on an ongoing basis.

**The dashboard of Institutional Data**, accessible from the Institutional Intelligence system, enhances management of students, modules and programmes. It provides a variety of data including enrolment planning, registration progress, real-time registration statistics, student application and selection status, applications and intake summary, self-help registration, head counts, FTE and WFTE, student performance year-on-year, cohort analysis, cohort time taken to graduate, module pass rates and graduate head count by year of completion (<http://ii.ukzn.ac.za>).

**The ITS (ERS) system assists in tracking students' progress.** Every undergraduate student's performance, based on their academic performance at the end of each semester or subsequent supplementary exams, is determined and entered on the student Electronic Robot System (ERS) as green, orange or red (as defined in the Academic Monitoring and Exclusions Policy). This information is also reflected on the Student Management System (SMS) which is accessible to students for monitoring their own performance. This online system helps the early identification of students who may be at risk of failure and enables the AMS support staff together with the student, to decide appropriate support interventions. SMS is linked to Student Central and students are able to view their marks and monitor their own progress (<http://sc.ukzn.ac.za>).

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

**5.3.1** While the University has been commended for its AMS strategy in the external AMS review and evaluation, challenges related to **better co-ordination of the administration of the AMS** system remain. For example, the lack of clarity on records kept at Discipline, School and College levels; and overlap in tutorial support.

**5.3.2** One of the Senate approved AMS criteria is **students monitoring their own progress**; however, this happens to a limited extent and is not promoted consistently by AMS staff. This remains cause for concern even though it has been empirically shown across a number of programmes that students who attend AMS support activities are more likely to improve their performance and minimise their risk of academic exclusion. Evidence suggests that this may be due to stigmatisation of students who seek assistance or over-confidence in their own ability to overcome the difficulties experienced.

**5.3.3** The **focus on first year experience programme has not been consistently implemented across Colleges**. A deeper analysis of first year attrition is needed to better identify interventions. For example, anecdotal evidence suggests that a significant proportion of undergraduates may be parents or have parental responsibilities, which negatively impacts their attendance, concentration and performance.

**5.3.4** **Completion rates within the minimum time** continue to be a challenge, especially in the 3 year degrees. A number of factors contribute to this challenge and require

investigation. However, a lack of comparative research data across different types of universities and limited benchmarking opportunities hamper better and deeper understanding of the problems across the sector.

**5.4 What activities have you recently implemented or are you planning to implement in the next 12 to 18 months related to this focus area? Why have you chosen these particular activities? What is the need or problem they are intended to address?**

**5.4.1** As per the AMS Evaluation Report (2013), the Senate approved **criteria to monitor and evaluate the AMS system have been revised** to reflect the changing dynamics of the AMS system at UKZN. At the onset, the criteria were used as a tool to measure the College's compliance with the guidelines set out in the Academic Monitoring and Exclusions Policy. The criteria have now been revised to reflect the quality and effectiveness of AMS at UKZN. Additionally, attempts are being made to formalise the roles and responsibilities of key positions in AMS for consistency in practice.

**5.4.2** Discussions are taking place to **expand AMS to top achieving students**. Much of the focus has been on at risk students and very little attention has been paid to exceptional students. The current robot system will be modified to include flagging students who are on-track to achieve their degrees *cum laude* or *summa cum laude* to encourage these students to maintain and improve their exceptional performance. Extending current research into understanding how students from the same disadvantaged backgrounds become at risk students or top performing students will provide data for more effective interventions for at risk students from similar contexts.

**5.4.3** Research on and the piloting of **bilingual English-isiZulu tutorial support** in a range of disciplines (Science, Law and others) and their impact on student performance will be reviewed. Early indications show promising results and this may provide evidence for further interventions in this regard.

**5.4.4** Several Colleges are **devolving AMS activities to Schools** to increase the efficiency and effectiveness of the programmes as well better integration with academic programmes and the involvement of academics.

**5.4.5** **Module pass rate thresholds are being reviewed** by Colleges with a view to increasing these, given the improvements observed in overall pass rates. The University's average module pass rate for 2013 is at 86%. However, a significant number of modules are performing below this level, which requires attention. A module with a pass rate lower than the set threshold is regarded as a "risk module" and a special investigation is undertaken to establish the problem and is tabled at the CAAB.

**5.4.6** A report on the **analysis of external examiners' reports** for undergraduate exit modules in the first semester in 2014 is being developed to assess compliance with the revised templates; and to regulate engagement with and action on examiners' recommendations by Schools. This report will be aggregated for the University as a whole and tabled at Senate. This is intended to inculcate a culture of utilising external examiners' reports to improve module offerings, thereby enhancing the quality of the modules and programmes offered.

**5.4.7** A proposal is under discussion to require **all Schools to develop "module portfolios"** for each module offered in their School. The portfolio will comprise information about pass rates; enrolments; student module evaluations; external/ moderator examination reports; assessments; examination papers; module outlines; module templates, lecture notes, etc. QPA is developing guidelines.

**5.4.8** The **Moodle online learning platform**, which is designed to provide academics, students and programme administrators with a single robust, secure and integrated system to create personalised learning environments, will be phased in as a mandatory system from 2016. A number of modules are already loaded in this platform and are active. The system is also used as a learning resource repository and for module evaluations by students (<http://learning.ukzn.ac.za>).

## **5.5 What are the challenges or problems related to this focus area that still need to be addressed in your institution?**

**5.5.1** Over the longer term, **major curriculum reforms to the undergraduate degrees**, particularly the 3 year degrees, are needed to address: better transition from schooling to higher education; earlier internal curriculum migration for students to be better matched to programmes for which they have interest and capability; targeted support to overcome knowledge and skills gaps; and to integrate community engagement opportunities for all students (to mention but a few aspects). UKZN met the DHET graduation benchmark of 18% for 4 year degrees in 2012 but has not yet met the DHET benchmark of 22.5% for the 3 year degrees.

**5.5.2** The University has successfully introduced the **acquisition of isiZulu proficiency** for all new entrant undergraduates from 2014; this is a crucial curriculum transformation achievement. Short courses in Basic, Intermediate and Advanced isiZulu for English first language speaking staff through UEL to build capacity in this area are also offered. The offering of selected modules and programmes in isiZulu, in which greater numbers of students are showing interest and improved student performance, will need to be expanded. This requires **major advances in terminology development** for communicative and academic purposes, which are expected to be achieved through the introduction of an Online Terminology Development Platform to support the **development and standardisation of isiZulu**. IsiZulu Language development support materials are also being developed.

**5.5.3** Further system developments are needed for **easier tracking of students**. For example the ERS and SMS systems are not fully integrated, which makes the tracking of "At Risk" students time consuming.

**5.5.4** The **AMS system is heavily reliant on TDG funding** from DHET, compromising its sustainability in the longer term. Colleges will gradually need to integrate proven AMS programmes and activities into their main fund budgets.

## **6. OTHER AREAS THAT AFFECT STUDENT SUCCESS (2-5 pages)**

*(Areas that do not fall within the four focus areas)*

### **6.1 Briefly describe other activities your institution is undertaking to promote student success (beyond the four focus areas).**

**6.1.1** The new Teaching and Learning leadership support structure has been designed with the express intention of giving prominence to **the centrality of teaching and learning in a successful higher education system**. Elevating it to an institutional imperative and ascribing executive authority to it has assisted the University to address T&L from a systemic perspective aimed at developing a policy driven, evidence-led approach to institutional development. This has enabled the University to drive University-wide interventions, with some flexibility for College/School variations. Developing the capacity of T&L leadership in the devolved College model will promote better focus and action on promoting student success.

6.1.2 AMS has been largely an undergraduate enterprise. The **limited availability of AMS for postgraduate students** was identified as a gap in the AMS Evaluation Report of 2012 and the AMS Colloquium Report of 2013. This limitation will be vigorously addressed in the years ahead, including the development of an automated online postgraduate student progression tracking system.

6.1.3 Dropouts and exclusions that arise from the funding challenges confronting undergraduate students require system improvements to enable an analysis that usefully sheds light on this problem. It has become evident that while many students from poor backgrounds struggle to succeed, others manage to perform well at the highest levels. **The Loans and Bursary Policy is being revised to prioritise students who perform well** to receive funding during their undergraduate studies, especially those who pass all modules and qualify for NSFAS funding, but for various reasons do not receive NSFAS from their first year. In addition, those who do receive funding will be required to maintain good academic standing (green status) (and not only pass half of modules taken) to continue to qualify for funding. This will enable funds to be released and provided to those in the system that are ranked to be among the poorest but who do not receive funding and are among the best performing.

6.1.4 While significant strides have been made in providing pro-active support for student success, the potential is being explored of a systematised, automated online application tool to enable staff and students to take full responsibility for student progression and success. UKZN is in the process of developing **an automated "Autopilot Advisor" system** which will provide real time advice for both students and staff on identifying pathways that consolidate as well as accelerate student progress. The application will also provide a sophisticated tool for curriculum innovation based on what students consider successful learning strategies (Giant's Shoulders) and an alternative open-source publication platform (Publon Press), all of which are opportunities for enhanced student performance and more sophisticated monitoring and support opportunities for staff.

## 6.2 What other challenges or problems does your institution face in promoting student success?

Almost each year that student protest action takes place at the beginning of the year, it is due to one or both of two intractable challenges – **inadequate student funding** and **inadequate residences spaces**.

Both of these factors impact student success, which are outside the scope of this quality enhancement project but loom large in any explanation for and action to improve student success.

## 7. ACRONYMS

ADO	Academic Development Officer
AMS	Academic Monitoring and Support
APS	Academic Performance Score (points based on Matric results)
CAAB	College Academic Affairs Board
CV	Curriculum Vitae
DHET	Department of Higher Education and Training
DTA	Distinguished Teachers Award

<b>DVC</b>	Deputy Vice-Chancellor
<b>DVC: T&amp;L</b>	Deputy Vice-Chancellor: Teaching and Learning
<b>EDF</b>	Executive Management and Deans Forum
<b>ERS</b>	Electronic Robot System
<b>FTE</b>	Full-Time Equivalent
<b>HETD</b>	Higher Education Training and Development
<b>ICS</b>	Information and Communication Services
<b>II</b>	Institutional Intelligence
<b>IR</b>	Institutional Research
<b>IT</b>	Information technology
<b>ITS</b>	Integrated Tertiary System
<b>KPA</b>	Key Performance Area
<b>LEC</b>	Learning Enhancement Checklist
<b>LSSE</b>	Lecturer Survey of Student Engagement
<b>NSC</b>	National Senior Certificate
<b>NSFAS</b>	National Student Financial Aid Scheme
<b>PhD</b>	Doctor of Philosophy
<b>QEP</b>	Quality Enhancement Project
<b>QPA</b>	Quality Promotion and Assurance
<b>RPL</b>	Recognition of Prior Learning
<b>SAMIS</b>	Staff Activities Management Information Systems
<b>SASSE</b>	South African Survey of Student Engagement
<b>SGLD</b>	Student Governance and Leadership Development
<b>SMS</b>	Student Management System
<b>SRC</b>	Students' Representative Council
<b>SRHR</b>	Sexual Reproductive Health Rights
<b>T&amp;L</b>	Teaching and Learning
<b>TDG</b>	Teaching Development Grant
<b>TLSG</b>	Teaching and Learning Strategy Group
<b>TWF</b>	Teaching Workload Framework
<b>UEIP</b>	University Education Induction Programme
<b>UEL</b>	UKZN Extended Learning (Pty) Ltd
<b>UFS</b>	University of the Free State
<b>UG</b>	Undergraduate
<b>UKZN</b>	University of KwaZulu-Natal
<b>ULB</b>	University of KwaZulu-Natal Language Board
<b>ULPDO</b>	University Language Planning and Development Office
<b>USSA</b>	University Sports South Africa
<b>UTLO</b>	University Teaching and Learning Office
<b>WFTE</b>	Weighted Full-Time Equivalent

## 8. LIST OF POLICIES, GUIDELINES AND REPORTS

(Access to Policies and selected documents is via the UKZN Registrar)

<b>POLICIES; PRINCIPLES &amp; PROCEDURES; FRAMEWORKS; GUIDELINES</b>
Academic Monitoring and Exclusions Policy
Academic Promotion Policy
Academic Staff Promotion Procedures and Guidelines
Admissions Policy: Undergraduate admission into the UKZN in 2009
Developing, Retaining and Rewarding Research (Research Policy II)
Distinguished Teachers' Award Policy
Employment Equity Policy
Fellows Policy
Framework for Teaching Workloads
Integrated Talent Management Policy
Integrated Talent Management Procedure and Guidelines
Language Plan of the University of KwaZulu-Natal
Language Policy of the University of KwaZulu-Natal
Learning, Training and Development Policy and Procedures
Performance Management Policy
Plagiarism Policy and Procedures
Policies on Conditions of Service <ul style="list-style-type: none"> <li>- Remuneration Policy 2009 -2011</li> <li>- Amended Remuneration Policy 2011-2014</li> <li>- Policy on Fixed-term Contracts</li> <li>- Leave Policy</li> <li>- Policy on Academic Staff Probation: Permanent Staff</li> <li>- Probation: Support Staff</li> <li>- Sabbatical Leave Policy</li> <li>- Interim Sabbatical Procedures and Guidelines</li> <li>- Redeployment Secondment and Acting Appointments</li> </ul>
Policy for the Acceptable Use of Information and Communication Services (ICS) Resources
Policy on African Indigenous Knowledge Systems
Policy on Assessment
Policy on Quality Promotions and Assurance
Policy on Scholarships
Policy on Self-Funded Teaching Programmes
Policy on Teaching and Learning
Policy on Teaching and Service Units
Policy on the Naming and Approval of Regulatory Documents
Principles and Guidelines for Peer Evaluation of Teaching Quality
Principles and Procedures for Student Feedback on Teaching Quality
Principles and Procedures for Quality Management of Short Courses
Principles and Procedures for Quality Reviews
Policy on Racism and Racial Discrimination
Procedures for the Implementation of the Policy on Racism and Racial Discrimination
Teaching and Learning Competitive Research Grant
Teaching and Learning Innovations and Quality Enhancement Grant (TIQEG)
The UKZN Pact
UKZN Transformation Charter
University of KwaZulu-Natal Strategic Plan (2007-2016) Revised, 2012
<b>REPORTS &amp; REVIEWS</b>
Academic Monitoring and Support: Revised Criteria and Reporting Template (Senate 20 August 2014)
Annual Teaching & Learning Conference Reports (2009; 2010; 2011; 2012; 2013)
A Review of IKS Capacity at the UKZN (December 2009)
College Reorganisation - <a href="http://crtt.ukzn.ac.za/">http://crtt.ukzn.ac.za/</a>
College Responses to the External Review and Evaluation Reports on Academic Monitoring and Support at UKZN (2014)
College External Examiners Report 2014
External Review of the Library, October 2011
First Year Undergraduate Student Profile and Performance(2007-2012)(Executive-Deans Forum June 2012)
Library Strategic Plan 2007-2011

OPA Report on the External Evaluation of Academic Monitoring and Support at UKZN(Senate 6 Nov 2013)
OPA External Review of Academic Monitoring and Support at UKZN (2011) (Senate 9 May 2012)
OPA Annual Graduate Opinion Survey
College Undergraduate Academic Monitoring and Support: Revised Criteria and Reporting Template (Senate 20 August 2014)
Senate Report on Academic Promotions Report 2009-2011 (9 Feb 2012)
Senate Report on Academic Promotions Report 2009-2013 (20 August 2014)
Senate Report on Academic Monitoring and Support in UKZN 2009 – 2010 (3 November 2010)
Senate Report on Academic Monitoring and Support (UTLO) (7 November 2013)
Senate Report on UKZN Minimum Module Enrolment Norms (20 August 2013)
Senate Report on Student Exclusions and Dropout in UG Degrees (2006-2008) (4 November 2009)
Senate Report on Institutes, Centres, Units and Research Groups in the UKZN (July 2010)
Senate Report on Analysis of Research Productivity at UKZN for the Period 2004-2008 (17 February 2010)
Teaching & Learning Report 2008/2009
Teaching & Learning Report 2010/2011
Teaching & Learning Report 2012
UKZN Enrolment Planning for 2011-2013 (DHET)
UKZN Enrolment Planning for 2014-2019 (DHET)
UKZN IT Strategy May 2014
UKZN New Entrant Undergraduate Students at Glance: 2007 to 2011
UKZN Language Board Report (2011/2012)
UKZN Language Board Report (2012/2013)
UKZN Language Board Report (2013/2014)
UKZN Report on Cum-Laude and Summa Cum-Laude (2005-2011)
UKZN Undergraduate Cohort Comparison: 2004 vs. 2007
UKZN Undergraduate New Entrant Profile (2008-2012)
UKZN Undergraduate New Entrants by Matric Academic Performance Scores (2009-2012)
Undergraduate Module Pass-Rates At UKZN: A Case For Reviewing Rates Based On Current Trends (2014)