

# Teaching & Learning ANNUAL REPORT 2020/21

ADVANCING TECHNOLOGY-ENHANCED  
TEACHING AND LEARNING



EVERY STUDENT MATTERS

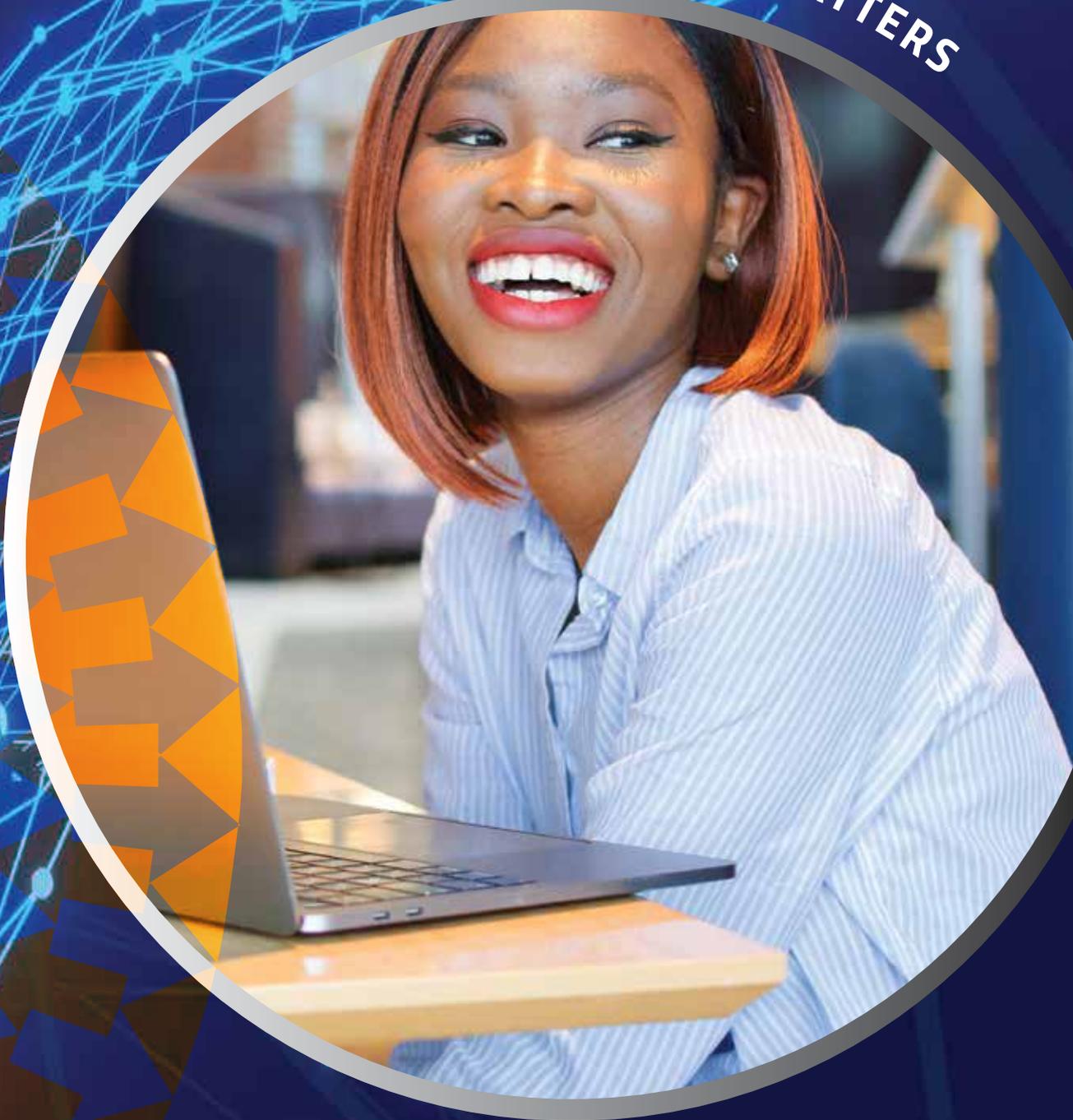
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**UTLO – PROVIDING INSTITUTION-WIDE SUPPORT  
ADVANCING 21<sup>ST</sup> CENTURY TEACHING & LEARNING  
ENHANCING TEACHING & LEARNING IN COLLEGES  
TEACHING & LEARNING ACADEMIC CAPACITY ENHANCEMENT  
ACADEMIC MONITORING & SUPPORT  
QUALITY PROMOTION & ASSURANCE  
LANGUAGE PLANNING & DEVELOPMENT**

# Teaching & Learning

## ANNUAL REPORT 2020/21

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### ADVANCING TECHNOLOGY-ENHANCED TEACHING AND LEARNING

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<b>4IR</b>	Fourth Industrial Revolution	<b>HR</b>	Human Resource	<b>SI</b>	Supplemental Instruction
<b>AC</b>	Academic Computing	<b>HRSA</b>	Health Resources and Services Administration	<b>SHE</b>	Safety, Health and Environment
<b>ADDIE</b>	Analysis, Design, Development, Implementation, and Evaluation	<b>IA</b>	Institutional Audit	<b>SHS</b>	School of Health Sciences
<b>ADO</b>	Academic Development Officer	<b>ICS</b>	Information and Communication Services	<b>SLMMS</b>	School of Laboratory Medicine and Medical Sciences
<b>AIC</b>	Academic Integrity Course	<b>INC</b>	IsiZulu National Corpus	<b>SLS</b>	School of Life Sciences
<b>AIDS</b>	Acquired Immune Deficiency Syndrome	<b>INSETA</b>	Insurance Sector Education and Training Authority	<b>SOTL</b>	Scholarship of Teaching and Learning
<b>ALASA</b>	African Language Association of Southern Africa	<b>IQA</b>	Internal Quality Assurance	<b>SMSCS</b>	School of Mathematics, Statistics and Computer Science
<b>AMS</b>	Academic Monitoring and Support	<b>IPE</b>	Interprofessional Education	<b>SMU</b>	Sefako Makgatho Health Sciences University
<b>ASAF</b>	Access and Success Advisory Forum	<b>IT</b>	Information Technology	<b>SSD</b>	Student Services Division
<b>BAQONDE</b>	Boosting the Use of African Languages in Education: A Qualified Organized Nationwide Development Strategy for South Africa	<b>KZN</b>	KwaZulu-Natal	<b>SSS</b>	Student Support Services
<b>BMUS4</b>	(Extended Curriculum) Bachelor of Music	<b>LGBTQI</b>	Lesbian, Gay, Bisexual, Transgender, Queer and Intersex	<b>STEM</b>	Science, Technology, Engineering & Mathematics
<b>BSS4</b>	(Extended Curriculum) Bachelor of Social Science	<b>MUT</b>	Mangosuthu University of Technology	<b>SWITCH</b>	Strengthening the Workforce to Improve Treatment and Care of HIV
<b>CAES</b>	College of Agriculture, Engineering and Science	<b>NIHSS</b>	National Institute for the Humanities and Social Sciences	<b>T&amp;L</b>	Teaching and Learning
<b>CCMS</b>	Centre for Communication, Media and Society	<b>NSFAS</b>	National Student Financial Aid Scheme	<b>TAU</b>	Teaching Advancement at University
<b>CEO</b>	Chief Executive Officer	<b>NSSE</b>	National Survey of Student Engagement	<b>TIQEG</b>	Teaching Innovation Quality Enhancement Grants
<b>CHE</b>	Council on Higher Education	<b>QAF</b>	Quality Assurance Framework	<b>TMT</b>	Translation Management Tool
<b>CHUM</b>	College of Humanities	<b>QPA</b>	Quality Promotion and Assurance	<b>UCDG</b>	University Capacity Development Grant
<b>CHS</b>	College of Health Sciences	<b>PGDip</b>	Postgraduate Diploma	<b>UCDP</b>	University Capacity Development Programme
<b>CIO</b>	Chief Information Officer	<b>PoE</b>	Portfolio of Evidence	<b>UEL</b>	UKZN Extended Learning
<b>CLMS</b>	College of Law and Management Studies	<b>PQM</b>	Programme Qualification Mix	<b>UFS</b>	University of the Free State
<b>COIL</b>	Collaborative Online International Learning	<b>PPE</b>	Personal Protective Equipment	<b>UKZN</b>	University of KwaZulu-Natal
<b>CoP</b>	Community of Practice	<b>SA</b>	South Africa	<b>ULB</b>	University Language Board
<b>COVID-19</b>	Coronavirus Disease 2019	<b>SAAIR</b>	South Africa Association for Institutional Research	<b>ULOP</b>	UKZN Learn Online Portal
<b>CLMS</b>	College of Law and Management Studies	<b>SAEES</b>	School of Agriculture, Earth and Environmental Sciences	<b>ULPDO</b>	University Language Planning and Development Office
<b>DHET</b>	Department of Higher Education and Training	<b>SAQA</b>	South African Qualifications Authority	<b>UNISA</b>	University of South Africa
<b>DoH</b>	Department of Health	<b>SASL</b>	South African Sign Language	<b>UNIZULU</b>	University of Zululand
<b>DUT</b>	Durban University of Technology	<b>SAULM</b>	Students' Access to and Use of Learning Materials	<b>UP</b>	University of Pretoria
<b>DVC</b>	Deputy Vice-Chancellor	<b>SASSE</b>	South African Survey of Student Engagement	<b>UREC</b>	University Research and Ethics Committee
<b>FTEN</b>	First-Time Entering	<b>SATI</b>	South African Translators Institute	<b>USAf</b>	Universities South Africa
<b>FYE</b>	First-Year Experience	<b>SCP</b>	School of Chemistry and Physics	<b>UTEL</b>	University Technology Enhanced Learning
<b>HEQC</b>	Higher Education Quality Committee	<b>SCM</b>	School of Clinical Medicine	<b>UTLC</b>	UKZN Teaching and Learning Committee
<b>HIV</b>	Human Immunodeficiency Virus	<b>SER</b>	Self-Evaluation Report	<b>UTLO</b>	University Teaching and Learning Office
<b>HLTs</b>	Human Language Technologies	<b>SEP-TLF</b>	Staff Experience of, and Perspectives on Teaching and Learning and its Future	<b>UTOP</b>	UKZN Teach Online Portal
<b>HOD</b>	Head of Department	<b>SEP-TLS</b>	Staff Experience and Perspectives on Teaching and Learning Survey	<b>VIT</b>	Victorian Institute of Technology
<b>HPE</b>	Health Professions Education			<b>VLC</b>	VideoLAN Client
				<b>WP</b>	Writing Place

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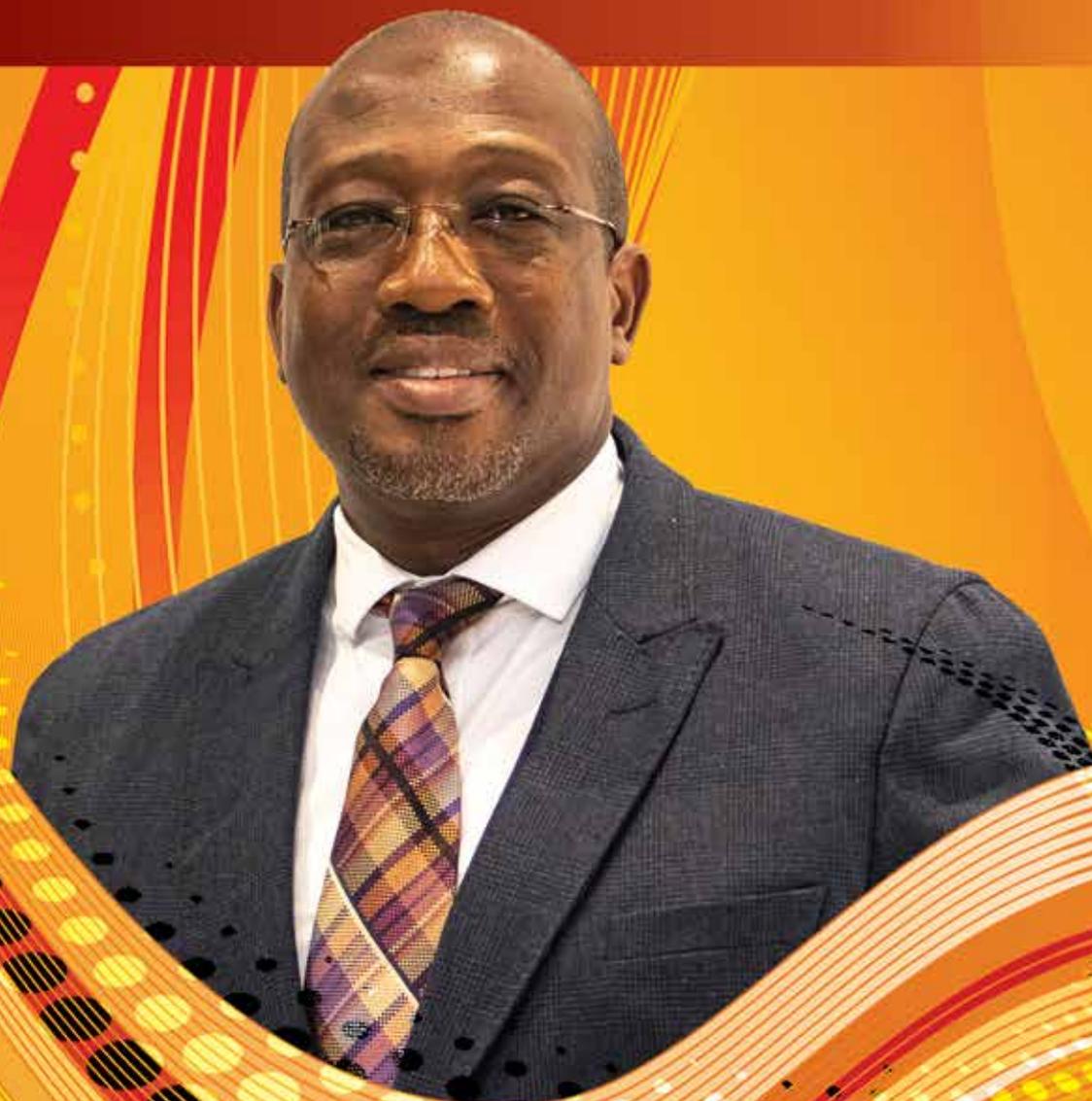
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# PREFACE

Vice-Chancellor and Principal  
Professor Nana K Poku



Everyone acknowledges that teaching and learning are the heart of every University, but few appreciate how much dedicated effort, enterprise and forward

thinking are involved in ensuring not only the highest standards but also adapting to the unceasing changes and demands of the twenty-first century.



So I am delighted to present the 2020/21 UKZN Teaching and Learning Annual Report. This richly documented survey reveals the complex ways in which the 'traffic' of teaching and learning is multi-directional, confronting the questions that will never and never should disappear: How can we better meet the needs of our students? What new techniques and technologies must teaching staff adopt and adapt? How can we make the University more inclusive and accessible—linguistically, with a view to disabilities and disadvantaged backgrounds, and with respect to sources of data and information beyond the walls of our classrooms?

The 2020/21 academic year will forever be remembered not for the turbulent and complex context of the Covid pandemic, but for the agility, creativity, and resilience of the university community. The disruption to our conventional Teaching and Learning modalities necessitated a rapidly developed, innovative strategy to ensure continuity of the academic programme. But the University community's responsiveness and adaptability to the challenges of Covid has also sparked renewed and expanded creativity—a keen sense of new possibilities for teaching and learning—a new 'learning how to learn' for staff and students alike. The 2020/21 report clearly conveys both our recent accomplishments and the many promises of the near future.

After a year like no other, it is appropriate that the sub-title of this year's report is 'Advancing Technology-Enhanced Teaching and Learning.' As documented in this report, the various arms of teaching and learning at UKZN, in strategic partnership with the Colleges, Schools, and Information and Communication Services, ensured students and lecturers were capacitated in adopting and using the Learning Management System (Moodle) and other communication technologies to mediate the absence of the familiar face to face approaches. The timely appointment of the Instructional Design (ID) Team has accelerated to the adoption of innovative learning designs and approaches, such as hybrid learning, blended learning and active learning, re-entering our students as co-creators of knowledge. As we emerge from the crisis and look ahead to the restoration of the academic programme, the ID team will be strategic and instrumental in redefining the curriculum and delivery modes, embracing a deeper understanding of what it means to teach and learn in contexts of crises.

The University Technology Enhanced Learning (UTEL) team continues to provide leadership and support in developing creative educational content for our students and staff as we migrate to blended and online courses. We commend members of the Academic Computing team, who were available to support staff and students with the use of the sometimes unfamiliar newly acquired educational technologies. The Teach and Learn Online Portals (UTOP and ULOP) grew in popularity and utility and continues to be a valuable source of instructional content and information for advancing technology-enriched learning.

The UTLO engaged in various activities to promote the Scholarship of Teaching and Learning (SoTL) through thought-provoking seminars, workshops, and colloquia, spanning Academic Monitoring and Support, institutional research, scholarly publications and grant provisioning. The inaugural E-learning Symposium established growing communities of practice for external and internal stakeholders to share best practices on innovative teaching and learning developments.

The Quality and Promotion Assurance (QPA) office has ensured that our services are of the highest quality and comply with international standards in providing inspiring learning experiences for our students. Using various quantitative and qualitative mechanisms such as the institutional audit, student and peer evaluations, graduate opinion surveys, and institutional research instruments, they were able to investigate the status quo as they steered UKZN towards continuous progressive improvement. The findings of the South African Survey of Student Engagement (SASSE) survey validates the effort and resilience of UKZN, in enhancing the quality of teaching and learning, relative to other institutions.

The University Language Planning and Development Office (ULPDO) continues to promote scholarly development of our indigenous languages. Through the implementation of the language policy, programmes and initiatives, such as human language technologies, terminology development projects, and bilingual tutorials, the unit continues to advance the intellectualisation of isiZulu.

Finally, the efforts of the leadership in the colleges in cascading the teaching and learning strategy, policies, and frameworks down to the Colleges and Schools are impressive. They implemented academic monitoring initiatives such as mentorship, tutorship, writing places, enhancing the first-year experience, and academic advising programmes to ensure our students adapt to university life and extract the optimal educational value from our offerings.

The few examples I have highlighted demonstrate the professionalism and dedication of our staff in pursuit of excellence in teaching and learning. I also acknowledge our partners, including the Department of Higher Education, the Kresge Foundation, for their support towards capacity development in teaching and learning at the UKZN. I congratulate everyone involved for contributing to our great University as we keep inspiring greatness in our community. It gives me great pleasure to commend this report to the entire University community.

**Professor Nana K Poku**  
Vice-Chancellor and Principal

# MESSAGE

from the Deputy Vice-Chancellor (DVC): Teaching & Learning  
Professor Sandile P Songca



What constitutes student and graduate competitive advantage for gaining employment and establishing other livelihoods after graduating in such a difficult economic climate as we are currently experiencing locally and globally requires far more than is provided by traditional higher education curriculum, programming, and skilling. The increasing incidence of unemployed graduates is calling for more than what most higher education traditional providence currently affords.

Workplace skills, entrepreneurship, systems thinking, research skills, e-skills, mobile skills, coding, online and technology-enhanced skills, and other soft skills are some of employers' most commonly named demands. For these reasons, workplace exposures that adequately prepare students for the world of work and service, such as work-integrated learning and workplace learning, might not be the forte of Universities of Technology and Comprehensive Universities in the future. Certainly, the multitudes of skills and capacities that were rapidly picked up during the two years of hard lockdown from 2020 to 2021 must influence the rapid and seamless movement between online learning based on eLearning capacities and long-established contact learning. The current national consultation aimed at reviewing the limits on the extent of online learning that universities can undertake going forward testifies to the reality that there is a lot that we took for granted in the past, which we cannot take for granted today and into the future. At

“ The current national consultation aimed at reviewing the limits on the extent of online learning that universities can undertake going forward testifies to the reality that there is a lot that we took for granted in the past, which we cannot take for granted today and into the future. ”

### CRITICAL CURRICULUM DEFICIENCIES

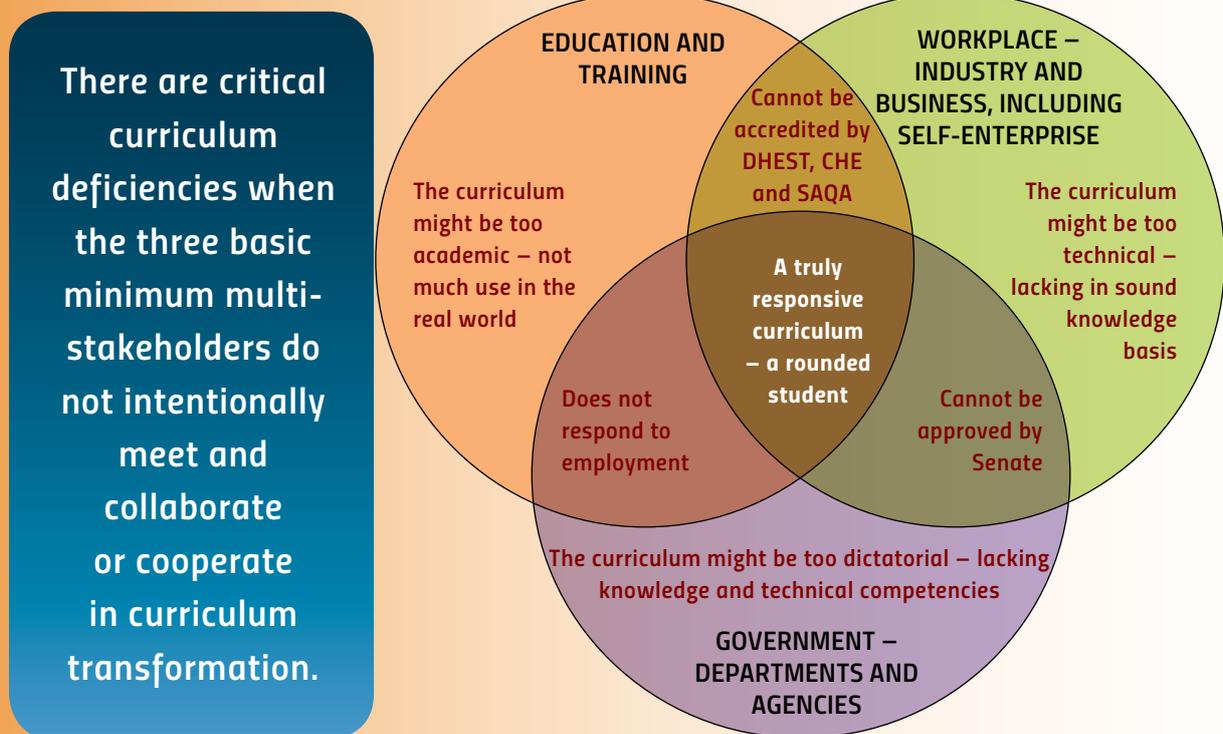


Figure 1. Critical Curriculum Deficiencies

“ Critical failures in human capital development occur when the three fail to meet in ways that are intentional for honing the output of human capital required for fully meeting the needs of a sophisticated economy such as that of South Africa include the rising incidence of unemployable graduates and the decline in business diversity. ”

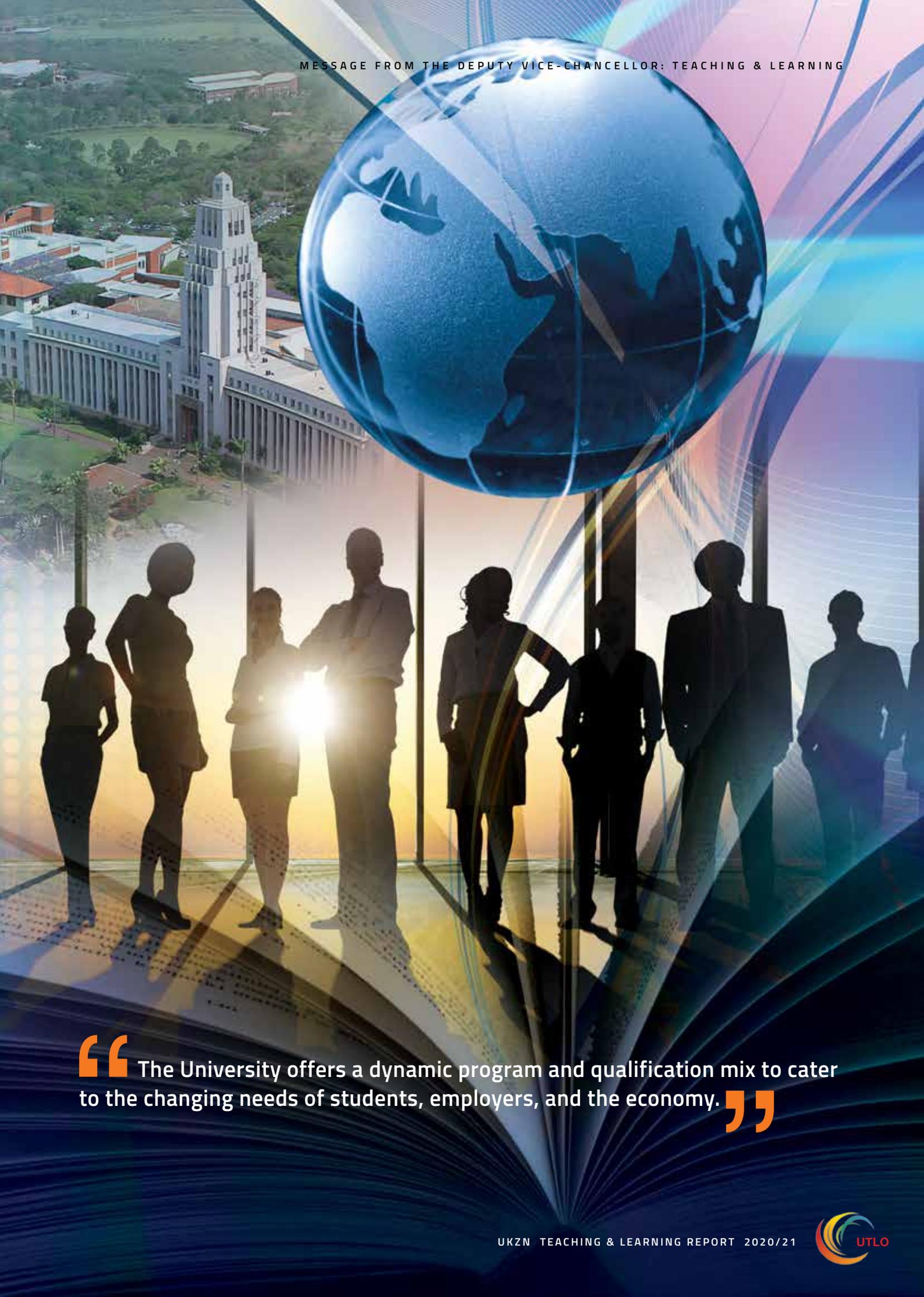
the center of all this are three intersecting key players. The Department of Higher Education Science and Technology (DHEST), the Council on Higher Education (CHE), the South African Qualifications Authority (SAQA), and many others that are key players in the legislative landscape. Higher education providers, both private and public, occupy a unique space in the national human capital development landscape. The graduate destination landscape is occupied by industry, business, and the entire world of work, enterprise, and service. Critical failures in human capital development occur when the three fail to meet in ways that are intentional for honing the output of human capital required for fully meeting the needs of a sophisticated economy such as that of South Africa include the rising incidence of unemployable graduates and the decline in business diversity.

Some of the interventions of the University of KwaZulu-Natal toward transformation to meet these challenges include the eLearning Symposium, staff capacity development, student capacity development, and advancing technology-enriched teaching and learning. These evidence-based initiatives are supported by Institutional Research, academic monitoring and support, and Scholarship of Teaching and Learning. Furthermore, to further bolster self-improvement in the workplace, the University offers a wide range of extended learning courses through its wholly-owned subsidiary, University Extended Learning (UEL).

As can be seen from the preceding, the National Review of Doctoral Qualifications, the Review of Remote Teaching, Learning and Assessment during the COVID-19 Pandemic, and the comprehensive Institutional Audit Self-Evaluation Report, the University prizes the quality of its offerings, graduates and alumni very highly, in terms of fitness for purpose and fitness of purpose. The University has embarked on the acquisition of an automated and fully online system for program development and 360-degree feedback and student evaluations. Our systems track and evaluate the opinions of current and past students to aid in the transformation of the curriculum and the preparation for the world of work and service. The University of KwaZulu-Natal is recognised as among the leading higher education institutions in developing indigenous languages for the purpose of being used in learning and business. Some critical initiatives the University is known to include are terminology development, human language technologies, training and development in bilingual tutorship, literature development, language development research, and language services such as translations and sign language interpretation. Perhaps one of the most powerful testimonies of the student-centeredness of the University lies in the scholarships program, through which the University invests more than R150 million annually in our students. Through its four Colleges, the University offers a dynamic program and qualification mix to cater to the changing needs of students, employers, and the economy. The College of Agriculture Engineering and Science and the College of Health Sciences are the highly reckoned trial-blazers in human capital development in Science, Technology, Engineering, and Mathematics. The College of Humanities is the biggest of the four Colleges, while the College of Law and Management Studies focuses mainly on business and Law Studies.

**Professor Sandile P Songca**

Deputy Vice-Chancellor: Teaching and Learning



“ The University offers a dynamic program and qualification mix to cater to the changing needs of students, employers, and the economy. ”

# UKZN'S TEACHING & LEARNING ORGANISATIONAL STRUCTURE: PROVIDING INSTITUTION-WIDE SUPPORT

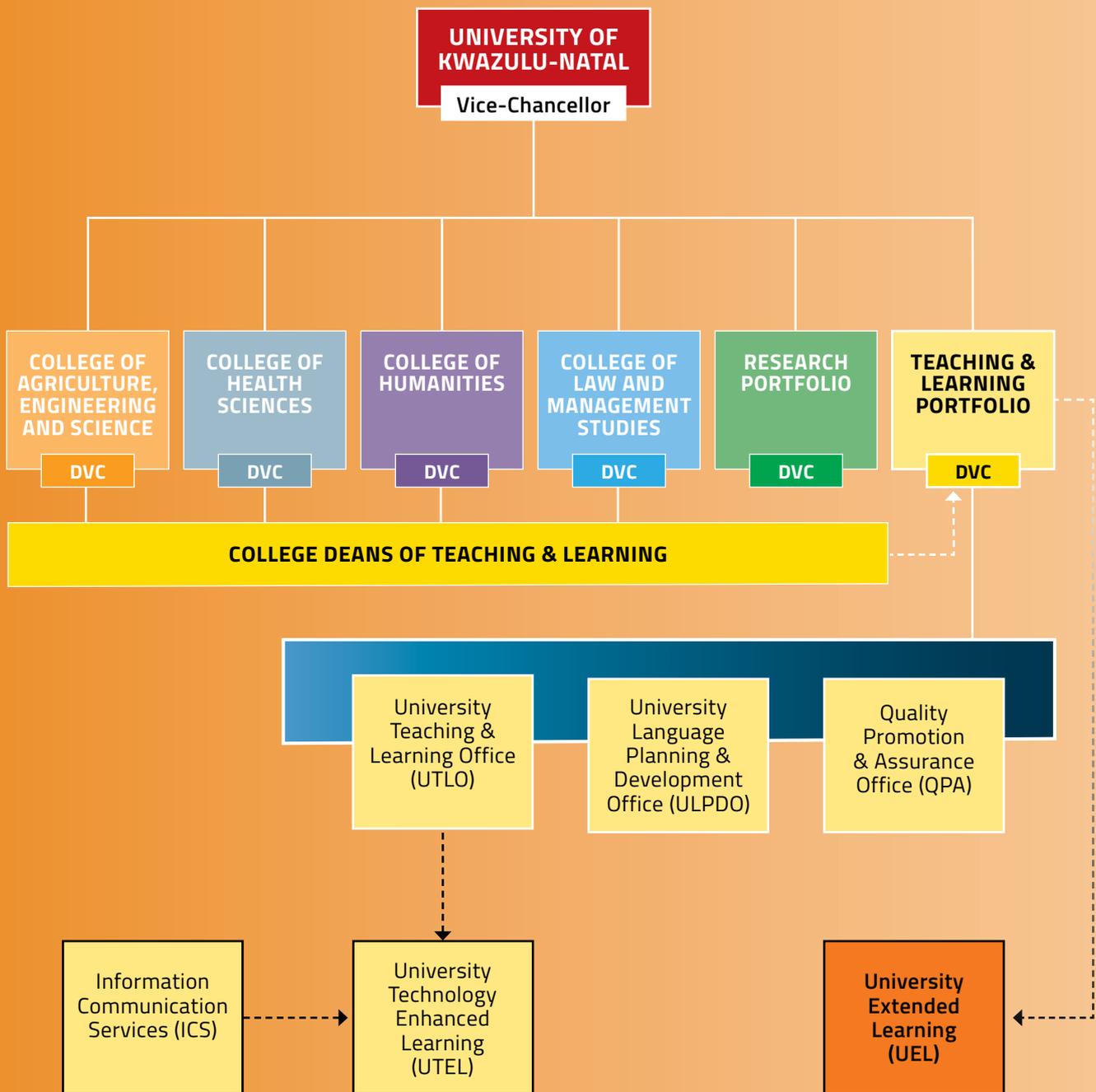


Figure 2. UKZN Teaching & Learning Organisational Structure

## Partnerships with Colleges

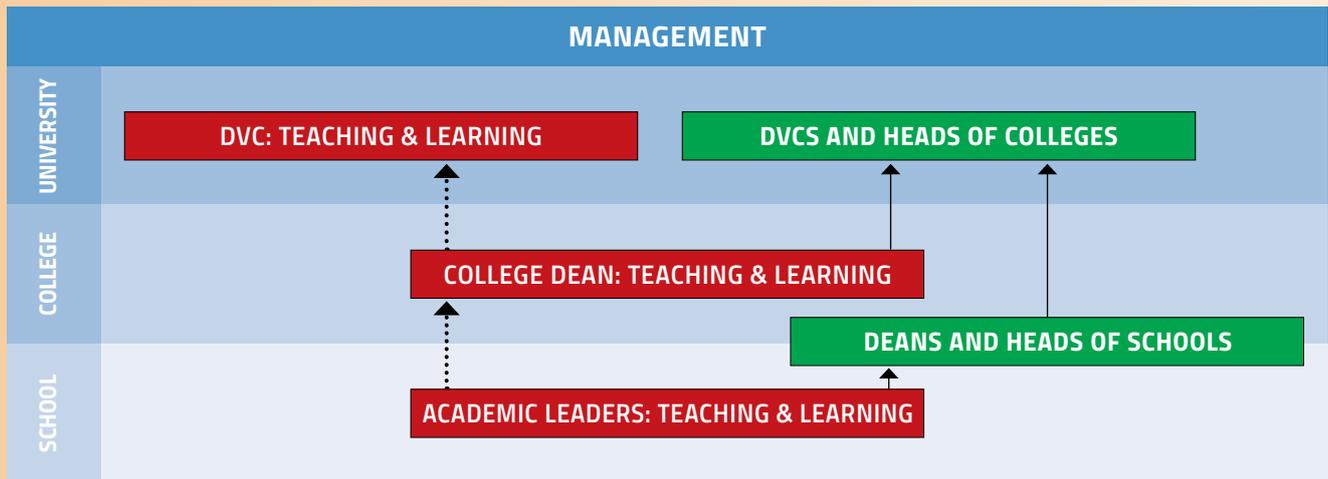


Figure 3. Partnerships with Colleges

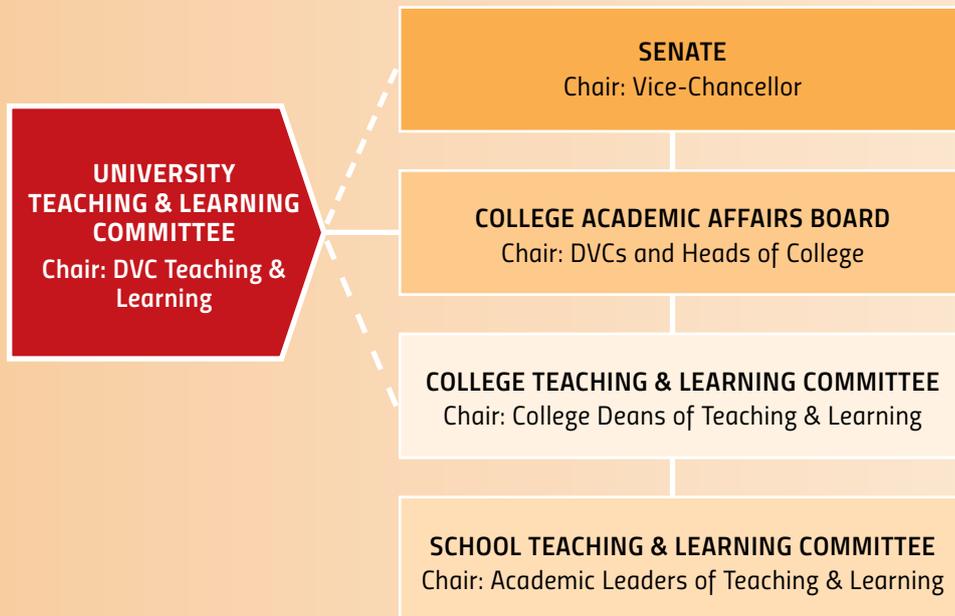


Figure 4. University Teaching & Learning Committee

# UKZN TEACHING AND



PROFESSOR SANDILE P SONGCA  
DVC: TEACHING AND LEARNING  
CHAIRPERSON



PROFESSOR MOSA MOSHABELA  
DVC: RESEARCH & INNOVATION



DR TILLY MOODLEY  
DIRECTOR: QUALITY PROMOTION  
& ASSURANCE



MR MBONGENI SHANDU  
CIO: INFORMATION &  
COMMUNICATION SERVICES



DR KATHLYN ELENA CLELAND  
REGISTRAR  
REGISTRAR'S OFFICE



MR MARK TUFTS  
DIRECTOR OF STUDENT ACADEMIC (ACTING)  
ADMINISTRATION: REGISTRAR'S OFFICE



PROFESSOR ALBERT MODI  
DVC: COLLEGE OF AGRICULTURE,  
ENGINEERING & SCIENCE



PROFESSOR NAVEN CHETTY  
DEAN OF TEACHING & LEARNING



MR MANDLENKOSI MDHLULI  
ACTING DIRECTOR: COLLEGE  
PROFESSIONAL SERVICES

## University Teaching and Learning Committee Members

The UKZN Teaching and Learning Committee (UTLC) is comprised of the Deputy Vice-Chancellor of Teaching and Learning, Deputy Vice-Chancellor of Research and Innovation, Deputy Vice-Chancellors and College Heads, College Deans of Teaching and Learning, Director

# LEARNING COMMITTEE



PROFESSOR BUSISIWE PURITY NCAMA  
DVC: COLLEGE OF HEALTH SCIENCES



PROFESSOR SINEGUGU EVIDENCE DUMA  
DEAN OF TEACHING AND LEARNING



PROFESSOR FANIE BOTHA  
DIRECTOR: COLLEGE PROFESSIONAL  
SERVICES



PROFESSOR NHLANHLA MKHIZE  
DVC: COLLEGE OF HUMANITIES



PROFESSOR RUTH HOSKINS  
DEAN OF TEACHING AND LEARNING



DR PHUMELELE ZAKWE  
DIRECTOR: COLLEGE PROFESSIONAL  
SERVICES (ACTING)



PROFESSOR BRIAN MCARTHUR  
DVC: COLLEGE OF LAW &  
MANAGEMENT STUDIES (ACTING)



PROFESSOR MSIZI MKHIZE  
DEAN OF TEACHING AND LEARNING

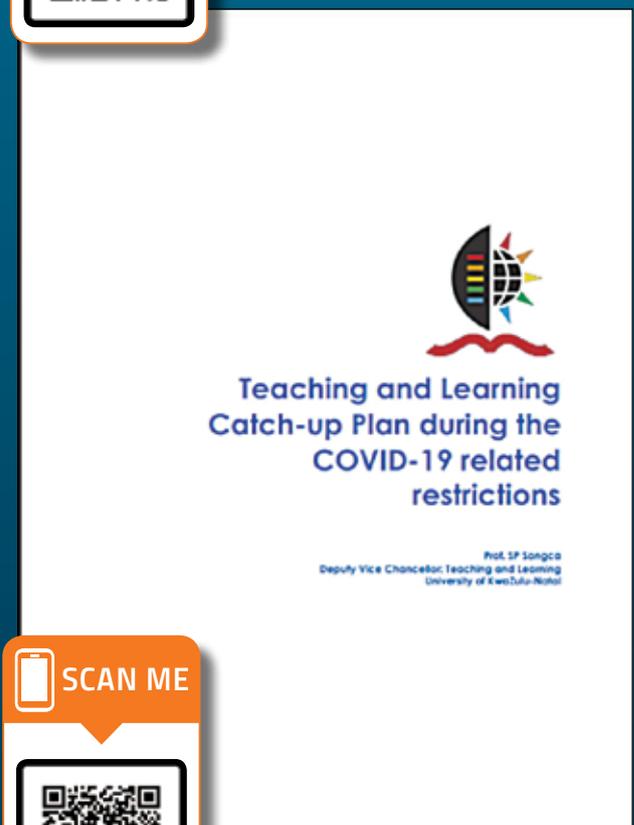
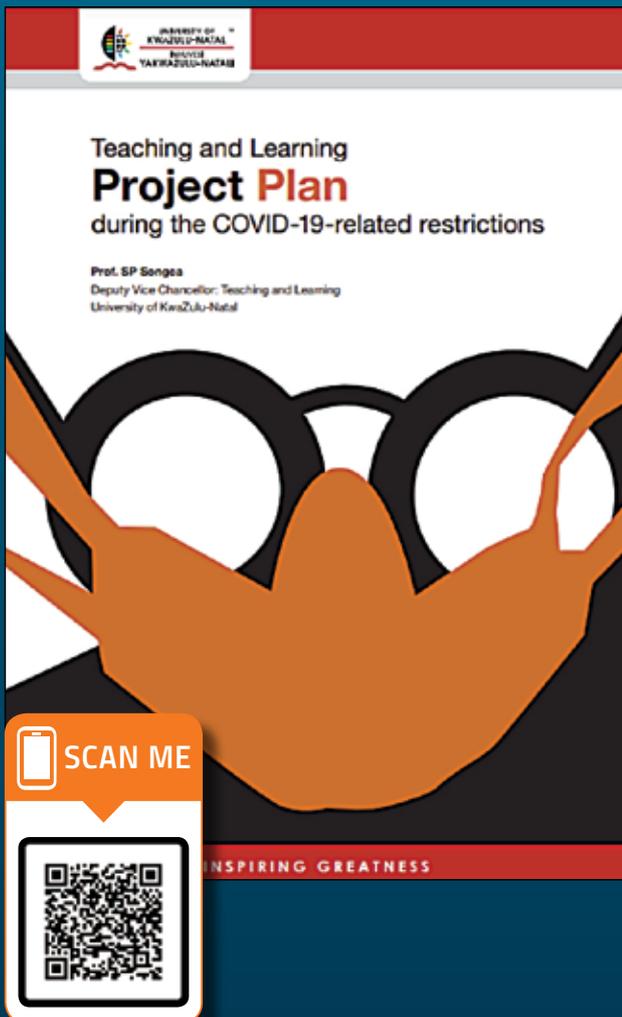
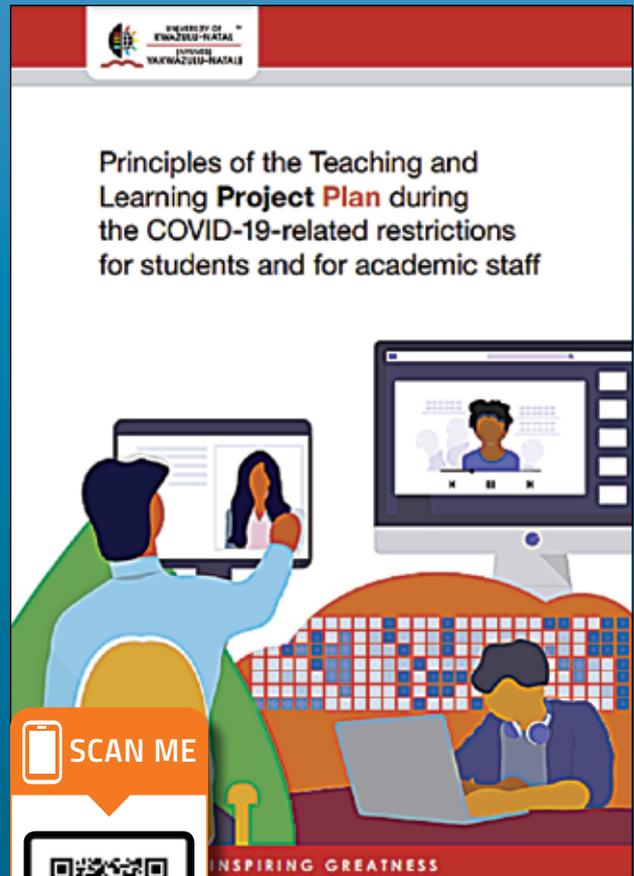


MS ALIYA VAID  
DIRECTOR: COLLEGE PROFESSIONAL  
SERVICES (ACTING)

of Quality Promotion and Assurance or nominee, and the Director of Information Communication and Technology or nominee. As a sub-committee of Senate, it has a broader institutional mandate. One of the most important expectations of the UTLC is to lead policy development and review as well as ensure consistent application across Colleges. This was evident in its response to the migration to remote learning.

**COVID-19 TEACHING AND LEARNING DOCUMENTS DEVELOPED FOR A SMOOTH TRANSITION FROM A FACE-TO-FACE MODE OF DELIVERY TO ONLINE PEDAGOGY**

- Principles of the Teaching and Learning Project Plan during the COVID-19-related restrictions for students and for academic staff
- Teaching and Learning Project Plan during the COVID-19-related restrictions
- Teaching and Learning Catch-up Plan during the COVID-19 related restrictions.







Every Student Matters

## UNIVERSITY TEACHING AND LEARNING OFFICE (UTLO)



### Providing leadership to the UTLO, Professor Rubby Dhunpath is committed to achieving Goal 1 of the UKZN Strategic Plan (2017-2021) - To achieve excellence in teaching and learning.

- In pursuit of promoting student access, success and diversity, the UTLO initiated various projects and programmes in response to the transition from contact to remote teaching and learning.
- In our endeavour to offer a progressive and responsive curricula, the UTLO committed to processes that enhance digital curriculum transformation.
- To ensure an outstanding academic experience, the UTLO continues to provide staff and student development opportunities.
- In pursuit of excellence and creativity in alternative modes of teaching and learning, the UTLO made research and development funds available to researchers and innovators.

## UKZN eLearning Symposium

The UTLO hosted its inaugural Virtual eLearning Symposium titled “New Horizons in Teaching and Learning in a Changing Higher Educational Landscape” on 20 September 2021. The Symposium was attended by around 180 delegates who were welcomed by Deputy Vice-Chancellor of Teaching and Learning, Professor Sandile Songca.

The eLearning Symposium was a one-day online event that provided a platform for staff and students to present innovative teaching and learning approaches in the ever-changing educational landscape. It presented an opportunity for the University community to advance the community of practice on online and blended approaches by engaging and interrogating shared experiences, challenges, successes, and opportunities as we embrace the online/ blended learning future in Higher Education and beyond.

The keynote speakers were the Vice-Chancellor and Principal of the University of Johannesburg, Professor Tshilidzi Marwala and Professor Craig Blewett of UKZN’s School of Management, Information Technology and Governance. Professor Marwala discussed how COVID-19 had disrupted conventional modes of teaching and learning, further deepening inequality, while Professor Blewett described the 18 months of the pandemic as an experiment in which Higher Education Institutions explored online learning.

As part of representing student voices, a student eLearning competition was run. Students were asked to write an essay on their challenges and experiences associated with online learning. Tablet prizes were presented to three winners: Mr Simangaliso Madondo, Mr Nelson Nkunda and Mr Sizwe Sidaza.



*UTLO hosts its inaugural Virtual eLearning Symposium*

A panel discussion on the impact of COVID-19 on teaching and learning at UKZN was chaired by Professor Rubby Dhunpath, and featured the four College Deans of Teaching and Learning: Professor Naven Chetty (Agriculture, Engineering and Science); Professor Sinegugu Duma (Health Sciences); Professor Ruth Hoskins (Humanities) and Professor Msizi Mkhize (Law and Management Studies).

The UTLO, Student Services Division (SSD), Information and Communication Services (ICS), Disability Unit and University Technology Enhanced Learning (UTEL) at UKZN also presented on their roles in supporting students in online learning.

The best presentation award was presented to Dr Roshni Gokool and Professor Andre Vosloo. The organising committee chair Mr Abdulbaqi Badru concluded with a vote of thanks, acknowledging the members of the organising committee, the media team (UTEL), the abstract review committee, and the essay review committee.

## Staff Capacity Development

### STUDENT-CENTRED ACTIVE TEACHING ONLINE COURSE

To promote capacity development of academics on online and blended approaches, the UTLO purchased licences for an innovative approach to teaching an online course. The learning outcomes are to learn and experience how to design and deliver an engaging online and blended course. More than 500 academics had completed the limited version of

the course at the beginning of the pandemic. In 2021, the purchase of the full version was initiated because more than 400 showed interest in taking the course and found it valuable. It has 50+ how-to videos for all skill levels and is fully online and self-paced.

### WORKSHOPS AND SEMINARS

Academics at UKZN are encouraged to engage in the scholarship of teaching and learning (SOTL) in order to perform effectively and to remain at the cutting edge of knowledge and skills in Higher Education. A range of workshops and seminars are conducted to support them to advance their capacity to conduct rigorous scholarship in teaching and learning. The topics cut across different aspects

of remote/ online learning, such as disrupting pedagogies, curriculum, tools, assessments, etc. The 16 seminars and workshops held in 2021 attracted more than 550 attendees. Table 1 below presents a list of the workshops and seminars conducted in 2021. The recordings of the videos can be found on the 2021 playlist of the T&L TV.



2021 Workshop and Seminar playlist on T&L TV

2021 SEMINARS AND WORKSHOPS	
SEMINAR / WORKSHOP TOPIC	CATEGORY
Dismantling systemic barriers to student success	Seminar
Students' access to and use of learning materials survey report 2020 seminar	Seminar
Enabling student success through academic advising	Seminar
Listening in new ways to enhance student support	Seminar
Are we using institutional research optimally?	Seminar
Teaching development programme for PhD students	Workshop
Key big data opportunities for end-users in Higher Education	Seminar
Teaching development programme for PhD students	Workshop
UKZN eLearning symposium	Symposium
The power of data for decision making and the appropriate use of analytics in Higher Education settings	Seminar
Enhancing assessment integrity and students' learning experiences in an online environment	Seminar
Learning communities for teaching practice school placements: A Higher Education initiative to promote equity for students with disabilities	Seminar
Quality assurance of online assessments in the disruptive era	Workshop
Teaching development programme for PhD students	Workshop

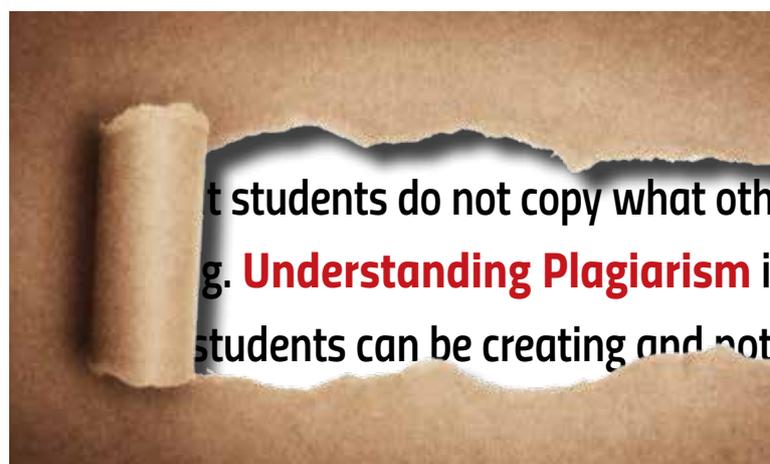
*Table 1. Workshops and Seminars Conducted in 2021*

## Student Capacity Development

### UNDERSTANDING PLAGIARISM ONLINE SHORT COURSE

The UTLO acquired an online understanding plagiarism course from a team of academics enthusiastic about academic integrity. The team, which included Dr S Mahomed, Professor I Mackraj, and Professor C Blewett, was funded by the UTLO in 2019 through the Teaching Innovation and Quality Enhancement Grant to develop the plagiarism course. It was piloted in specific Schools, and the evaluation showed how valuable it would be for the Institution.

The fully self-paced online course, which can be taken in English or isiZulu, has been redesigned according to the UTLO online course guideline and will be offered institutionally in the first semester of 2022. It will capacitate students with the plagiarism dos and don'ts with practical examples and introduce them to the UKZN Plagiarism Policy. During this online journey, students will learn what plagiarism is, how to identify and avoid it, and the tools available to detect it.





### UKZN TEACHING ASSISTANTS PROGRAMME (ONLINE CERTIFICATE COURSE)

The UTLO capacitated more than 500 teaching assistants at the University to ensure quality in student support offerings. The training programme is a fully online certificate course. A total of 435 tutors were certified during the 2020 and 2021 academic sessions across all Colleges. The course evaluation shows that participants found the course valuable, and they would recommend it to colleagues. The course underwent development in 2020 and 2021 based on the evaluation and independent reviews. Its new features include a redesign to maximise student engagement, the addition of tutor online content; and certificate issuance automation.

				
COURSE IS VALUABLE	PRODUCTIVE LEARNING EXPERIENCE	COURSE INCREASED THEIR KNOWLEDGE AND SKILLS	THEY WILL RECOMMEND THE COURSE TO OTHERS	THEY WILL ATTEND ANOTHER SIMILIAR COURSE

### TEACHING DEVELOPMENT FOR PHD STUDENTS PROGRAMME

The South African Higher Education sector is undergoing many changes, such as massification, diversification, transformation, technologisation and other innovations. Demand for highly skilled, innovative academics to work in this transforming milieu has grown exponentially. The University Capacity Development Programme (UCDP) Teaching Capacity Development Programme hosted by the UTLO is designed to enhance the competence of PhD students through strengthening and consolidating their knowledge of teaching and learning.

The programme aims to:

- Enable students to make informed choices on whether to pursue an academic/teaching career in Higher Education.
- Empower enrolled PhD students with teaching skills.
- Increase the number of staff with teaching capabilities.
- Develop students’ skills to design, assess and evaluate curricula in Higher Education.
- Develop their capacity as research supervisors.

A PhD workshop was hosted by the UTLO in February 2020 to enhance the pedagogic competence of PhD students. It focussed on strengthening and consolidating their knowledge

of teaching, learning, designing, and evaluating curricula and assessment in the Higher Education context as well as developing their capacity as research supervisors.

PhD candidates were invited to attend a seven-day programme developed with the aim of empowering currently enrolled PhD students with teaching skills so as to increase the number of staff with teaching capabilities and to enable them to make informed choices on whether to pursue an academic/teaching career in Higher Education. Due to high demand for the programme in 2019, not all PhD students who expressed interest could attend. Therefore, the 2019 waiting list was utilised to invite PhD candidates to the 2020 session which took place from 19 to 27 February 2020 (excluding the weekend). The session impacted 20 PhD candidates. The group comprised of 19 African students and one white student, with 14 males and six females.

In 2021, the programme was revised to suit an online method of delivery and to absorb concepts of online teaching and learning. Three sessions were held over the year. The June workshop reached 28 PhD students, while there were 17 participants in August and 42 in November. The programme was thus attended by 87 PhD candidates who reported that they found it useful for their career trajectories.

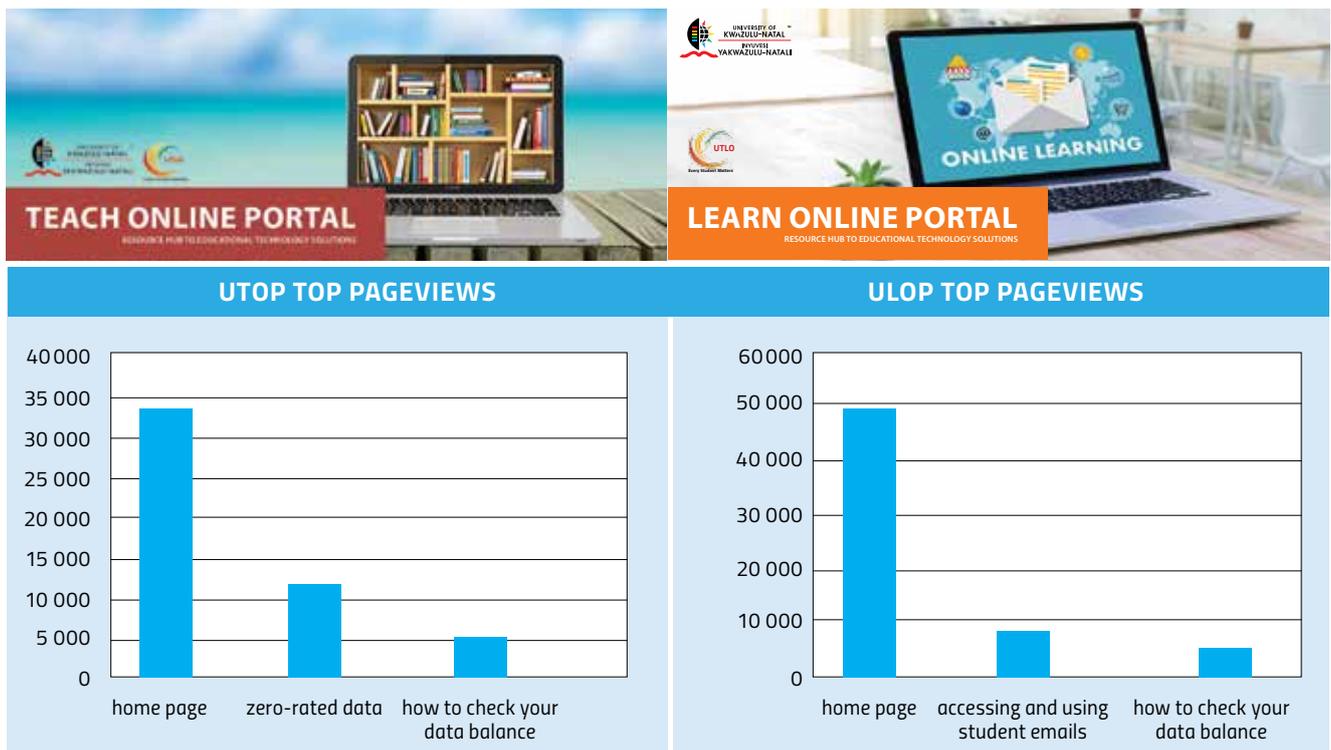


Figure 5. ULOP and UTOP TOP Pageviews

## Advancing Technology-Enriched Teaching and Learning

### DIGITAL LITERACY PORTFOLIO

In advancing its mandate of promoting global standards of teaching and learning at UKZN, the UTLO initiated the Digital Literacy Portfolio in 2021. The portfolio encompasses digital literacy courses to capacitate staff and students for the 21st century teaching and learning space and also includes a digital competency intelligence tool. The data collection tool allows UKZN staff at various levels to slice and dice information on students’ digital competency levels to offer insight into the type of support students require in the Institution. Two other prominent projects in the digital literacy portfolio are the student and staff digital literacy courses, which have been initiated and are undergoing development.

### TEACH AND LEARN ONLINE PORTALS

In mid-2021, the UKZN Teach and Learn Online Portals (UTOP and ULOP) were reviewed, and the web analytics data showed increased uptake of the resources. The ULOP home page had 49 637 views, followed by the “accessing and using student emails” page with 8 400 views and the “using Moodle as a student” page with 5 194 views.

The UTOP home page had 33 648 views, followed by the “zero-rated data to students and staff to specific UKZN sites” page with 11 957 views, and the quick guide on how to check your data balance with 5 326 views. The UTOP and ULOP sites are currently being redesigned and updated.

### APPOINTMENT OF INSTRUCTIONAL DESIGNERS

The UTLO appointed five Instructional Designers (IDs) who will be instrumental in operationalising the UKZN digital literacy strategy. In 2021, the IDs initiated the development of an institutional instructional design strategy and they are currently developing College-specific strategies. The high-level responsibility of the IDs is to facilitate the digital transformation of teaching and learning at the University via implementing course design and supporting staff and students through training and workshops.

## UNIVERSITY TECHNOLOGY ENHANCED LEARNING (UTEL)

The impetus given to digital transformation and the move to online learning during the COVID-19 lockdown saw academic staff migrating to digital delivery of materials. Although most staff were working from home in 2021, UTEL staff came in to open and operate the studios to record and distribute various types of programmes as follows:

### ■ Lecture Capture

In 2021, more than 154 lectures were recorded, edited, and delivered to students digitally. They include hybrid recordings that are sent to UTEL for post-production and uploaded to Moodle or delivered to academic staff for distribution. UTEL staff provided backup and technical support.

### ■ Production of Teaching and Promotional Videos

Besides lecture capture, UTEL recorded and produced more than 92 long-form videos that include seminars and presentations by guest lecturers in studio; some with a small studio audience. UTEL also recorded and facilitated live connections between the studio, Zoom and other centres using multiple video monitors and sound feeds. These larger videos include Biokinetics demonstrations, instructional videos, Orientation, Open Day, conferences, discussion panels, student and staff presentations, subtitling and animation, virtual graduation ceremonies, promotional videos and health presentations.

### ■ Digital Archive (Archival and Digitisation)

An ongoing initiative is the digitisation of video, photographic and audio materials from various University archives. Besides digitising more than 700 tapes for the library, UTEL staff continue to digitise the vast number of tapes, CDs, and DVDs from the former AV archive. UTEL staff then store and tag them onto EVO, UTEL's shared storage device that is also used in collaborative video editing and project sharing. When staff worked from home, they ingest materials and upload them remotely to EVO.

### ■ Sound and Music Production

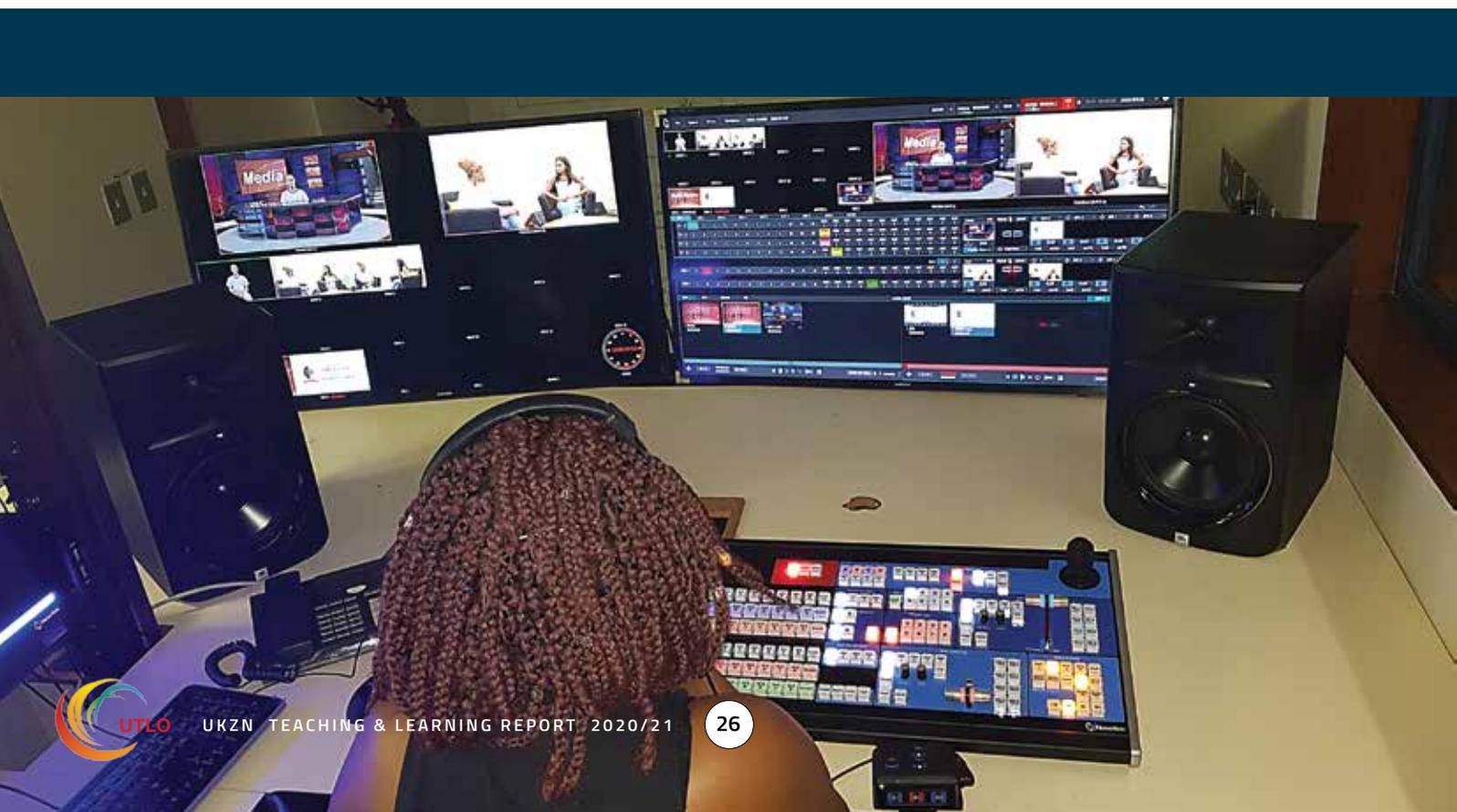
The sound studio has been used for voice-over work, narration, translations, and Voice-to-PowerPoint recordings.

### ■ Training and Teaching

UTEL activities included training sessions and seminars for departments, technical training on video downloads and the addition of sign language to existing videos.

### ■ UKZN Media Space

UTEL has been actively involved in developing and publishing materials to the UKZN Media Space, an interactive portal for UKZN video materials, which serves as an internal YouTube for the University.



## ACADEMIC COMPUTING SUPPORT TEAM

Academic Computing (AC) is one of the units in the ICS Division. It is responsible for systems management, ensuring that the Learning Management System (Moodle) and other technologies as well as the necessary support are available for online learning. AC embarked on a process to introduce, implement and provide intensive training to adequately prepare staff to engage with online technologies. Staff had to acquire new skills over a short period. User documentation for teaching staff and students was uploaded to the UTLO website. Online self-help resources were created on an ongoing basis to assist teaching staff and students.

The tools used by AC include:

- A plagiarism checker tool
- The learning management system
- A grammar checker tool
- Asynchronous and synchronous engagement tools
- A video hosting platform
- An online artificial intelligence support chatbot

First-Year Student Orientation on the Use of Learning Technologies

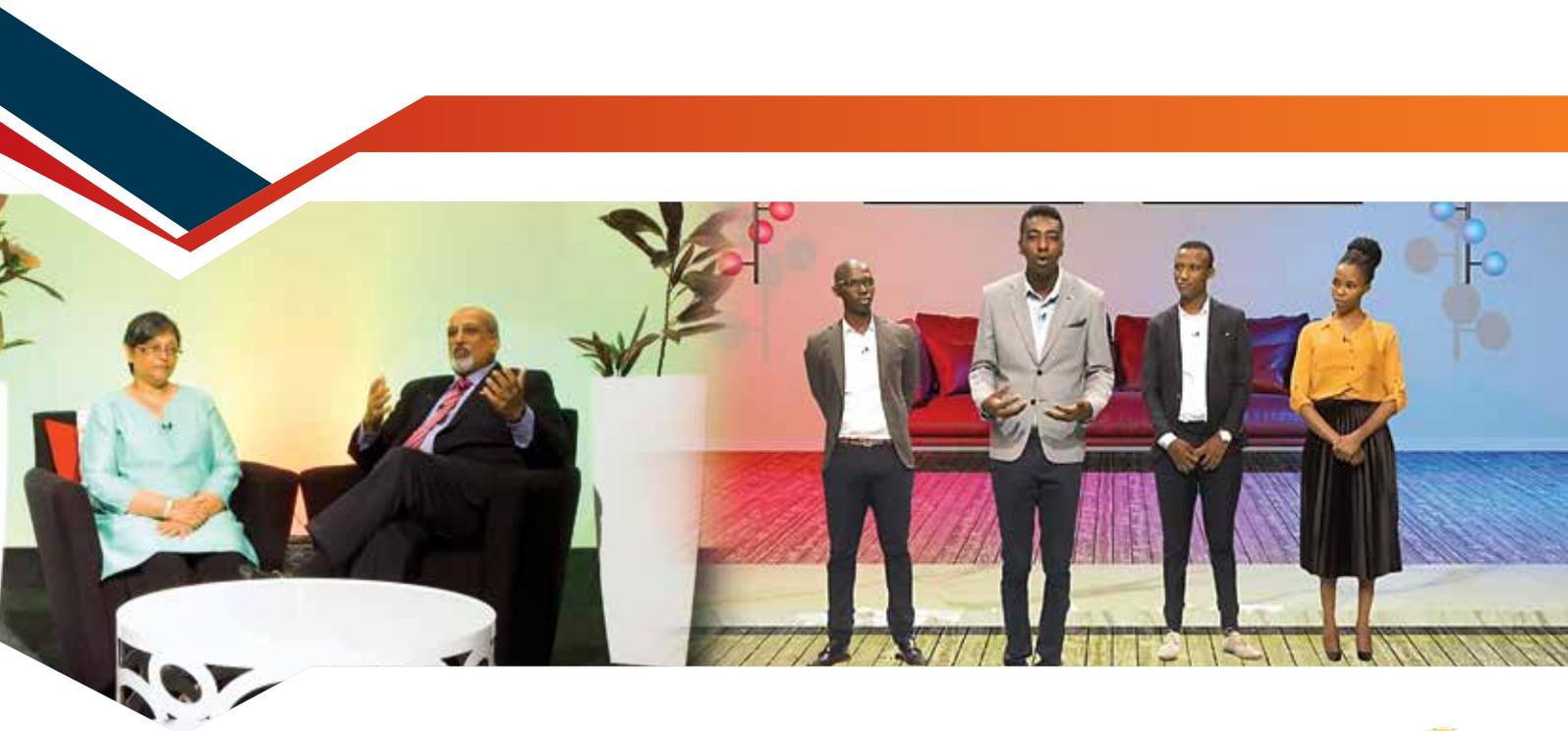
Each year, the University's ICS Division works with first-year students during orientation to help them familiarise themselves with the various ICS systems they will use throughout their studies.

In 2021, the University continued with remote teaching and learning and adopted multiple technologies. Colleges invited ICS to their online orientation to demonstrate the use of these technologies, including Moodle – the University's official learning management system, Zoom, and TEAMS. Students were also assisted with installing and configuring GlobalProtect. Colleges had to think of innovative ways to welcome first-year students. For example, the College of Agriculture, Engineering and Science (CAES) created interactive videos in English and isiZulu to provide important information to their students.

## Staff and Student Training

From June 2020 to December 2021, training was offered on request. Colleges required specific training for academic and professional services staff, and students.

Moodle, Kaltura, PowerPoint, VLC, and Handbrake support materials were developed to help staff acquire relevant skills to teach online. Short instructional videos and guides are available on the UTOP website. Academic computing consultants continued to assist with the online research seminars hosted by the UCDP/Research Office. They presented introductory sessions on NVivo and IBM® SPSS® for statistical analysis and also provided after-class technical support to students.



## INSTITUTIONAL RESEARCH INITIATIVES

### Institutional Profile

#### Headcount Enrolments (2019 – 2021)

This section presents UKZN's institutional profile for 2021. Table 2 shows that in 2021 the University registered 44 314 students, of whom 33 219 were at the undergraduate level and 11 095 were postgraduate students.

HEADCOUNT ENROLMENTS (2019 – 2021)			
QUALIFICATION TYPE	2019 HEADCOUNT ENROLMENTS	2020 HEADCOUNT ENROLMENTS	2021 HEADCOUNT ENROLMENTS
Undergraduate diploma	62	25	2
Postgraduate Certificate in Education	900	974	808
Undergraduate degrees	34 717	34 039	32 168
<b>Total undergraduate</b>	<b>36 562</b>	<b>35 661</b>	<b>33 219</b>
Postgraduate to Master's level	4 211	3 462	3 230
Masters	6 202	5 097	4 798
PhD	3 311	2 933	3 059
<b>Postgraduate total</b>	<b>13 766</b>	<b>11 518</b>	<b>11 095</b>
Occasional	42	26	8
<b>GRAND TOTAL HEADCOUNT ENROLMENT</b>	<b>50 328</b>	<b>47 179</b>	<b>44 314</b>

Table 2: Institutional Headcount by Qualification

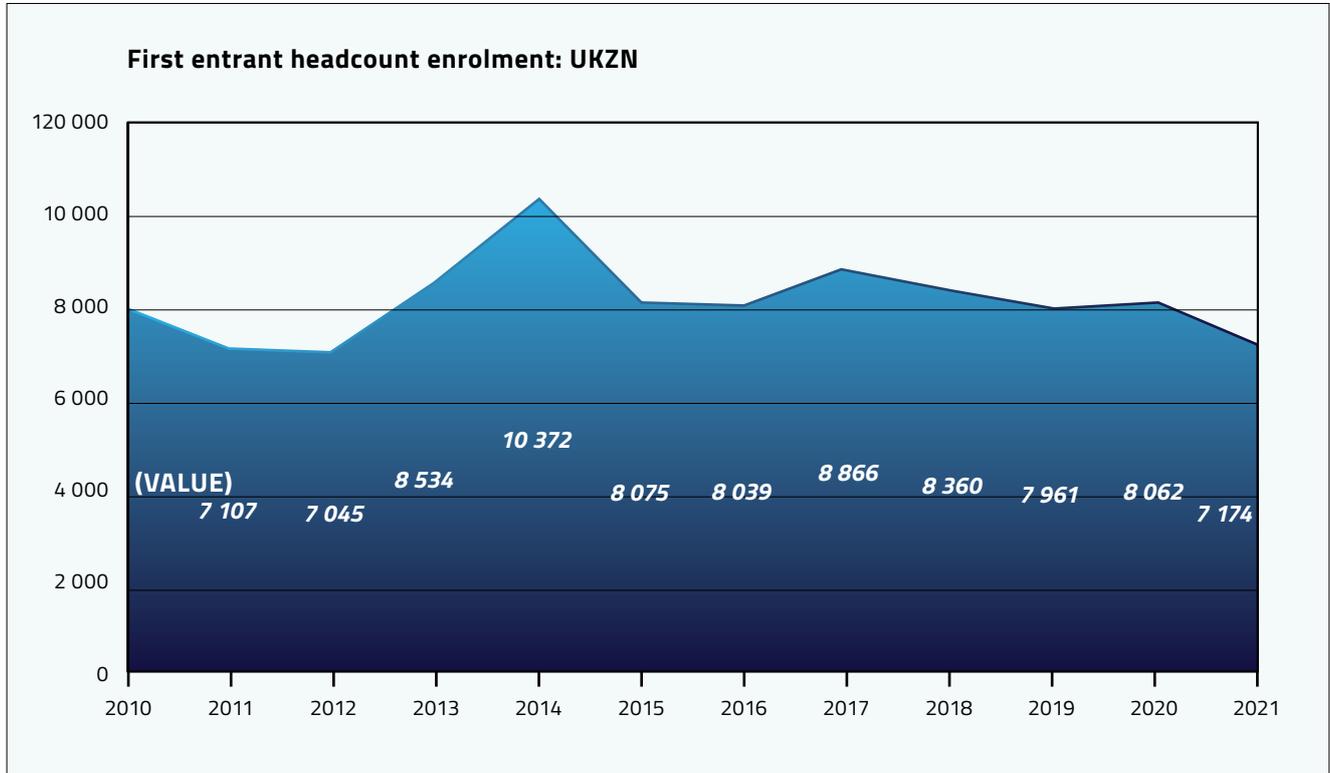
- Table 3 below disaggregates students registered across the University by race. Approximately 84% of the students registered at UKZN in 2021 are African. This is followed by 14% Indian, 2% Coloured and 1% White.
- Across racial lines, more females than males were enrolled.

INSTITUTIONAL HEADCOUNT ENROLMENTS BY POPULATION GROUP AND GENDER				
POPULATION GROUP	GENDER	2019	2020	2021
African	Female	17 177	17 311	16 421
	Male	12 618	12 356	11 372
	<b>TOTAL</b>	<b>29 795</b>	<b>29 667</b>	<b>27 793</b>
Coloured	Female	438	406	368
	Male	195	169	156
	<b>TOTAL</b>	<b>633</b>	<b>575</b>	<b>524</b>
Indian	Female	3 292	2 949	2 716
	Male	2 302	2 053	1 862
	<b>TOTAL</b>	<b>5 594</b>	<b>5 002</b>	<b>4 578</b>
White	Female	239	194	155
	Male	236	163	120
	<b>TOTAL</b>	<b>475</b>	<b>357</b>	<b>275</b>
<b>GRAND TOTAL</b>		<b>36 497</b>	<b>35 601</b>	<b>33 170</b>

Table 3: Institutional Headcount Enrolments by Population Group and Gender

**First-Entrant Undergraduate Profiles (2010-2021)**

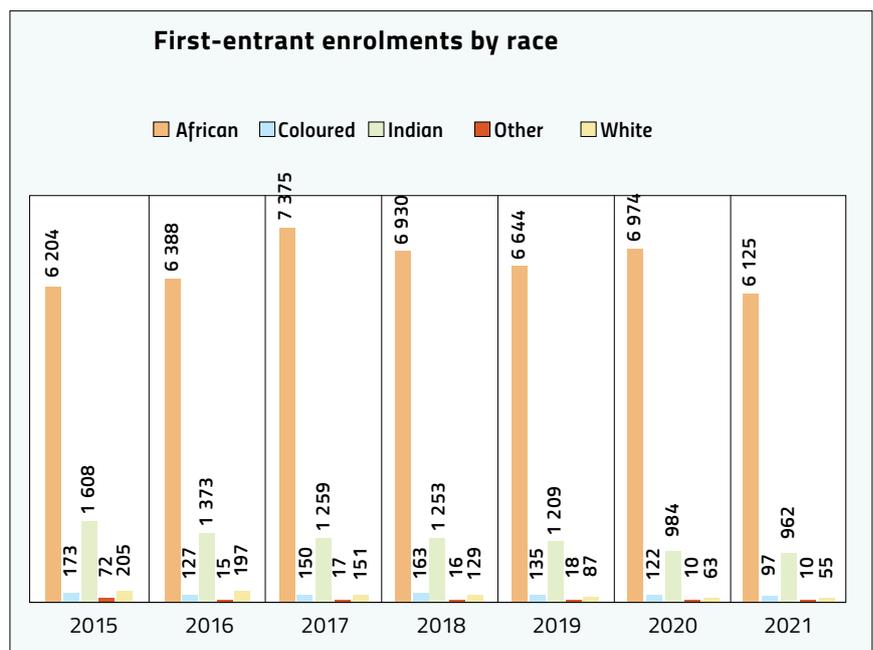
This section reflects the number of first-time entering (FTEN) students from 2010 to 2021 after achieving their matric. The criteria for data analysis included: First-entrant undergraduate students enrolled in three- and four-year (including Medicine) undergraduate degree programmes, subsidised, contact, full-time. Data extracted 4 May 2022.



**Figure 6: First-entrant Headcount Enrolment: UKZN**

Figure 6 shows that there was a significant decrease in FTEN undergraduate students, from 8 062 in 2020 to 7 174 in 2021.

- The profile of the 2021 cohort admitted to undergraduate studies at UKZN shows that of the 7 249 new students enrolled in bachelor's degrees, 84% are African, 13% Indian, and 1% White.
- In absolute terms this is the highest enrolment of Africans in UKZN's history. However, the enrolment of Indians is the smallest.



**Figure 7: First-entrant Enrolments by Race**

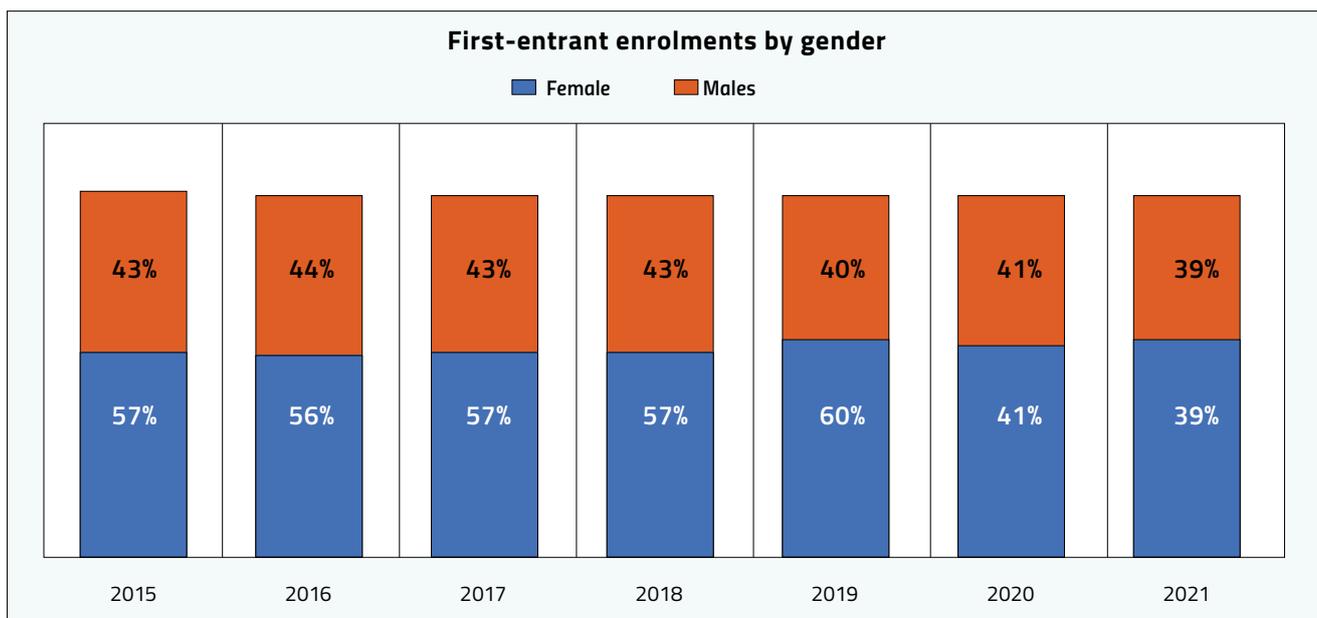


Figure 8. First-entrant Enrolments by Gender

- Female enrolments were consistently higher than male enrolments from 2015 to 2021.
- UKZN reached a record high of enrolling 61% females in 2021, a 2% increase from 2020.
- In a nutshell, this reflects a 4% growth in female enrolments since 2015, compared to a 5% decline in male enrolment.

### UKZN Graduates and Dropouts: 2015-2017 Cohort Analysis

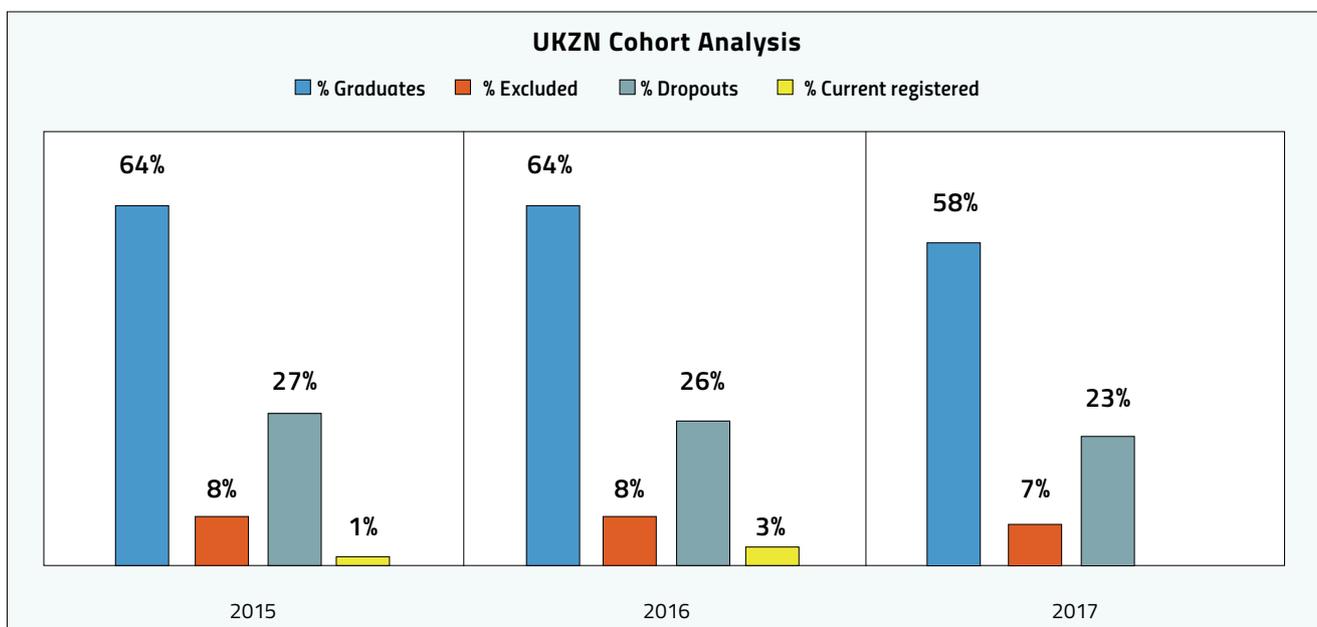


Figure 9: UKZN Cohort Analysis

Figure 9 reports all FTEN UKZN undergraduate diploma and degree students, including contact and distance mode from 2014 to 2021. It shows overall graduates, excluded, dropouts and currently registered students for the 2014, 2015, 2016 and 2017 cohorts. These include three-year diplomas and degrees, and four-year degrees as well as any undergraduate degrees such as in medicine and surgery, which normally take up to six years to complete.

The overall profile of the 2015 cohort admitted to undergraduate studies at UKZN shows that of the 8 210 students enrolled:

- 64% graduated,
- 8% were excluded,
- 27% dropped out, and
- 1% were currently registered.

In the 2016 cohort, enrolment was maintained at 8 221 with exactly the same percentages as 2015 for the graduation rate, excluded and currently enrolled students; however, the dropout rate decreased by 1%.

In 2017, UKZN had the highest enrolment of students (9 074) since 2015. However, this was not complemented by the graduation rate that decreased significantly to 58%, with excluded students decreasing by 1% and most notably, student dropout decreasing to 23%.

## THE KRESGE FOUNDATION GRANT

The Kresge Foundation approved a grant of \$100 000 per annum for three years to support and strengthen UKZN's capacity to enhance student access, success, and quality through various programmes. The programmes' focus areas are building institutional research and analytics capacity, data coaching, curriculum reform and participation in regional, national and international learning collaborations. One of the conditions of the grant is the expectation that UKZN would implement the AutoScholar Advisor as an evidence-led student success intervention and share its experiences with other grant recipients.

The original UKZN proposal approved by Kresge-Siyaphumelela focused on face-to-face training sessions and consultations with external/ international experts. Due to the restrictions associated with COVID-19, it was necessary to revise the budget to respond to new realities and opportunities offered by online teaching and learning platforms. Associated with this shift is the need to monitor student access and success with regard to the effectiveness of alternative pedagogies and approaches, which provides a new context for data analytics and institutional research.

### The objectives of the programmes are to:

- Advance capacity building in data analytics and institutional research at UKZN
- Provide contextualised data and analyses to describe and evaluate the access, admission, progression and retention, and graduation of students

- Address systemic institutional barriers impeding academic success
- Create awareness of and support for improving student success in UKZN through the use of data
- Organise capacity building seminars on data analytics for staff

## Realigned and Revised Siyaphumelela Project Plan: 2022-2023

This section outlines revisions to the Siyaphumelela implementation plan at UKZN, as recommended by Kresge/Siyaphumelela leadership and the UKZN Data Coach. The revisions are aimed at streamlining the activities to align more closely with the central objective, viz., achieving increased graduation rates through deeper understanding of progression trends and interventions that have a significant impact in promoting success. In the original implementation, a fairly broad suite of projects was conceptualised. Subsequent experience brought to light which projects had the greatest potential to achieve impact and fulfil the goals of the UKZN Access and Success Advisory Forum (ASAF).

## Access and Success Advisory Forum (ASAF) Projects

The data underpinning the various projects derives from the 2021 Academic Monitoring and Support (AMS) report. Projects were originally grouped into eight focal areas spanning the entire range of possible activities from student entry to exit.

The focus areas are now organised with reference to the overarching goal in three main streams: Focus Area A, identifying success and failure; Focus Area B, causes of success and failure; and Focus Area C, intervention and support to further develop success.

### Projects' Focus Areas

- **Focus Area A: Identifying Success and Failure**  
**Overview:** The emphasis in this focal area is on identifying students, courses and programmes exhibiting success and risk behaviours.  
**Projects:** At-risk identification, *Cum laude* tracking
- **Focus Area B: Causes of Success and Failure**  
**Overview:** The emphasis in this group of projects is on estimating the cause of low or high performance among the students, courses or programmes identified by the Focus Area A projects.  
**Projects:** Influence of assessment design, influence of administration and logistics, and Influence of First-Year Experience Programme

■ **Focus Area C: Intervention and support to further develop success**

**Overview:** This focus area utilises the lessons learned from Focus Area B to design interventions and support mechanisms aimed at supporting improved graduation rates.

**Projects:** Implementation of automated student advising, implementation of a student support portal, and implementation and adoption of innovative teaching and learning approaches and materials

### Institutional Research Capacity Grant

To support data analytics and institutional research capacity-building at UKZN, grants were made to teams to conduct institutional research. The areas of interest include access, admission, progression and retention, and graduation. These will allow us to build on the work done in these focus areas at UKZN. Research grants were made available to researchers who wish to research the following identified themes:

- 1 Graduate attributes,
- 2 Design and relevance of curriculum,
- 3 Exploring the experience and impact of transitioning to online teaching methods,
- 4 Blended integrated student support and engagement for sustainable academic success,
- 5 Students' attitudes towards eLearning,
- 6 Operational efficiency projects and systems integration,
- 7 Transitioning to remote/ online assessments,
- 8 Putting the "blended" back into blended learning,
- 9 Student and staff expectations and experiences.

### Teaching Advancement at University Fellow Research Project Grant

As targeted, four TAU fellows in collaboration with the TAU alumni were awarded funding to conduct research projects in August 2021. The research projects are centred around:

- At-risk students,
- Blended integrated student support and engagement,
- Developing a framework to measure the success of student support programmes,
- A systemic view of transitioning to the new norm.

### Teaching Innovation Grant

To perform effectively and to remain at the cutting edge of knowledge and skills in Higher Education, academics at UKZN are expected to engage in the scholarship of teaching and learning (SOTL). A range of activities and experiences are required to support academics to advance their capacity to conduct a rigorous SOTL. To support this initiative UTLO provides Teaching Innovation Quality Enhancement Grants (TIQEG) funded by the University Capacity Development Grant (UCDG). In 2021, 14 projects that aligned with the objectives of the grant were funded.



## Academic Monitoring and Support

### FIRST-YEAR EXPERIENCE PROGRAMME

UKZN has broadened its scope of student success by supporting a University-wide first-year curriculum. The envisioned UKZN FYE strategy/ programme seeks to draw on best practices from Colleges and develop a coherent transitional experience for first-entry students. Designed by an interdisciplinary team of experts from the Colleges, this programme is intended to be appropriate, relevant to the context, and responsive to students' transition support needs. Such support is particularly relevant given emerging changes and challenges in the Higher Education landscape occasioned by online and remote learning and open access dispensations. The FYE programme will be piloted in 2022.

### THE 8<sup>TH</sup> ACADEMIC MONITORING AND SUPPORT COLLOQUIUM

The 8<sup>th</sup> Academic Monitoring and Support (AMS) Colloquium was hosted by the College of Law and Management Studies. Its main aim was to provide a platform where all key players, academic staff, academic support staff and student support staff could come together to take stock of our experiences during the pandemic and reflect on successes, challenges and opportunities brought by the digitisation of teaching and learning. The Colloquium also provided a platform to reflect on AMS in general, picking up from where the 7<sup>th</sup> AMS Colloquium left off, while providing some evidence of impact and a roadmap for future provision of AMS considering that eLearning has become mainstream in Higher Education

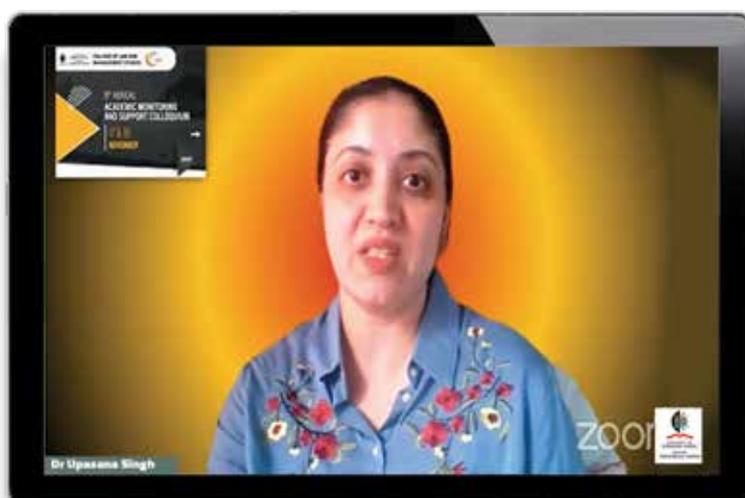
This two-day Colloquium featured several papers and plenaries which covered online learning during the pandemic and the impact of academic support interventions over the past decade.

The keynote address entitled "Helping Students Thrive During COVID-19 Online" was presented by Professor Chenicheri Sid Nair, Dean, Learning, Teaching & Student Experience at the Victorian Institute of Technology (VIT), Australia and Dr Upasana Singh, Academic Leader in the Discipline of Information Systems and Technology at UKZN. The session was chaired by the Dean of Teaching and Learning in the College of Law and Management Studies, Professor Msizi Mkhize.

Professor Nair began his presentation by highlighting how COVID-19 had disrupted higher learning, not only in Australia but globally and how this places student support at the centre. Using survey data, he also highlighted Higher Education Institutions' adaptability to online learning, showing how before the

pandemic, both African and Australian universities were predominantly face-to-face, but they had to make an emergency shift to online learning. Only a few institutions have been using a blended approach. He also highlighted some of the challenges students and academic staff face in the switch to online learning and hence the need to support both.

Dr Singh addressed the challenges staff and students face at UKZN, including IT proficiency, digital fatigue, a lack of interaction with lecturers, appropriate use of digital materials, and timely feedback. She mentioned an ongoing study which aims to understand why there has been an upsurge in pass rates during online learning, even in modules that previously had poor pass rates.



*Dr Upasana Singh at the 8<sup>th</sup> Annual Academic Monitoring and Support Colloquium – 2021*



*Professor Chenicheri Sid Nair at the 8<sup>th</sup> Annual Academic Monitoring and Support Colloquium – 2021*

## Scholarship of Teaching and Learning

### CONFERENCE/SYMPOSIUM PRESENTATIONS

CONFERENCE/SYMPOSIUM PRESENTATIONS		
YEAR	TYPE	TITLE OF PRESENTATION
2021	SURE, Virtual Colloquium	R Dhunpath: Igniting Undergraduate Research Excellence, DUT 17 Nov 2021
2021	Annual UKZN-AMS Colloquium	R Dhunpath: Reflections on Student Support During the COVID-19 Pandemic
2021	Conference	R Dhunpath: SAAIR Quality Forum
2021	Conference	R Dhunpath: 2 <sup>nd</sup> USAf Higher Education
2021	Virtual Conference	R Dhunpath: Siyaphumelela Network
2021	Virtual Conference	R Dhunpath: Achieving the Dream
2021	UKZN eLearning Symposium	S Blewett and A Badru: Using an Activated Online Pedagogy in Enhancing Tutor Training at UKZN
2021	Postgraduate Research and Innovation Symposium	S Blewett: Engagement in online learning - It is time to act
2021	Siyaphumelela Virtual Conference 2021, Online	S Nguna: Students Voice in shaping Teaching and Learning at UKZN - Is there value in listening?
2021	SAAIR 2021 Conference, Online	S Nguna: The Role of Institutional Research in integrating Students' Voice in Reimagining Teaching and Learning at UKZN
2021	UKZN eLearning Symposium, Online	S Nguna: Humanising Online Learning Experiences: Enhancing collective meaning-making in online learning
2021	2021 SAERA Virtual Conference, Online	S Nguna: Humanising Online Learning Experiences: Enhancing collective meaning-making through instructional design

Table 4: Conference/Symposium Presentations

### PUBLICATIONS

PUBLICATIONS		
YEAR	TYPE	TITLE OF PUBLICATION
2021	Book	Amin, A. and Dhunpath, R. (Eds.) (Re), 2021. Learning to teach in contexts of crises, <i>Alternation Book Series Vol #08</i>
2021	Peer-reviewed journal article	Dhunpath, R., Friedrich-Nel, H., Biggs, L., Dippenaar, H., Joubert, D., Nell, I. and Yeats, J., 2021. Unveiling the professional attributes of university teachers. <i>Critical Studies in Teaching and Learning (CriStaL)</i> , 9(S1), pp. 126-144.
2021	Book chapter	Badru, A. and Ajayi, N., 2021. First-Year Students' Experience with Virtual Learning Environment. In <i>Perspectives on ICT4D and Socio-Economic Growth Opportunities in Developing Countries</i> (pp. 366-397). IGI Global.
2020	Journal Article	Ojo-Aromokudu, J., Samuel, M. and Dhunpath, R., 2019. A demand-driven subsidised housing policy for South Africa. In <i>The Political Economy of Government Subsidised Housing in South Africa</i> (pp. 60-79). Routledge.

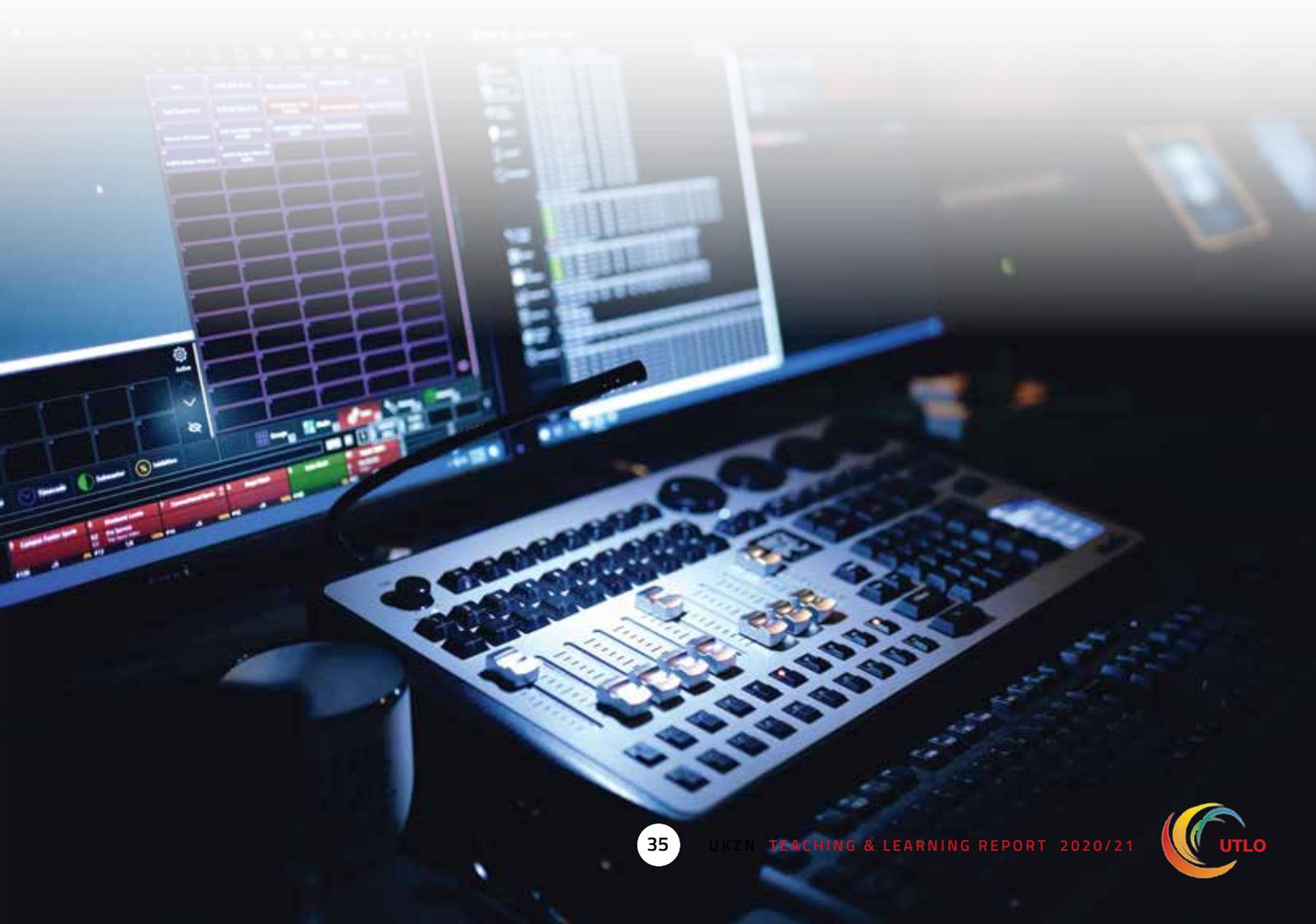
Table 5: Publications

## 2021 UKZN ELEARNING SYMPOSIUM RESOURCES

The recordings of the presentations at the 2021 UKZN eLearning symposium were edited by the UTEL team and curated by the UTLO. The videos are published on the T&L TV and are publicly available for viewing on the eLearning Symposium Playlist.



*eLearning Symposium Playlist on T&L TV*





Every Student Matters

## UKZN EXTENDED LEARNING (UEL)



## UKZN EXTENDED LEARNING

**UKZN Extended Learning (UEL) was formed in 2010 as a wholly-owned subsidiary of the University at a time when universities were seeking vehicles to generate third-stream income. Although UKZN already had an enterprise business, it needed a mechanism to focus on the commercialisation of high quality just-in-time short courses. Many individual academics, centres, and departments were already running short course programmes. However, an operational model was required to standardise the quality of programmes offered, more effectively manage logistics and operations, leverage off the UKZN brand, and build connections and linkages in the public and private sectors for high quality short course programmes.**

Whilst the business experienced considerable growth in the first five years after incorporation, performance in the past few years has been constrained by tough economic conditions, the high unemployment rate, COVID-19 and the resultant lockdowns' effect on many industries, and lower spending on training due to budget cuts. A change in strategic direction was taken around 2017 from a growth strategy to one of cost reduction, with significant cuts in the key growth areas of brand building, advertising, sales, and event management. Coupled with a containment strategy, this resulted in limited revenue growth, low delegate headcount growth, high costs, and low profitability. The long-term results were revenue and headcount stagnation, and more recently with the added economic impact of COVID-19, revenue, and headcount decline, together with a negative bottom line.

This has not distracted UEL from its work of providing life-changing programmes. The social auxiliary programme, one of many initiatives of the KwaZulu-Natal Department of Health (DoH), is a one-year programme designed to improve the quality of HIV and AIDS counselling and testing at facilities in 11 districts across the province. The course was designed to upskill DoH employees, support a formal promotion path, and provide access to the Bachelor of Social Work degree. More than 400 students have enrolled in the programme, with another 200 planned in 2022/3. In order to support the University's remote-teaching model, each student was supplied with a laptop and monthly data top-up to support live Zoom lectures and tutorials, with many expressing gratitude for the care and support provided.

In addition, to the KwaZulu-Natal DoH, with whom UEL has had a relationship for more than 10 years, key accounts include Grindrod South Africa, Trade and Investment KZN, Richards Bay Titanium, Lafarge Industries SA, KZN Sports and Recreation, Transnet, MERSETA, and the Education, Training and Development Practices SETA. Exciting short courses offered in the past 12 months included the Certificate in Forensic Investigation Techniques, Monitoring, Evaluation and Research Skills Programme, Advanced Project Management, South African Sign Language (SASL), isiZulu Basic, and Safety, Health and Environment (SHE) Management Training. These complemented the

core programmes such as Foundation Mathematics, the Certificate in Business Administration, Finance for Non-Financial Managers, Business Communication, and so on.

In order to turn the business around, an interim CEO, Mr Mxolisi Miya was appointed, together with an external strategy consultant to review the current business position, analyse UEL's performance and provide a roadmap with milestones on financial and non-financial indicators. In addition to reconnecting with each of UKZN's 19 Schools and rebuilding the business internally for a more effective and efficient business, the strategy is aimed at reconnecting with the public and private sectors through the development of more market-relevant programmes, greater visibility, and more active engagement. With the full backing of the shareholder, UEL, as a University asset, has the potential to become a household brand, growing support for the high-quality continuing education programmes offered by each of UKZN's Schools.



*Mr Mxolisi Miya has been appointed the interim CEO of UEL*



Every Student Matters

# QUALITY PROMOTION AND ASSURANCE (QPA)



The Quality Promotion and Assurance (QPA) office aligns its operations with the national imperative of promoting transformation in the Higher Education sector and the University’s vision and strategic goals. To support the key Institutional initiatives in UKZN’s Strategic Plan, QPA aligns its activities in the following broad areas: qualifications, programmes and short courses, quality reviews and accreditation by professional bodies, student and peer evaluation and institutional research.

### Qualifications, Programmes and Short Courses

The QPA office guides and supports programme developers in the development of new programmes as well as changes to existing ones. In terms of the latter, changes and amendments to existing programmes may include the addition of classification of educational subject matter codes in a programme, an additional specialisation, a change in a programme’s total credits or site of delivery, or a change in the name of a qualification which require submissions to the Department of Higher Education and Training (DHET) and the Council on Higher Education (CHE) for external approval.

With regard to new programmes, academics are supported with programme development for the internal approval process and for external approval by the DHET, CHE and South African Qualifications Authority (SAQA).

Figure 10 shows the programmes on the UKZN Programme Qualification Mix (PQM) as at December 2021 and Table 6 lists the new programmes that have been DHET approved, CHE accredited and SAQA registered for the period 2020-2021.

### QUALIFICATION TYPES ON THE UKZN PQM

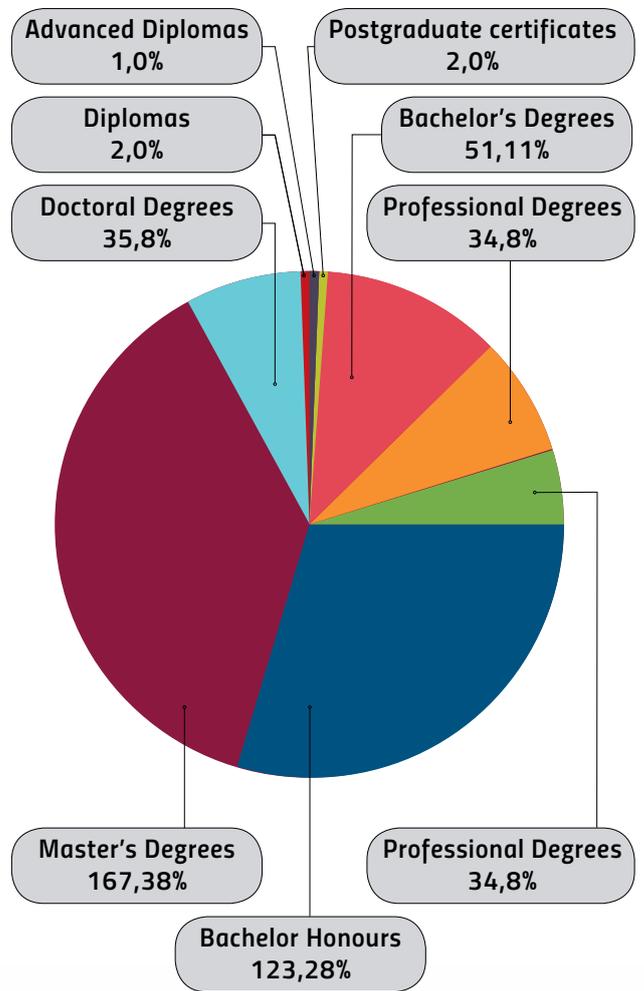


Figure 10 Programmes on the UKZN Programme Qualification Mix

PROGRAMMES APPROVED BY THE DHET FOR PQM CLEARANCE	
1.	Advanced Diploma in Technical and Vocational Teaching
2.	Bachelor of Nursing
3	Bachelor of Architecture Honours
4	Bachelor of Town and Regional Planning Honours
5	Bachelor of Housing Development Honours
6	Master of Commerce in Banking and Investment Management
7	Master of Housing Development
8	Master of Town and Regional Planning
9	Master of Public Governance
PROGRAMMES ACCREDITED BY HEQC	
1.	Bachelor of Housing Development Honours
2.	Bachelor of Architecture Honours
3.	Bachelor of Town and Regional Planning Honours
4.	Postgraduate Diploma in Health Services Management
5.	Postgraduate Diploma in Midwifery
6.	Bachelor of Nursing
7.	Bachelor of Business Science in Investment Science
8.	Master of Housing Development
9.	Master of Town and Regional Planning
PROGRAMMES REGISTERED BY SAQA	
1.	Bachelor of Business Science in Investment Science
2.	Bachelor of Nursing
3.	Bachelor of Architecture Honours
4.	Bachelor of Town and Regional Planning Honours

**Table 6:** New Programmes Approved, Accredited and SAQA Registered by the DHET, CHE and SAQA, respectively.

## Reviews and Accreditation by Professional Bodies

QPA coordinates and funds quality reviews and supports reviews/ accreditation by professional councils and national reviews and audits by the CHE. Quality reviews provide important opportunities for reflection, feedback and recommendations for improvement from peers external to the University. Reviews are conducted in terms of the Principles and Procedures for Quality Reviews, the Manual for Quality Reviews and the recently Senate approved Principles and Procedures for the Accreditation of Programmes by Professional Bodies.

### National Review of Doctoral Qualifications

UKZN participated in a national review of doctoral qualifications coordinated by the CHE. The primary purpose of this review was to enable Higher Education Institutions to evaluate their offerings in relation to a national standard for doctoral qualifications. Through an evaluation of all institutional self-evaluation reports, it also enabled the Higher Education Quality Committee (HEQC), to assess the general state of qualification offerings at the national level.

After receiving the review report from the HEQC, the University's Doctoral Review Improvement Plan was developed and submitted to the CHE on 30 October 2021. The University Research and Ethics Committee (UREC) was responsible for monitoring the progress of the implementation of this plan. Documents related to the doctoral review are on the QPA innerweb, QPA website and the CHE Doctoral Review 2019-2020.

### Review of Remote Teaching, Learning and Assessment During the COVID-19 Pandemic

The Executive and Leadership Forum requested that a review be undertaken to enable the University to reflect on its management of remote teaching, learning and assessment during the COVID-19 pandemic. The purpose was to determine how UKZN managed the shift to remote teaching, learning and assessment during the pandemic. This was accomplished by evaluating the extent to which the move to remote teaching, learning and assessment met the requirements set out in the CHE quality assurance guidelines for teaching, and learning and assessment during the COVID-19 pandemic and whether or not all activities conducted during this period met these criteria.

The review will provide a means of ensuring improved provision of emergency remote teaching and learning and assessment to students at the Institution and of meeting stakeholders' expectations in this regard. Moreover, the findings address the CHE Institutional Audit Framework

Focus Area 4, Standard 13.4 which makes reference to decisions on curriculum, teaching, learning and assessment approaches, and the role of technology during times of significant disruption. Information regarding remote teaching, learning and assessment will therefore have to be reported on.

### Institutional Audit

In September 2020, the CHE and the HEQC approved a new Quality Assurance Framework (QAF) with a targeted implementation date of 2024. Leading up to its implementation, Higher Education Institutions are participating in the CHE's Institutional Audit (IA), initiated in 2021 as reflexive praxis. The QAF aims to simplify processes and provide Higher Education Institutions with greater self-regulation, responsibility and accountability for the quality management of their provisioning for Higher Education through their internal quality assurance (IQA) management systems. The main thrust of the IA is to strike a delicate balance between improvement and accountability.

As part of the IA process, UKZN is critically evaluating its University-wide integrated quality management system towards enhancing the likelihood of student success and providing students with a quality experience, using our internal quality assurance processes.

The governing IA documents are the IA Manual (2021) and IA Framework (2021) which explain the four focus areas and 16 standards against which the University will be assessed. The IA audit panel will assess the Institution against the standards, and a four-point scale: (1) not functional, (2) needs substantial improvement, (3) functional, or (4) mature. The judgment will be based on credible evidence as demonstrated in the institutional profile, institutional self-evaluation report (SER) and institutional portfolio of evidence (PoE). The site visit for the audit is scheduled for October 2022.

## Student and Peer Evaluations

### Student Evaluations

UKZN is committed to improving the quality of teaching and learning and students' educational experience. Stakeholder feedback has gradually become embedded in the University's quality management systems. A common practice is the use of the student feedback tools to evaluate student perceptions of their modules and overall student experiences. Student feedback is coordinated by the QPA office which provides an unbiased, independent University-wide platform for student feedback. Such feedback is an important means of identifying areas of best practice and those of concern in modules offered within Schools. Colleges/Schools may use other available information about teaching and learning to moderate the feedback in the report for the management of teaching and learning quality.

In 2021, the office compiled a synthesis report on the modules evaluated in 2019 and 2020. It offers an opportunity to discern emerging trends and patterns in the student feedback. The report was submitted to the Schools and College Academic Affairs Boards for discussion and consideration to determine the appropriate course of action and report to the relevant governance structures.

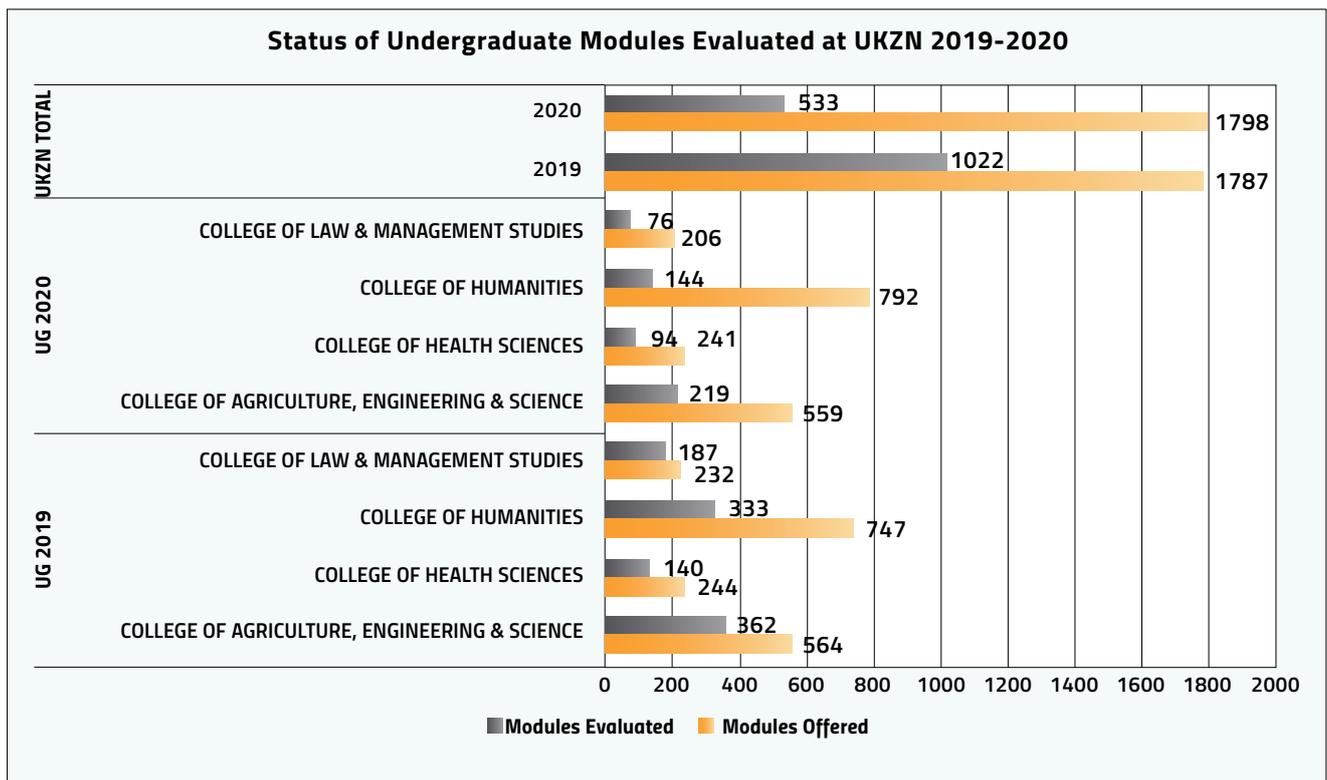


Figure 11 Status of undergraduate modules evaluated over a two-year period

**The findings reflect that:**

- There was a 49.8% increase in the number of evaluations conducted in 2019,
- The number of evaluations conducted in 2020 decreased by 27,9%,
- There was a marginal decrease in the uptake of student evaluations via Moodle in 2019, while the majority of the modules were evaluated through the Moodle platform in 2020,
- The response rate for modules evaluated in 2020 was lower than that for those evaluated in 2019.

While the analysis in this report is restricted to the University’s data over the past two years, it points to important findings which can be used by Schools/Colleges’ leadership to enhance teaching and learning and the student evaluation system. The Student Evaluation Reports are available on the QPA innerweb.

**Peer Evaluation**

The University values peer evaluation as an essential component of the evaluation of teaching quality. Through peer evaluation experienced lecturers offer colleagues feedback to improve teaching. It ranges discussions on module material to debriefs of observations of teaching.

While peer evaluation is primarily used for formative professional development, it also has potential summative application for promotion and institutional or national awards that recognise teaching excellence.

Peer evaluation reports complement information gathered from student evaluations of teaching and together, they provide a source to triangulate information when teaching quality is assessed.

**Institutional Research**

As part of the quality promotion function and its commitment to institutionalise a culture of quality within UKZN, QPA uses regular surveys to determine levels of satisfaction with academic standards and the quality of services provided to students, staff, funders and employers to determine if they are value for money or provide a good return on investment. The surveys are also used to identify and reinforce good practices across the University. In 2020/2021 UKZN participated in the following national surveys:

**CHE-USAf-UFS Staff Experience of, and Perspectives on Teaching and Learning and its Future (SEP-TLF) Survey**

UKZN participated in the CHE-USAf-UFS Staff Experience and Perspectives on Teaching and Learning (SEP-TLS) Survey.

This survey was an initiative of the CHE and Universities South Africa (USAf), and was a continuation of the DHET survey administered in 2020 on Students' Access to and Use of Learning Materials (SAULM), in which 24 Higher Education Institutions participated.

The critical focus of the CHE-USAf-UFS SEP-TLS Survey was to gain feedback on the experiences of lecturers and academic leaders/managers during remote teaching and learning, as well as how these groups see the future of teaching and learning beyond COVID-19.

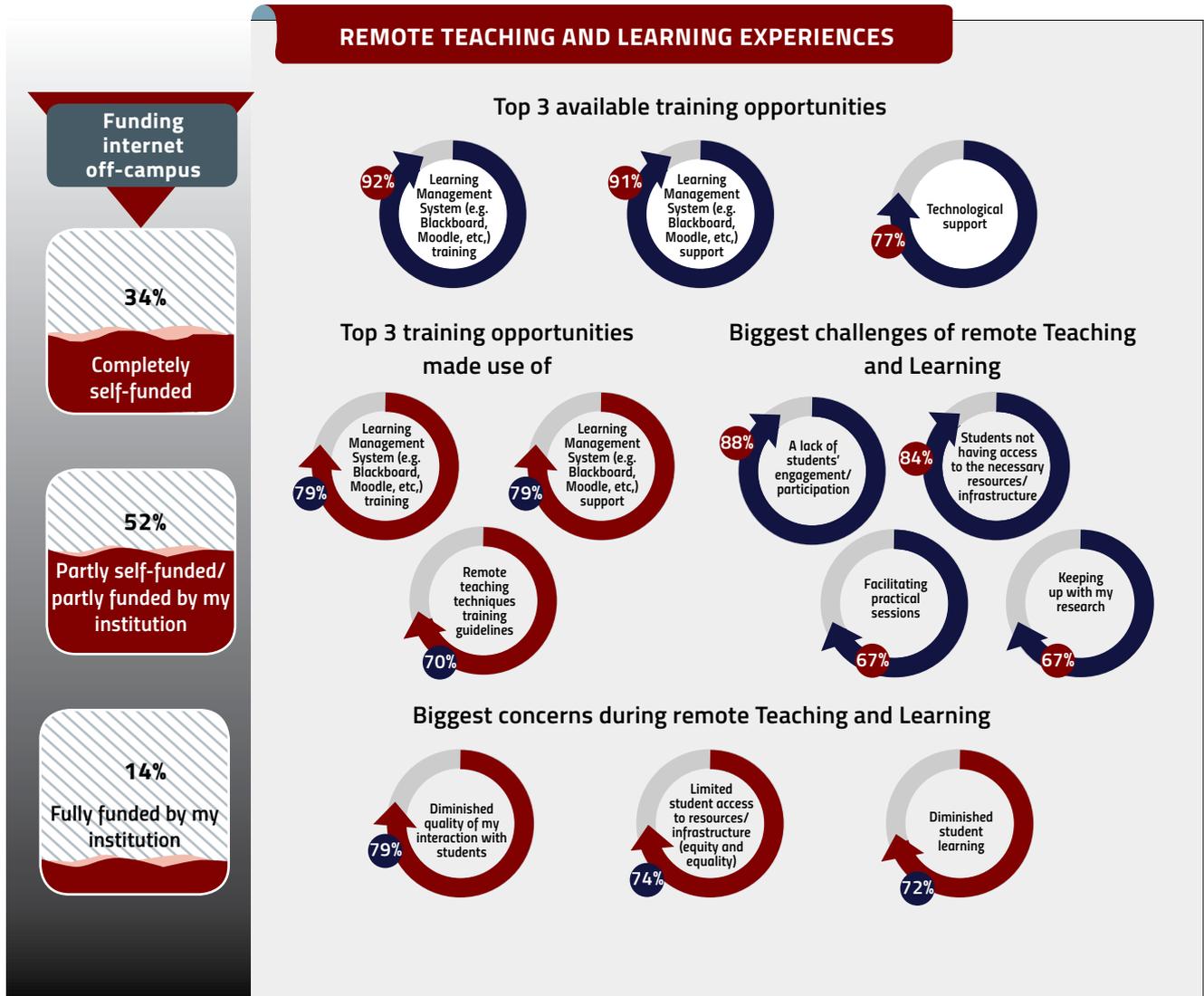


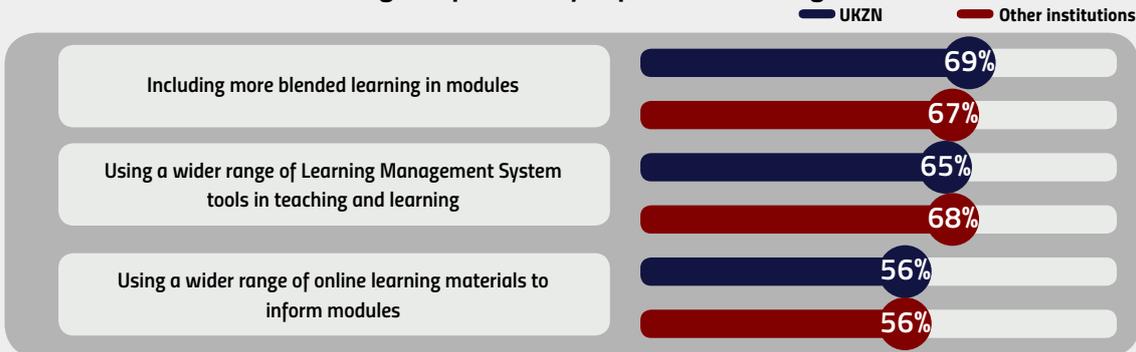
Figure 12: Remote Teaching and Learning Experiences at UKZN

As indicated in the report and Figure 12 above, and Figure 13 that follows, the majority of the respondents were in favour of a more blended teaching and learning environment beyond the remote emergency teaching and learning response. The key findings include:

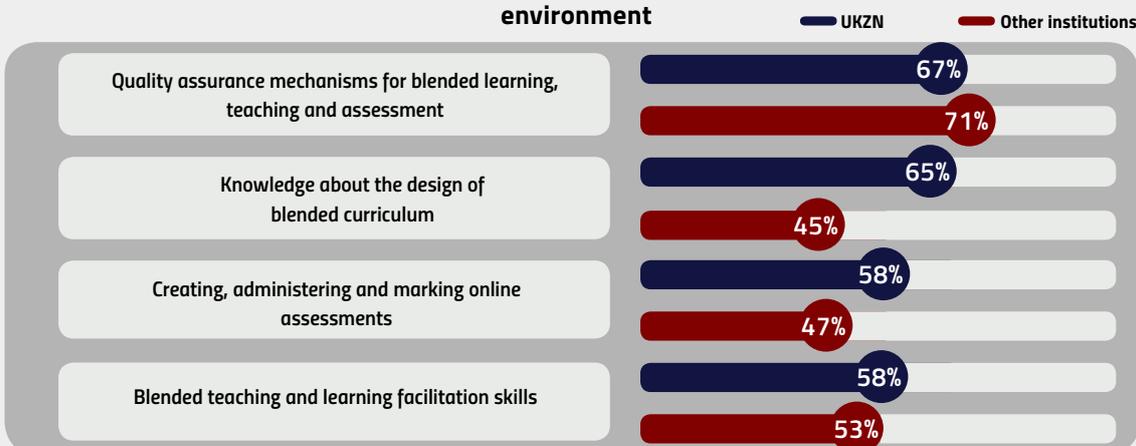
- a) Recognising the importance of resources and infrastructure and reconceptualising academic staff development interventions: Almost all respondents agreed that devices and data should be provided to staff to promote the blended learning approach with 74% agreeing that digital skills training for students and lecturers is important.
- b) Reimagining the integration of pedagogy and technology: 90% of the respondents believed that providing students with recordings of lectures and presentations will allow classroom spaces to be used differently.
- c) Safeguarding academic integrity: 61% of the respondents felt that an assessment proctoring system is a very important aspect of a successful blended teaching and learning environment.

## THE FUTURE OF TEACHING AND LEARNING

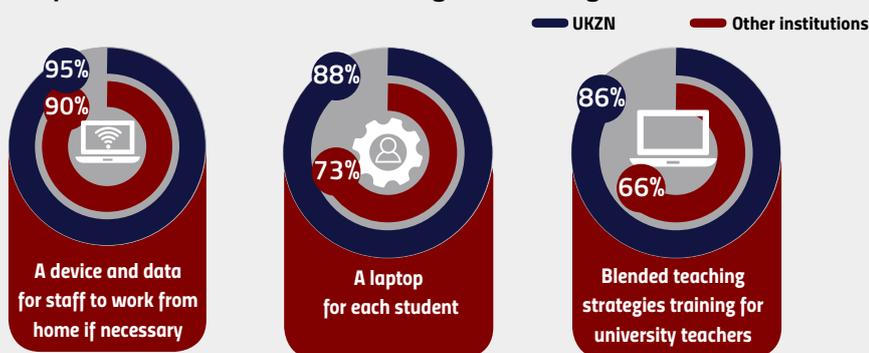
### Factors with highest probability of permanent change at UKZN



### Top 3 training requirements for UKZN to function well in a more blended teaching and learning environment



### Most important provisions for a blended teaching and learning environment



### Most important measures of quality in blended Teaching and Learning

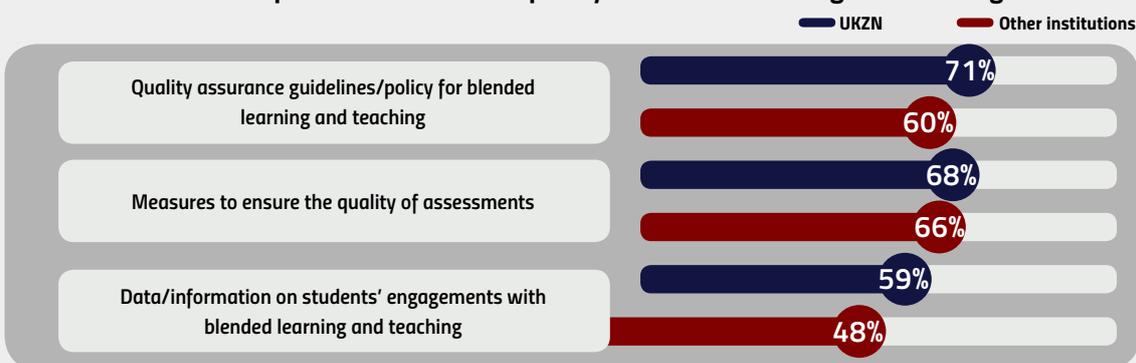


Figure 13 The Perceived Future of Teaching and Learning at UKZN

### Graduate Opinion Survey

UKZN conducted a survey of graduates whose degrees were conferred at virtual graduation ceremonies to determine their perspectives on the quality of their educational experiences at the University. The survey gauged how satisfied graduates are with their educational experience and provides a snapshot of how many graduates were employed and involved in further study at the time of graduation.

Despite the challenges faced by students in 2021 due to the COVID-19 pandemic, 78% of the graduates were satisfied with the overall quality of their education at the University and a majority (71%) were satisfied with the learning environment (see Figure 14).

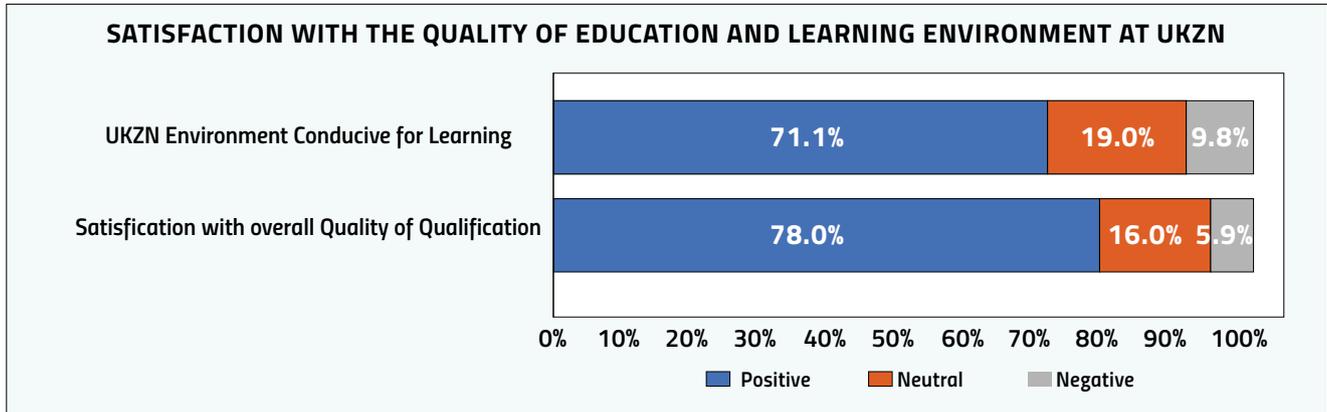


Figure 14: Satisfaction With The Quality of Education and The Learning Environment

Qualitative comments were also received with regard to UKZN’s online teaching and learning initiatives and the effectiveness thereof. Graduates reported that online learning was a new experience, requiring a new way of thinking about learning and the need for constant motivation. While some were of the view that their lecturers should be more active, others conceded that they also had

a responsibility to contact their lecturers. Graduates from some disciplines acknowledged that lecturers were doing their best, while others were of the view that more training was required for lecturers and students to optimise online learning. Overall, the graduates were pleased with the skills developed throughout their studies (Figure 15).

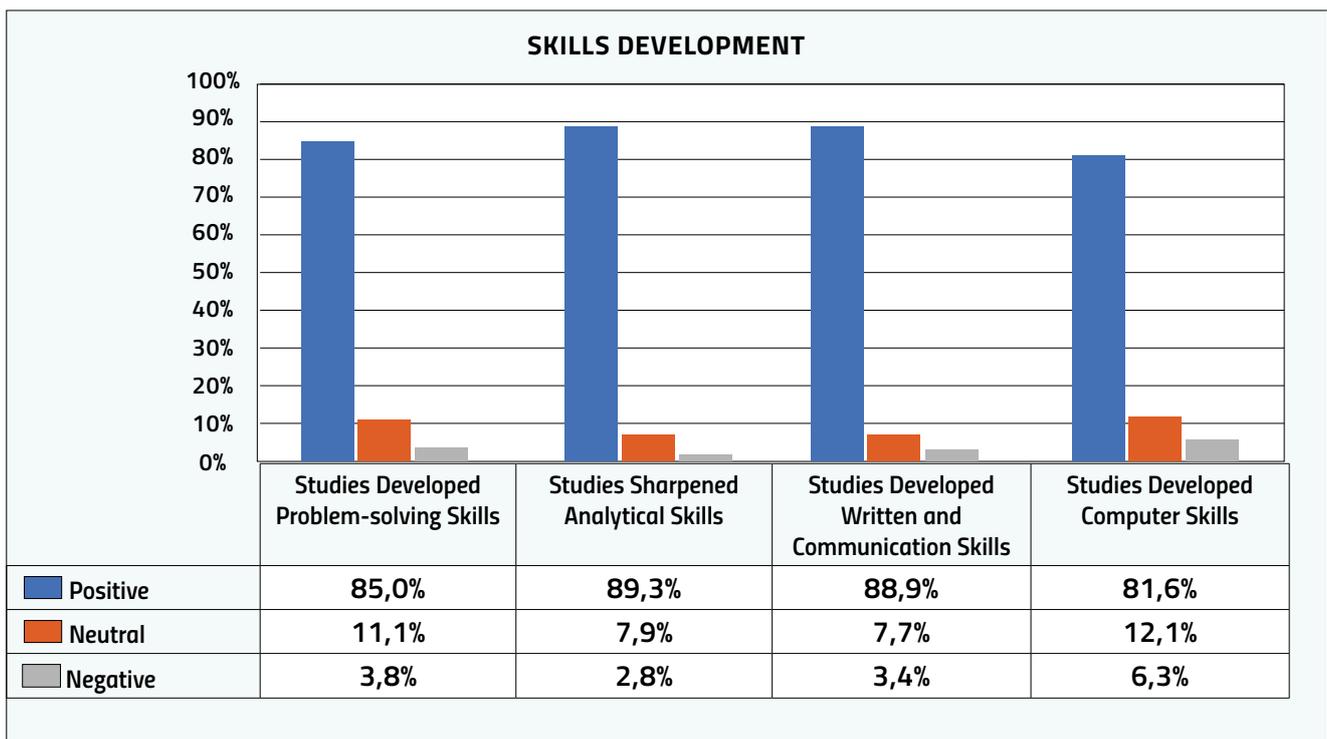


Figure 15: Skills Development

In general, while UKZN is still considered as a University of choice to further one’s studies, the respondents reflected that the quality could be improved through strengthened administration, student support systems, lower student

to staff ratios and better infrastructure which will enable students to reach their full potential. Below is the graduates’ current activity.

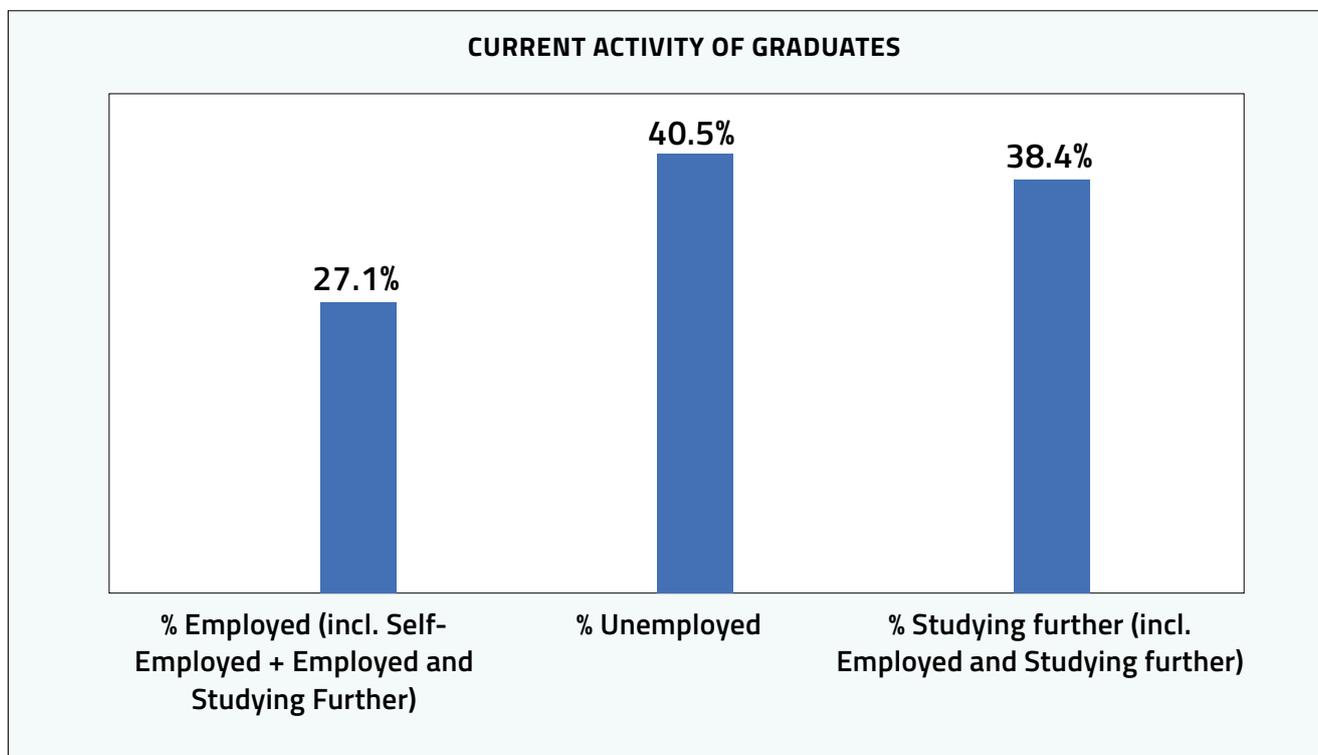


Figure 16: Current Activity of Graduates 2021

### South African Survey of Student Engagement

In 2021, UKZN participated in the South African Survey of Student Engagement (SASSE) administered by the University of the Free State (UFS). This national survey is based on the well-established National Survey of Student Engagement (NSSE), widely used in the USA. It measures the level of academic challenge, the degree of active and collaborative learning, student-staff interaction, provision of enriching educational experiences, the extent to which the campus environment is supportive, and learning with technology.

SASSE provides institutions with high-quality data to encourage changes in the learning environment to promote student success. The data can be used diagnostically to provide the institution with information that is actionable and can enhance the discourse on quality in education from the perspective of teaching, learning and effective educational practices. The intention is that the data be used to identify aspects of the undergraduate experience inside and outside the classroom that can be improved through changes in policies and practices that are more consistent with good practice in undergraduate education.

“ SASSE provides institutions with high-quality data to encourage changes in the learning environment to promote student success. ”





Every Student Matters

## UNIVERSITY LANGUAGE PLANNING AND DEVELOPMENT OFFICE



The vision of the University Language Planning and Development Office (ULPDO) is to be the centre of excellence in the promotion, development and scientification of indigenous languages with specific reference to isiZulu. Its mission is to embrace and foster functional bilingualism at UKZN through the promotion of equitable use of the English language and isiZulu as provided for in the University Language Policy (2006 revised in 2014), currently under review.

## Strategic Objectives of the ULPDO

- To promote the development of isiZulu to become a language of administration, teaching and learning, research and innovation while accentuating the role of English as a primary academic language.
- To promote, facilitate and oversee adherence to the statutory provisions in the development of technical terminology in isiZulu.
- To monitor and render quality translation, editing and interpreting services to the entire University community.
- To develop an isiZulu National Corpus and isiZulu Term Bank as important reservoirs for the development of robust Human Language Technologies (HLTs) and for posterity.

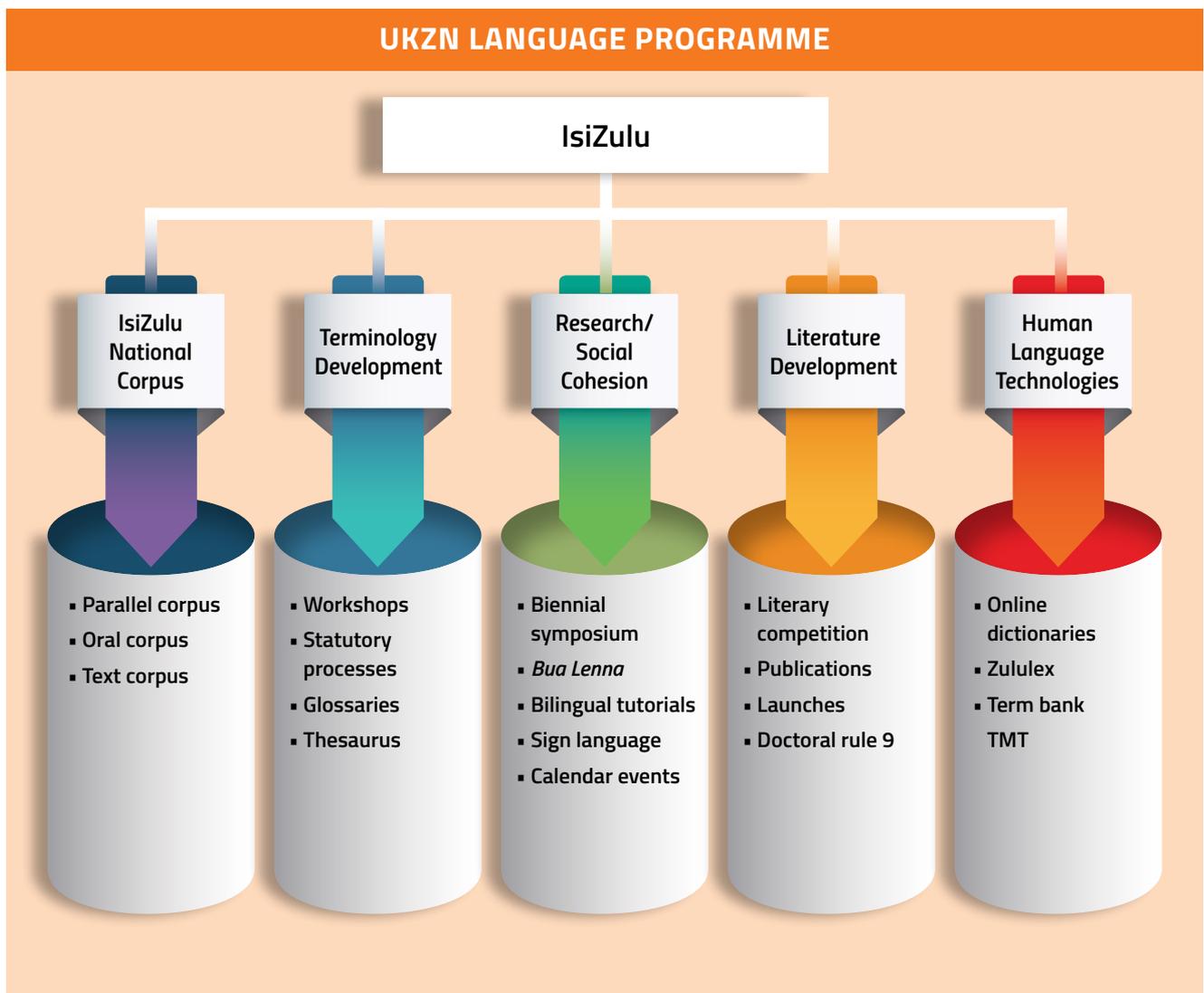


Figure 17: UKZN IsiZulu Language Intellectualisation Programme

## UKZN Language Programmes

The ULPDO implements projects that aim to make a positive contribution to the development of isiZulu and African languages in general as enshrined in South Africa's Constitution. The projects are funded by the University's main fund and the DHET (UCDP) in line with the University's Language Policy and Plan (adopted in 2006 and revised in 2014). The Language Policy is currently under review. The ULPDO adopted a set of goals in order to ensure the full intellectualisation of African languages, especially isiZulu. The following goals are directly linked to the language programme at UKZN:

- Excellence in teaching and learning
- Excellent and high impact research and innovation/ entrepreneurship through language intervention
- Targeted internationalisation
- Social cohesion and community engagement

## Implementation of the Language Policy and Plan by the ULPDO

The implementation of the University Language Policy and Plan has been anchored on the ULPDO's core functions, namely, terminology development; social cohesion projects; research; and Human Language Technologies (HLTs), which include corpus building, language services, the term bank and mobile applications; literature development and transforming institutional policies to ensure the intellectualisation of isiZulu.

### TERMINOLOGY DEVELOPMENT PROJECT

This Project is at the centre of isiZulu intellectualisation since all services rely on it in order to ensure that isiZulu is indeed capacitated and fully developed. Despite the difficult conditions arising from COVID-19, much was achieved in the period under review in developing specific terminology for certain modules. Guided by the 2021 Terminology Development Project Plan, the Language Office implemented various workshops including three on Chemical Engineering (consultative, verification and standardisation) from 23 to 25 June, 31 August to 2 September and 24 to 26 November 2021. More than 276 terms were finalised.

Towards the end of 2021, the Office adopted a blended approach using both online and physical meetings. However,

committee members raised a few issues in respect of the challenges experienced and requested that these be raised in the relevant UKZN platforms e.g., the University Language Board (ULB). The issues included the unsuitability of an online workshop to deal with terminology, connectivity problems, human breaks and the time spent, comparatively speaking.

### HUMAN LANGUAGE TECHNOLOGIES

Over the years the Office has developed and invested in a number of software applications including the term bank, mobile App, spell checker and isiZulu national corpus. It is currently engaged in revamping and updating the ZuluLex application. This process began in 2020 and is in its final stages, with deployment planned in June 2022. Other Apps like the spellchecker and term bank are periodically checked and updated. The Office continues to monitor and maintain these very important resources. It continues to clean and maintain its corpus project (oral corpus, corpus building and parallel corpus). To date, 139 hours, 35 mins and 57 secs files have been tagged and verified on the oral corpus; the IsiZulu National Corpus (INC) has reached 31 636 466 tokens and the parallel corpus has 37 441 sentences. A plan is in place to deal with all outstanding files.

### TRAINING AND DEVELOPMENT: BILINGUAL TUTORIAL

Training and development form the central part of ULPDO's core mandate. Bilingual tutorials are currently the focus of the Office as they are a critical teaching and learning interventions. In 2021, the Office continued to work under COVID-19 conditions. It successfully hosted virtual bilingual tutorial trainings, with three training workshops conducted, with Health Sciences, Computer Sciences and Education on 10 to 11 June, 9 to 10 September and 21 to 22 October 2021, respectively. The facilitators from the discipline of Language in Education in the School of Education have been steadfastly dedicated in this regard. Sadly, one of its pioneers Professor Thabisile Buthelezi passed away in April 2022. May Her Soul Rest in Peace.

The objectives of bilingual tutorial training are:

- To train tutors in bilingual tutoring,
- To impart knowledge on the UKZN language policy and plan,
- To standardise bilingual tutoring at UKZN, and
- To make isiZulu the language of teaching and learning.

**DOCTORAL RULE 9 PROJECT**

From its inception, certain parts of this work have been online; e.g., abstracts are submitted via e-mail and are kept on the Translation Management Tool (TMT) which is hosted by the University server and monitored and evaluated by the ULPDO. However, some parts were originally physical such as the translation retreat and training. After meeting

stakeholders, a decision was taken to change the work flow so that it suits everyone concerned. Thus, the entire Project is now online and abstracts are now sent by the Colleges to library services. An impressive number of abstracts (139) has been completed and sent back to Colleges.

The changes are represented in the following diagram:



Figure 18: DR9 Workflow

## LANGUAGE SERVICES

The Office continues to provide language services to the entire University community, with demand increasing each year. The bulk of requests come from the Vice-Chancellor's office, Humanities, Human Resources, Corporate Relations and lately, staff Unions. During the period under review,

language services including translations, interpreting and editing, translated more than 100 documents, provided interpreting services in than 20 sessions and edited 50 documents.

## RESEARCH DEVELOPMENT AND COORDINATION

The Office regards research as the cornerstone of language development and therefore prioritises training and development in this sphere. In the period under review, a seminar series was established as part of developing research and presenting skills in the Office. Staff members' presentations are shaped by valuable comments received, positively contributing to successful presentations in various forums. The Office hosted three seminar series sessions in 2021; the joint Multilingualism Symposium between UKZN and the University of the Free State ; and papers were presented at the international African Language Association of Southern Africa (ALASA) Conference.

The Office hosted its 4<sup>th</sup> Biennial Language Research Symposium on 4 November 2021. The Symposium was hosted virtually in line with the University COVID-19 protocols and social distancing regulations. Its theme was *"The Development of Innovative Applications in African Languages: Efficacy and Innovation"*.

The theme was motivated by the fact that the COVID-19 pandemic was still very much part of life in 2021. The thematic strands were language policy and planning in Higher Education, HLTs, terminology lexicography and dictionary compilation, corpus and the indigenous language system and the language of teaching and learning, research and interventions.

A panel of experts was constituted as a 'scientific committee' to review abstracts using the established abstract review criteria. Nine abstracts were accepted and the programme booklet was developed and disseminated to all participants. The event was officially opened by the DVC: Teaching and Learning, Professor Sandile Songca, who welcomed participants and shared the University's vision with respect to its Language Policy and Plan. He also appreciated the ULPDO for executing this mandate with distinction. Acting Director Dr Makhubu-Badenhorst introduced the keynote speaker Mr Chee Wai Mak, Project Manager at Western Digital Storage Technologies in Thailand. His presentation that focussed on HLTs as an important aspect of language development was well received and sparked meaningful debate. This was followed by the presentation of papers on a range of themes, with valuable feedback from participants who included students, academics and ULPDO staff members.

Mr Luke Vorster from the College of Law and Management Studies delivered the vote of thanks and closed the Symposium. Positive feedback from delegates noted that the programme ran smoothly and was informative. Suggestions for improvement included expanding the Symposium's scope to cater for academics outside of UKZN. Table 5 below depicts achievements in 2021.

ULPDO ACHIEVEMENTS IN 2021					
NUMBER	ULPDO PROJECT	TITLE OF PAPER	NAME OF STAFF MEMBER	DATE	STATUS
1.	UKZN Language Policy	<i>"Towards the full implementation of a functional bilingualism Policy: A case of Academic Monitoring and Support (AMS) through Bilingual Tutorials at UKZN."</i>	Nkontwana Siyabonga	09/06/20 Nkontwana: the topic shall follow	Done
2.	Human Language Technologies (HLT)	<i>"Towards a model for acceptance of Human Language Technologies in higher education: the modified UTAUT model for KwaZulu-Natal."</i>	Njabulo Hadebe	30/06/20 Zungu and Manyoni: the topic shall follow	Done
3.	Workshops and Trainings	<i>"Critical reflections on the bilingual tutor training feedback."</i>	Nomkhuleko Ngubane	23/09/20 Neo: the topic shall follow	Done

Table 7: ULPDO Achievements in 2021

## LITERATURE DEVELOPMENT

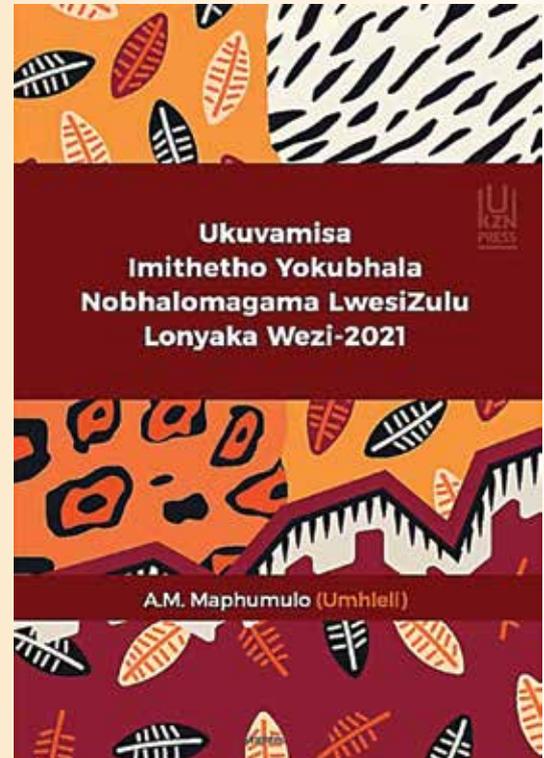
The Office regards literature development as a fundamental pillar for the intellectualisation of South African languages. Since 2013, a number of publications have been produced in collaboration with the UKZN Press. During the period under review, two important publications were finalised, namely, isiZulu Orthography and isiZulu women's short stories.

**Title:** *Ukuvamisa imithetho yokubhala Nobhalomagama LwesiZulu Lonyaka wezi - 2021*

**Editor:** *Professor AM Maphumulo*

**Published:** 24-02-2021

**Overview: 2021** isiZulu Standardisation, spelling rules and orthography is a revised and improved version of the 2008 edition. The book includes the history and beginning of the development of isiZulu spelling rules and orthography and highlights the role of isiZulu academics and missionaries in the development of isiZulu writing. There are detailed chapters on spelling rules and orthography, place names, editing and proofreading. Writing symbols, phonetics, capitalisation this edition further explains the technique for the creation of new terms, rules for translation, interpreting and writing of dictionaries. There is also a chapter that deals with the problems of language usage in the media, especially isiZulu words that are easily confused with other words and unnecessary usage of borrowed words instead of existing terms. Other chapters deal with the development of spelling rules and orthography in the isiZulu Bible; Zulu people's perception of time, days, months, and the involvement of technology in the development of isiZulu language. This up-to-date book will be invaluable to various and professions where isiZulu is used.



**Title:** *Labhoboka ithumba*

**Editor:** *Phindile Dlamini*

**Published:** 24-02-2021

**Overview: 2021** Leli yiqoqo lezindaba ezimfishane eziwumsebenzi wababhali besifazane abasengamathwasa ekubhaleni. Lo ngomunye womphumela wemisebenzi wehhovisi leNyuvesi YakwaZulu-Natal Lokuhlelwa Nokuthuthukisa Kolimi, leli hhovisi liphonsele ababhali besifazane inselelo ukuba nabo baphonse itshe esivivaneni, libonakale igalelo labo futhi kuzwakale nelaka labo. Lo msebenzi uwumphumela wokuthi abesifazane bayamukele le nselelo. Ababhali besifazane ngezindikimba ezibathinta ngqo, esingabala kuzo: uthando, ukuhlukunyezwa kwabesifazane, imfundo, amalungelo, ubuthakathi, ukubulawa kwabantu abaphila nebala elimhlophe, isiko, udlame lwasekhaya, nezinye. Kulo msebenzi abantu besifazane sibabona bethole ithuba lokuphefumula ngokusezifubeni zabo. UDTk Phindile MaMsomi DLamini ufundisa enyuvesi yaKwaZulu-Natali. Usebhale izincwadi zabantwana ezingaphezu Kwamashumi amathathu. Ezinye zalezi zincwadi zifundwa ezikoleni kanti ezinye zihunyushelwe olimini lwesiNgisi nolwesiXhosa

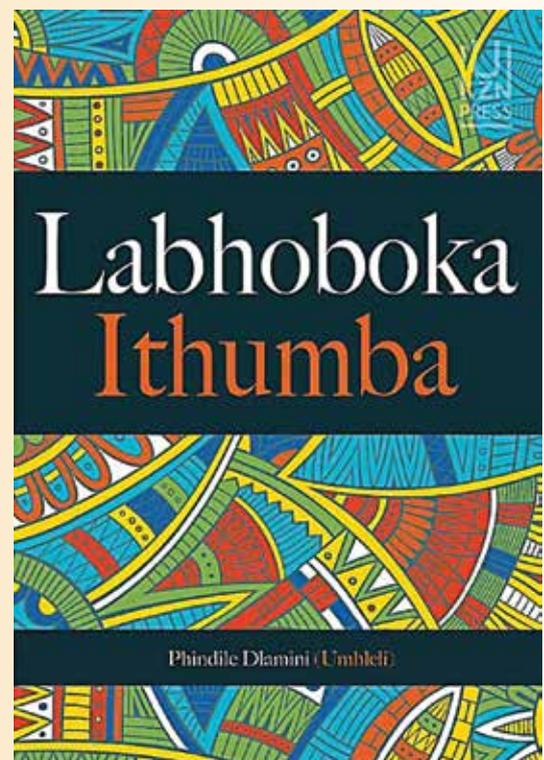


Figure 19: ULPDO Publications

## Implementation of the Language Policy and Plan by Colleges

The College of Humanities has been the only College to consistently submit a written report on its implementation of the Language Policy and Plan. The Policy recognises the need to develop and promote proficiency in the official languages, particularly English and isiZulu. The College of Humanities' report on activities aligned with the UKZN Language Policy (2014) flags activities that seek to promote the use of isiZulu as a medium of instruction as well as the language of administration within the College.

### COLLEGE LANGUAGE SERVICES:

#### Academic/Support Service

##### **a** *New Projects / Activities:*

National Institute for the Humanities and Social Sciences (NIHSS) Funded Project: Intellectualisation of isiZulu in four selected Universities in the province of KwaZulu-Natal. Professor Hlongwa is a principal investigator in this project and is collaborating with team members Dr Sbusiso Ntuli (UNIZULU); Dr Phindi Dlamini (UKZN); Dr Gugu Mazibuko (UKZN); Dr Hloniphani Ndebele (MUT); Dr Nontobeko Buthelezi (UKZN); Dr Sibonsile Zibane (UKZN) and Dr Sylvia Zulu (DUT). The project has a budget of R800 000 for the following outputs:

- **Project 1** – Publication of a special issue of the journal *Alternation*
- **Project 2** – Creating a bilingual English-isiZulu curriculum
- **Project 3** – Online dictionaries Project 4 – Training and capacity building.

As part of Project 1, a call was made for the special issue of *Alternation* focusing on the intellectualisation of African languages in Higher Education. As part of Project 2, the translation of the book by Magoge B Ramose entitled *African Philosophy Through Ubuntu* is complete and the publication process has commenced. The College also translated the book *Introduction to Music Fundamentals A* that is used to teach music as part of the bilingual project to support Dr Bethke who is already using bilingual teaching.

##### **b** *European Union-funded Erasmus+ projects:*

Boosting the Use of African Languages in Education: A Qualified Organized Nationwide Development Strategy for South Africa (BAQONDE). BAQONDE activities are

underway under the leadership of Dr Lolie Makhubu-Badenhorst, Dr Gugu Mazibuko and Professor Nobuhle Hlongwa. This three-year project runs from 2021 to 2023. Dr Makhubu-Badenhorst, Dr Mazibuko and Professor Hlongwa attended the BAQONDE meeting and relevant subcommittee meetings in July, August and September 2021. Dr Makhubu-Badenhorst coordinates UKZN activities, Dr Mazibuko serves on the Dissemination Subcommittee and Professor Hlongwa is a member of the Quality Assurance Subcommittee. An urgent process that needs to be completed is a needs analysis that will enable UKZN to deliver on Work Packages 2 and 3 as per Project Plans. This will require all the Colleges to work with the lead team to identify those who will receive training on multilingual pedagogies.

##### **c** *Translation of Module outlines*

Translation of all the modules in the six Schools including School of Arts, Applied Human Sciences, BEDS, Education, RPC and Social Sciences is currently in progress. The College representative, Professor Hlongwa on the ULB is consulting with all the language champions and Deans of Schools.

##### **d** *School of Arts*

In line with UKZN's Language Policy (5.4 – Promotion of bilingualism/multilingualism in institutional policies and practices), in 2020 the College of Humanities reported that there was collaboration across disciplines. African Languages joined forces with Linguistics to produce a Language and Linguistics Multidisciplinary glossary list. Fortunately, ULPDO has an existing lemma list for Linguistics which was shared with the team to fast-track the process.

##### **e** *School of Religion, Philosophy and Classics*

In 2021, a Classics student registered for a Master's degree in isiZulu mother tongue. The topic is interdisciplinary and combines isiZulu and Classics. Another student isiZulu student has also registered for Latin 1 and Dr Steinmeyer will test her teaching approach to establish parallels between isiZulu and Latin grammar and therefore facilitate learning for isiZulu students.

##### **f** *Chinese-isiZulu Learners' Dictionary*

The launch of this pioneering dictionary was delayed due to some challenges. This is a DUT Confucius Institute and UKZN School of Arts collaboration.

## BILINGUAL TEACHING & LEARNING:

### Bilingual Assessment

#### **a** *School of Arts*

The Discipline of Music continues with bilingual assessment that was introduced in 2020. Positive feedback was received from students and the marks they scored attest to this, confirming the positive effect of bilingual teaching and learning.

#### **b** *Research and Publications*

More postgraduate students are opting to write their research in isiZulu. The Disciplines are compiling a submission highlighting areas that cause problems/delays which need to be addressed in order for the research system to be favourable to all.

The ULPDO worked with colleagues within African Languages to produce two publications. The first is isiZulu Standardisation, Spelling Rules and Orthography. Students writing in isiZulu need to be workshopped on these new rules. These will also be incorporated in other isiZulu modules where relevant. Dr Phindi Dlamini published her book entitled *Avoiding Potholes in Translation* that was launched on 21 March 2021 as part of the Time of the Writer Festival.

## PROFESSIONAL SERVICES SECTOR

This sector plays a pivotal role in the implementation of the Language Policy and Plan. Progress is monitored in various sectors in professional services including Student Services, Human Resources, Corporate Relations, all Colleges, Teaching and Learning, and ICS. Language champions for each sector meet regularly to discuss and map a way forward that culminates in the institutional report in the Professional Services Board.

In terms of language services, much work is being done to translate and/or edit documents including communiques, particularly for Corporate Relations, Student Services and Human Resources whilst interpreting work is mainly related to HR disciplinary hearings and UKZN Professional Services events.

With reference to HLTs, the ULPDO and ICS are collaborating to develop and maintain technologies in relation to the implementation of the Language Policy and Plan.

Student Services and the ULPDO are promoting social cohesion through language programmes such as the Bua Le Nna (Let's Talk) project that teaches conversational Sesotho to students in certain UKZN residences.

All these projects and activities have made a positive and meaningful contribution to the implementation of the Language Policy and Plan.

## Stakeholder Relations

### International Translation Day

As part of strengthening stakeholder relations UKZN through the ULPDO participated in the 1st International Translation Day Colloquium on 30 September 2021 which was hosted virtually by the Department of African Languages at Rhodes University in collaboration with South African Translators Institute (SATI), on the theme "Teaching, Researching, Translating and Interpreting during the COVID-19 Pandemic: Challenges and Lessons Learnt".

ULPDO Director Dr Makhubu-Badenhorst was invited to deliver a keynote address which focussed on the role of translation in advancing the intellectualisation of African Languages. She identified the challenges encountered during the pandemic and offered suggestions on how to advance the process of translating, interpreting, and editing during this difficult time. She also highlighted the role of research in language services.

During the panel discussion, the panellists concurred with Dr Makhubu-Badenhorst and emphasised the importance of speeding up machine translation. The Colloquium was a major success, with participants requesting that it be held annually.

### SASL Webinar

As part of recognising the multilingual nature of South African society and appreciating the deaf community, as well as marking September as the International Month for Deaf People, ULPDO hosted a SASL webinar on 22 September 2021.

The Webinar went well apart from minor glitches caused by connectivity. Like all projects, there is room for improvement, especially when it comes to webinars attended by deaf people. As a follow-up on SASL matters, the ULPDO collaborated with the Disability Unit to organise a workshop for SASL interpreters that was planned for November 2021.

### Multilingualism Symposium (UKZN and UFS)

UKZN continues to build, maintain and nurture synergistic relations with new and established partners. It does so in appreciation of the overarching principle of multilingualism enshrined in the Constitution of the Republic of South Africa, which bestows the responsibility of developing indigenous

languages on various stakeholders. To this end, the ULPDO forged a partnership with the University of the Free State. The two institutions co-hosted a mini-symposium on 22 June 2021 to share their experience and expertise and discuss synergies and projects of mutual interest.

### CoPAL Meeting

The University participated in a virtual meeting of the Community of Practice for the Teaching and Learning of African Languages (CoPAL) on 8 June 2021. The programme included sharing language policies and plans by various Universities in the Country. The ULPDO director shared the UKZN Language Policy and Plan and the Office's activities.

### Conference Attendance

UKZN continues to participate in various conferences on African languages development. In the period under review, four staff members including the ULPDO Director presented papers at the ALASA 18th international Hybrid Conference from 25 to 27 September 2021 that was co-hosted in East London by the University of Fort Hare. The Conference was a hybrid one with some delegates physically attending whilst others including the ULPDO staff members attended virtually. The following ULPDO staff members presented papers:

1. Ms Nomkhuleko Ngubane: "Critical reflections on the bilingual tutor training feedback."
2. Mr Siyabonga Nkontwana: "Towards the full implementation of a functional bilingualism policy: A case of Academic Monitoring and Support (AMS) through Bilingual Tutorials at UKZN."
3. Mr Njabulo Manyoni: "From Glossary to an Electronic Dictionary: A Case of Law Terminology."
4. Dr Lolie Makhubu-Badenhorst: "Analysis on the provision of SASL interpreting at universities in KwaZulu-Natal."
5. Dr Lolie Makhubu-Badenhorst and Ms Phumla Mbewana: "Proposal for the offering of South African Sign Language as a module to the mainstream students at the University of KwaZulu-Natal."
6. Dr Lolie Makhubu-Badenhorst and Ms Malisema Mako: "The investigation of conjunctive writing adoption in Sesotho orthography in the three selected high schools in Thaba-Tseka district in Lesotho"

All these papers were received well by conference attendees who offered comments aimed at strengthening them for publication.

ULPDO Computational Linguist, Mr Njabulo Hadebe also made a presentation titled "Toward a model for acceptance of Human Language Technologies in higher education: The modified UTAUT model" at the eLearning Symposium.





technology (tek nol'ə jē)  
science of the mechanical and applied science: He **studied** electronics. 2 the body of tools, materials, techniques, and processes used to produce goods and services and to meet human needs: Science **has** contributed much to **technology**. 3 a particular application of technology; any method, process, or system of tools and techniques to achieve a goal: To reach the moon, we need **technology**. 4 technical words, terms, or phrases used in an art or science: **Technology** is used in many new **technology** (S).



Every Student Matters

# UKZN SCHOLARSHIPS



## Student Funding – Purpose, Values and Mandate

In line with the University's mission, the Department of Student Funding is to facilitate the fair, equitable and effective allocation and administration of bursaries and loans to financially needy and academically deserving students and scholarships to academically excellent students by recognising and rewarding prior and current academic excellence. The vision of Student Funding is to be a strategic partner in positioning the University as the Premier University of African Scholarship.

In pursuit of its vision and mission, the Department adopted Goal 5 (Institution of choice for students) of the University's Strategic Goals. This states that UKZN seeks 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 curricula, teachers, infrastructure and support services designed around their needs and producing well-educated, competent, sought-after graduates". In striving to attain this strategic goal and in line with its mission and vision, Student Funding has set the following goals:

- To provide equitable and efficient allocation of scholarships, bursaries and financial aid (from NSFAS – the National Student Financial Aid Scheme) to academically high achieving students and financially needy and academically deserving students, respectively.
- To manage and account for all external bursaries, internal bursaries, student loans and scholarships received on behalf of the University and to provide donors with funding reports.
- To provide advice, financial counselling and support to students.
- To provide support for external donors including pre-selection of bursary recipients, donor liaison and any other information on students which is required by a donor.
- To ensure that effective publicity relating to bursaries and scholarships is made available to all stakeholders through good communication with students and all other stakeholders.

“ The vision of Student Funding is to be a strategic partner in positioning the University as the Premier University of African Scholarship. ”



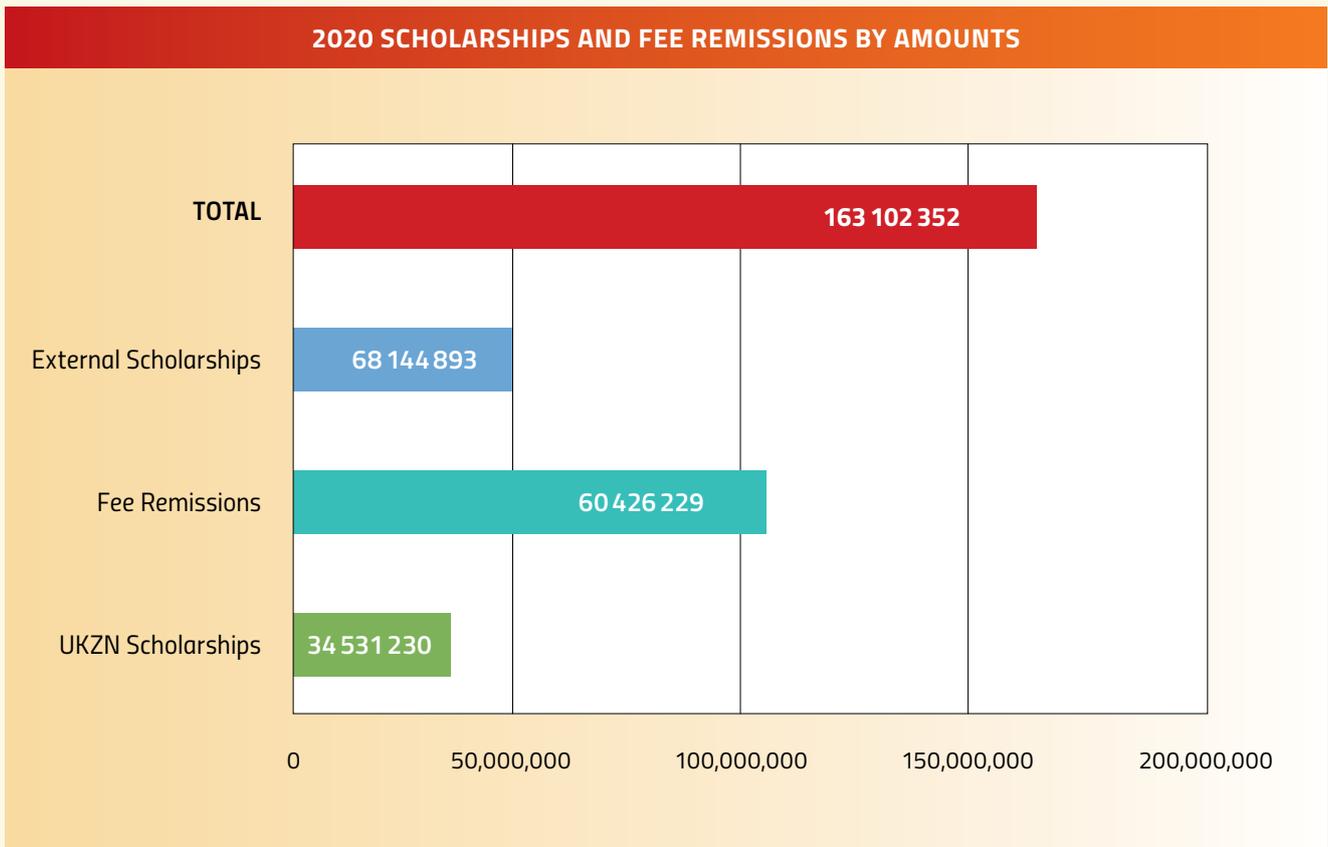


Figure 20: 2020 Scholarships and Fee Remissions by Amounts

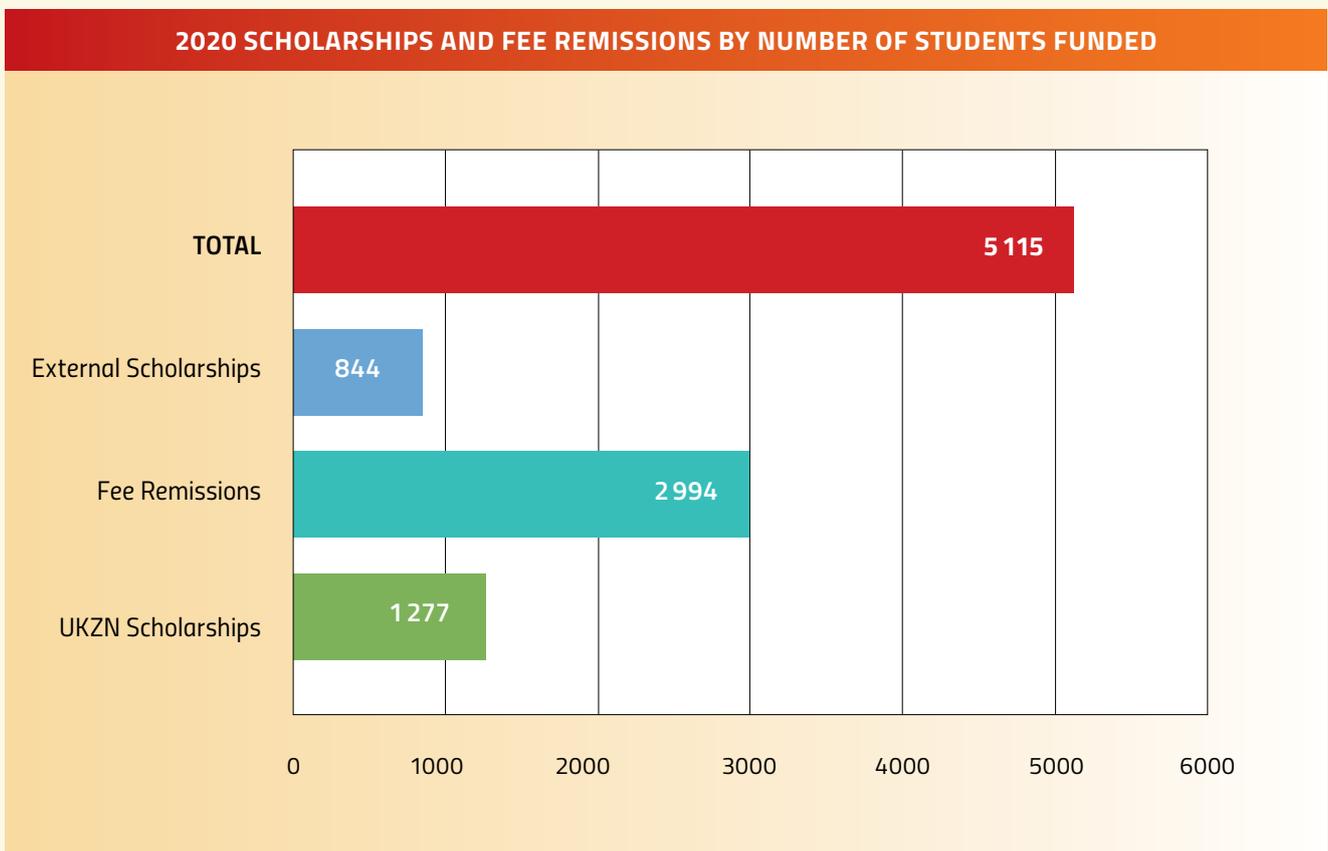


Figure 21: 2020 Scholarships and Fee Remissions by Number of Students Funded

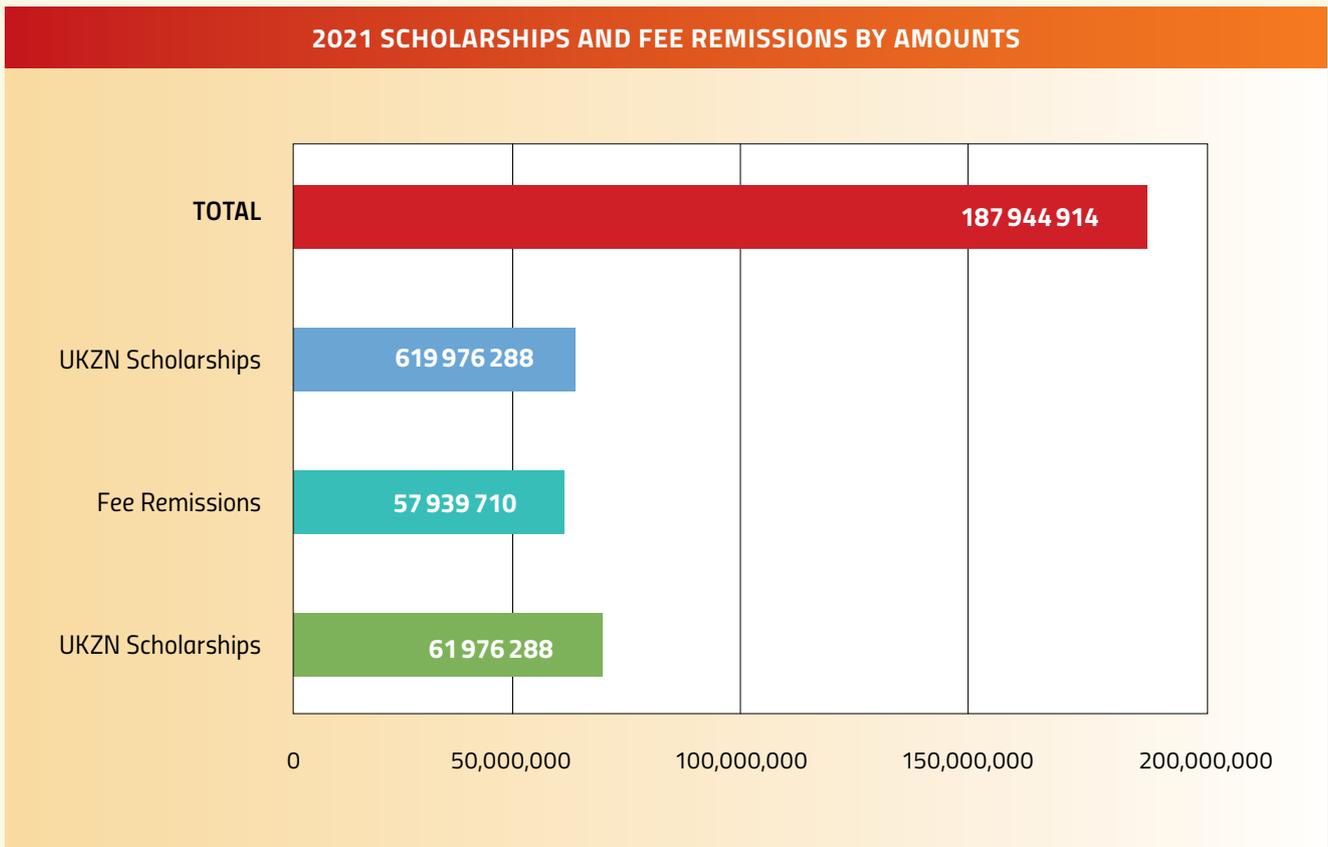


Figure 22: 2021 Scholarships and Fee Remissions by Amounts

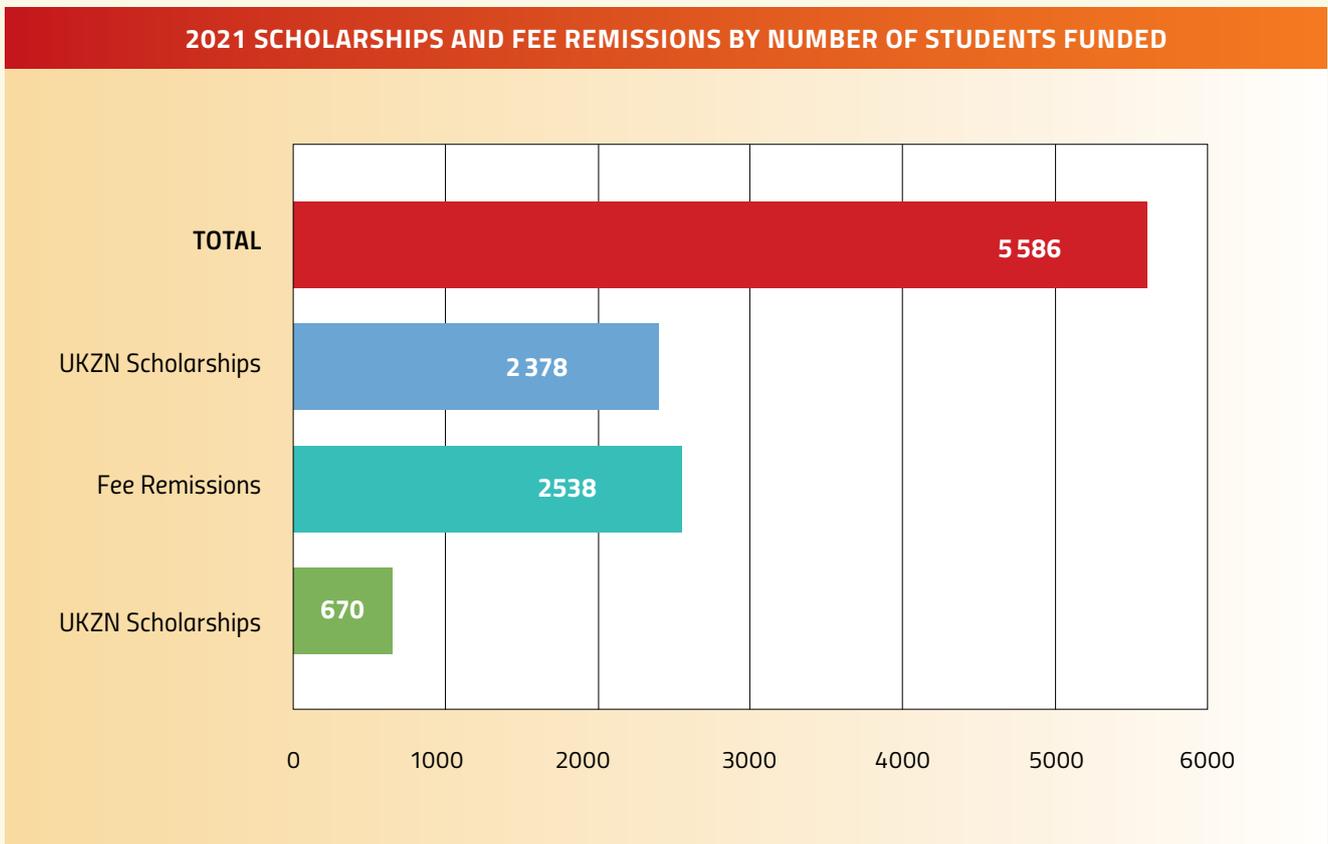
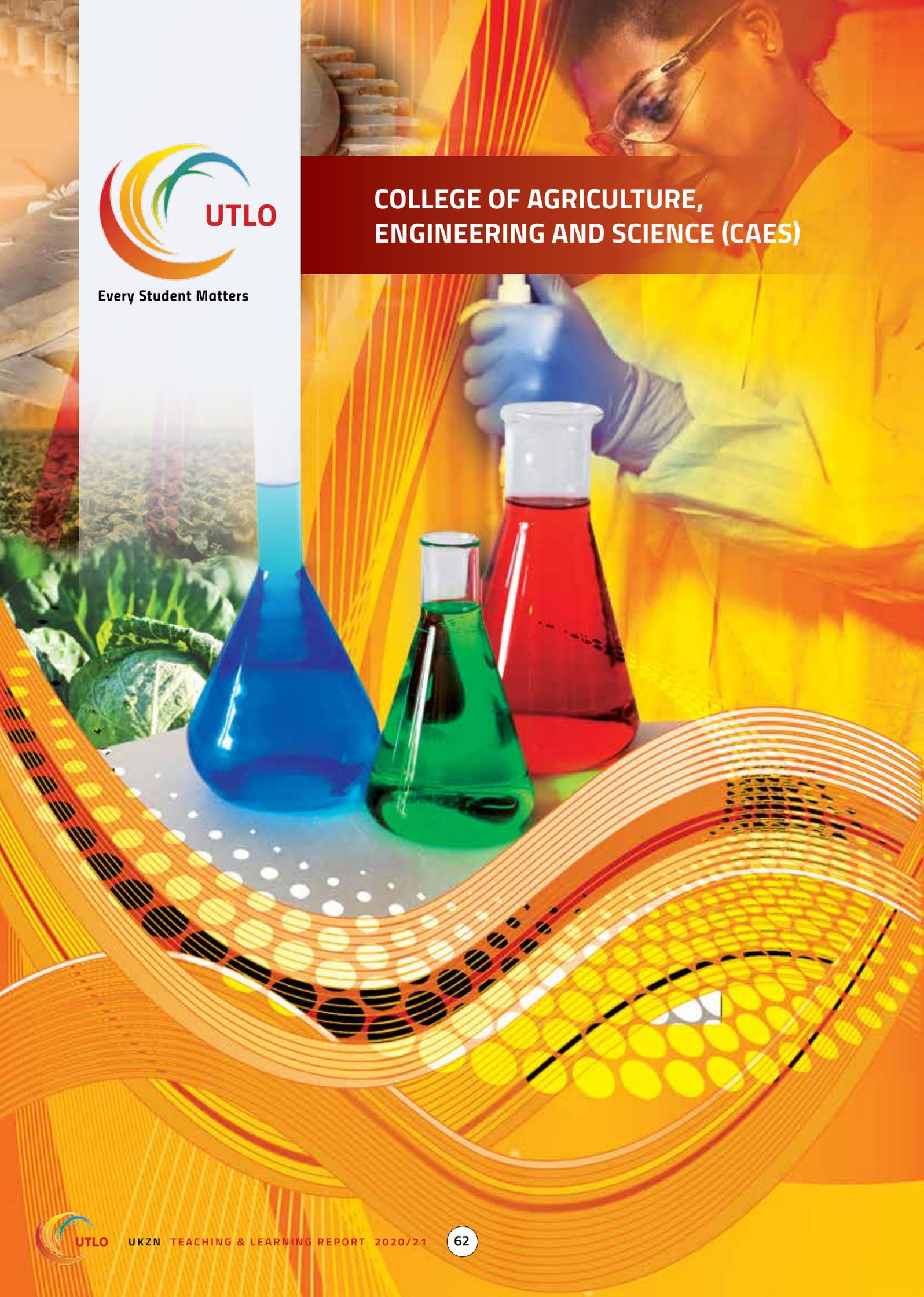


Figure 23: 2021 Scholarships and Fee Remissions by Number of Students Funded



Every Student Matters

# COLLEGE OF AGRICULTURE, ENGINEERING AND SCIENCE (CAES)



The COVID-19 pandemic created unforeseen challenges and circumstances, causing disruption of teaching and learning activities in the University as a whole. It necessitated and accelerated the Teaching and Learning (T&L) Unit in the College of Agriculture, Engineering and Science's (CAES) engagement with digitally-enabled education to ensure uninterrupted and quality T&L. This initiative was led by Professor Naven Chetty (Dean, Teaching & Learning), and supported by Dr Bobby Varghese (Head, Centre for Academic Success in Science and Engineering), Academic Leaders (Teaching & Learning) of the various Schools, the Academic Development Officers (ADOs), and the Teaching and Learning Coordinator in the College to ensure remote continuation of teaching and learning activities via online platforms.

While the activities undertaken during the second half of 2020 (2020 semester 2) primarily focused on improving the online offering of T&L and Academic Monitoring and Support (AMS) to students, the focus of T&L in 2021 was to equip all stakeholders with blended learning technologies to improving the effectiveness of remote T&L. The T&L leadership envisaged that the most significant future benefits of virtual instruction will be apparent after academic staff and students return to their physical classrooms. The necessity of T&L with asynchronous and synchronous platforms will yield significant benefits when these methods are layered into face-to-face instruction once the pandemic is over. With this in mind, the College introduced innovative ways to ensure that staff members were equipped with the required knowledge, skills, and resources to manoeuvre this period and ensure student success at the end of the academic year. It was proactive in setting up and maintaining a website for T&L with all the teaching and learning resources that academic staff could use and updated information for students to undertake effective remote learning.

A summary of T&L activities undertaken in the CAES during the 2020/2021 period is presented below under: (1) T&L training courses/ workshops, (2) community engagement, (3) The first-year experience, (4) technology enhanced learning, (5) teaching innovations, (6) curriculum transformation, (7) success stories, (8) research on T&L, and (9) academic monitoring and support. The majority of these activities were funded by the UCDP.

## Teaching and Learning Courses/ Workshops

The School of Life Sciences (SLS) adopted a three-pronged approach to improve its T&L praxis in 2021: (1) to instil greater sensitivity to academic integrity in students, (2) to improve the School's approach to dealing with plagiarism and cheating, and (3) to improve assessment practices to limit the potential for plagiarism in assessments. These objectives were achieved through the SLS Academic Integrity Course (AIC), a dedicated plagiarism workshop and an assessment workshop.

### ACADEMIC INTEGRITY COURSE

The AIC course was developed with the ADDIE model of instructional design, and the five phases (Analysis, Design, Development, Implementation, and Evaluation) applied to handle large numbers of students with minimal course administration, as well as ensuring student engagement with the content. The course was also envisaged as an educative, rather than a punitive platform, aimed at reinforcing the positive aspect of academic integrity as a choice.

### PLAGIARISM WORKSHOP

The SLS organised a plagiarism workshop on 7 September 2021, facilitated virtually via MS Teams, that attracted 48 attendees most of whom were academic staff from three Schools in CAES, and the Proctor, Ms Nombuso Shange.

The programme covered the three core aspects of the current UKZN Plagiarism Policy and Procedures – training, detection and prosecution. Training was discussed with reference to the SLS AIC, and detection with reference to the use of Turnitin as a plagiarism checker, with cautionary notes regarding interpretation of the Turnitin similarity score.

The process of prosecution requires alignment of the School process (facilitated by Dr Dalene Vosloo) and the Proctor processes (facilitated by Ms Nombuso Shange). A plea was made for greater vigilance and consistency in detection and prosecution of plagiarism in all SLS modules and clusters.

In closing the meeting, the time-consuming nature of prosecution was noted as well as the fact that prevention through training and robust assessment strategies is the best long-term strategy to curb plagiarism in SLS modules. Academic staff from other Schools also took part in the deliberations and shared their experiences of plagiarism and the need to educate students. The College ADOs also developed a training video on plagiarism and its consequences which was uploaded on the T&L website for further dissemination.

## ASSESSMENT WORKSHOP

A total of 42 participants from five Schools attended an assessment workshop on 1 October 2021 aimed at increasing the robustness of online assessment in the SLS. The plagiarism workshop concluded that robust assessment is the best insurance against plagiarism, cheating and collusion, and the assessment workshop provided an opportunity for alignment and best practices. The workshop also aimed to guide progression between semesters and levels to ensure constructive alignment of assessment in the various qualifications as well as improve assessment practices for multiple choice and essay questions.

As part of the CAES digital T&L workshops, Dr A Matthews presented on online assessments which was useful for all the academics in the College.

## CURRICULUM DEVELOPMENT WORKSHOP

A curriculum development workshop was held for academics in the School of Agriculture, Earth and Environmental Sciences (SAEES) on 29 July 2021, with workshop content developed by Professor Suna Kassier (Dietetics and Human Nutrition) in conjunction with Dr Zanele Masuku (QPA College Quality Consultant: Agriculture, Engineering and Science). The presenters were Dr Masuku and Dr Thabile Mtombeni (QPA College Quality Consultant: Law and Management Studies). The event was especially well attended by staff

from the discipline of Dietetics and Human Nutrition and the Geological Sciences Cluster.

The discipline of Dietetics is in the process of developing a curriculum for a new health professional referred to as a Dietitian-Nutritionist while Geological Sciences are also restructuring their curriculum.

## PHD TEACHER TRAINING PROGRAMME

The College T&L Unit initiated a two-year PhD teacher training programme in 2021. Funded by the UCDF, it consists of a series of capacity building workshops for emerging academics within CAES. Twenty-one students were nominated by the different Schools in the College for the initial level of the programme which has been completed. The following workshops were run in 2021 as part of the programme:

### NVIVO DATA ANALYSIS WORKSHOP

A two-part NVIVO data analysis workshop was held for postgraduate students in the College. The sessions covered the following content: tour of the interface, the design framework, importing files, importing social media and web pages, exporting and importing references from bibliography packages, creating cases from one-on-one interviews, etc.

### WORKSHOPS 2021 – PHD TEACHER TRAINING PROGRAMME

<b>Workshop Title:</b> Introduction and current practice
<b>Facilitator:</b> Professor A. Modi
<b>Date:</b> 13 Oct 2021
<b>Workshop Title:</b> Assessment and design strategies to maximise student success
<b>Facilitator:</b> Professor A. Maharaj
<b>Date:</b> 22 Oct 2021
<b>Workshop Title:</b> Online and blended learning
<b>Facilitator:</b> Professor G. Kana
<b>Date:</b> 27 Oct 2021
<b>Workshop Title:</b> Building an Academic Career: Insights from the Field of Leadership; Feedback, Practice and Implementation
<b>Facilitator:</b> Professor C. Proches
<b>Date:</b> 28 Oct 2021
<b>Workshop Title:</b> Curriculum and Design
<b>Facilitator:</b> Professor S. Worth
<b>Date:</b> 02 Nov 2021

*Table 8: Workshops 2021 – Phd Teacher Training Programme*

## Community Engagement

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### BRIDGING THE GAP

The College T&L Unit held a virtual engagement with the principals and Heads of Departments (HODs) of a few UKZN feeder schools in KZN in December 2021. The aim was to discuss the articulation gap between school and university, specifically within mathematics and science subjects. This gap has been cause for concern for several years, and has been exacerbated as a result of the COVID-19 pandemic. Many students in schools across the country study Mathematics Literacy rather than Pure Mathematics, which rules them out of entering certain University qualifications. Meaningful interventions to address this articulation gap require collaboration between key role-players in the secondary school and university communities. The HODs of the Maths and Science Departments and school principals shared their experiences and discussed the key issues which provided a better understanding of the challenges faced within schools.

The issues discussed included curriculum matters, specifically pedagogical issues in school. The ways in which we can collaboratively increase STEM (Science, Technology, Engineering & Mathematics) student intake and their subsequent success was also reflected upon. Overall, this was a fruitful engagement and further meetings will be held in the future to bolster the school-University partnership.

### MATRIC AND GRADE 11 REVISION SESSIONS

Various revision sessions in Physical Sciences, Mathematics, and Life Sciences were organised by the College T&L Unit as part of CAES community service and UKZN branding in schools in catchment areas and beyond. With the help of the College Public Relations Office, these sessions were advertised to various schools and the first session was held on 29 October 2021. The sessions took place via Zoom, with dedicated email lines for communication with tutors. The ADOs in the College were responsible for setting up and administration, organising, and planning the online sessions. Lecturers and tutors were appointed to teach and facilitate these sessions. Several students from various KZN and Gauteng schools attended these sessions and they commended the initiative.

### FIRST-YEAR CATCH-UP PROGRAMME

A catch-up (extended tutorial) programme was implemented for all level 1 gatekeeper modules to enable late-registered first-year students to catch up with the module content. The sessions were conducted either on weekends or late in the evening to allow more student participation and uptake.

The catch-up sessions were organised in both semesters of 2021. Relevant details on these sessions were updated on the College's T&L website.

### TECHNOLOGY ENHANCED LEARNING

The College T&L Unit has embraced the fact that online teaching and learning is here to stay. Accordingly, curation of teaching material for alignment with online pedagogy and learning objectives is given priority, along with procurement of effective proctoring software.

The SLS developed an Online Teaching and Learning Support Platform on Moodle which consisted of curated online resources to record lectures, videos, animations and simulations as teaching aids, live teaching/virtual classrooms, discussion fora and chat rooms, collaborative learning, curation and creating, assessment, Moodle tips and tricks, virtual labs, etc. to capacitate academics for effective teaching online.

Plagiarism is a rising challenge with online learning and academics in the CAES have been seeking ways to mitigate this. Dr Mervlyn Moodley in the School of Chemistry and Physics (SCP) compiled a document on how to set up multiple choice questions on Moodle using wildcard selections that allow shuffling of numeric questions for each student. This was useful in reducing plagiarism to an extent and was used by a number of academics in the School.

The SCP made use of "Learn Science" software to familiarise students with laboratory glassware, simple instrumentation and equipment and to instil some pre-lab understanding of what they will be doing in the lab for a particular practical lesson. This was particularly effective during the pandemic imposed non-contact teaching situation. The School also held several seminars where a Fulbright visiting professor, Professor Ellane Park shared her experiences of online T&L from a US perspective and the online teaching tools she had found useful in working with her students.

## Teaching Innovations

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The SLS revised the Community of Practice (CoP) developed for online teaching and learning (currently in a third revision). The CoP aims "to bridge the gap between institutional T&L plans and the everyday implementation of T&L within the context, reality, and constraints at the contact point between student and lecturer" and is fully integrated with the SLS Student Guide to Online Learning.



An electronic practical allocation system was developed by Dr A Ezugwu and his team to promote easy and effective allocation of practical days and times for registered students. The system is ready to be used and will be implemented in 2022.

As an adaptation to pandemic-imposed online T&L, Dr Amery in the School of Mathematics, Statistics and Computer Science (SMSCS) followed the flipped-classroom approach where students had access to videos and online learning material on Moodle prior to the timetabled virtual sessions. The lecturer used the timetabled virtual sessions to discuss the learning content and solicit discussions from students in an effort to ensure active learning.

## Curriculum Transformation

The SCP held a T&L workshop that focused on revising the first-year curriculum with Dr Margret Blackie who gave the inaugural presentation on "Curriculum Reform in First Year Science". This was followed by presentations by Dr Mervlyn Moodley and Professor Mathew Akerman focusing on first-year throughput and highlights from the school review, respectively. Breakaway groups in the respective disciplines then discussed revision and improvement of first-year offerings.

## Success Stories

Ms Maurine Songa, a PhD student under Dr Amery in SMSCS, was invited to speak at the Black Heroes of Mathematics Conference hosted by the Institute of Mathematics and its Applications, UK from 5 to 6 October 2021. She presented on "Heroes of Mathematics: The Power of Narrating their Stories" in which she narrated how she build herself up from humble beginnings and made use of every opportunity that came her way.

Ms Songa completed her undergraduate studies at the University of Nairobi in Kenya, followed by a postgraduate diploma at the African Institute for Mathematical Sciences and a Master's at UKZN on the topic of categorical systems biology. She is currently conducting PhD research on the use of causal-set theory to unify notions of gravity and the quantum realm under the supervision of Dr Amery and Professor Baboolal.



*Figure 24: Ms Maurine Songa, presenting at the Black Heroes of Mathematics Conference*

## Scholarship of Teaching and Learning

Academic Monitoring and Support staff with the guidance and support of the College Dean (T&L), Professor Naven Chetty are involved in research on various aspects of T&L. The projects, which are currently in different stages of completion, include:

1. Online/blended learning and cognitive overload: Investigating problematic areas and exploring possible interventions for science students at UKZN.
2. Effectiveness of supplemental instruction in isiZulu. The ADOs also presented the following papers at the 8th AMS Research Colloquium (2021) hosted by the College of Law and Management Studies:
3. Academic monitoring and support in the College of Agriculture, Engineering and Science.
4. The education sector has been disrupted by COVID-19.
5. The impact of SI on the academic career of former SI leaders in the College of Agriculture, Engineering and Science.
6. Academic staff experiences during emergency remote online teaching and learning.
7. Engineering students at a South African University's Perceptions of online supplemental instruction (SI): Prospects of enhancing online SI efficacy.

Dr Vino Paideya published the following research article during the period under review:

- Paideya (2020). **Understanding Remote Teaching and Learning Challenges amidst the COVID-19 Pandemic to Enhance Professional Development: A Systematic Review of Peer-Reviewed Journal Articles, 2012 – 2020.** *Alternation African Scholarship Book Series, South Africa*, Vol 3, pp. 142 – 161. ISBN: 978-0-9869936-4-0, DOI Number: <https://doi.org/10.29086/978-0-9869936-4-0/2020/AASBS03>.

## Academic Monitoring and Support

All the Academic Monitoring and Support (AMS) programmes (SI, HOT seat tutorials, Writing Place, Peer Mentorship Programme, Residence Tutorials, and Academic Advising) were offered remotely via online platforms such as Moodle, Zoom and MS Teams. The number of students impacted by AMS from mid-2020 to end of 2021 is set out in Table 6.

NUMBER OF STUDENTS IMPACTED BY AMS IN THE CAES (2020 S2 – 2021 S2)		
	2020 S2	2021 (S1 AND S2)
SI (Supplemental Instruction)	3 777	10 640
HOT seat tutorials	155	906
Writing Place	210	567
Catch up tutorials/ extended	n/a	1 455
Academic counselling/ advising	2 934	4 517
Peer mentors	n/a	1 732
Workshops	166	1 708

*Table 9: Number of Students Impacted by AMS in the CAES (2020 S2 – 2021 S2)*

### SUPPLEMENTAL INSTRUCTION SESSIONS

Supplemental Instruction (SI) is an academic support programme that centres on active and collaborative learning. The sessions were facilitated by senior undergraduate/postgraduate students for undergraduate modules perceived to have difficult content, those with high enrolment numbers and gatekeeper modules across levels 1 to 3. In line with the University rules pertaining to COVID-19 restrictions, SI sessions were carried out remotely via platforms such as ZOOM, MS TEAMS and Learn2021.

### HOT SEAT TUTORIALS

HOT seat tutorials were also conducted remotely via WhatsApp and MS Teams, with postgraduate students available during specified times to assist students with their queries.

“ The Writing Place primary focussed on assisting students with practical write-ups, mini-dissertations, thesis writing, and PowerPoint presentations. ”

### WRITING PLACE

The Writing Place primary focussed on assisting students with practical write-ups, mini-dissertations, thesis writing, and PowerPoint presentations. The tutors are postgraduate students from the School offering the programme who have demonstrated strong writing and editing skills. In 2021, SLS, SE and SAEES made use of this programme to assist their students with writing skills.

### MENTORSHIP PROGRAMME

Peer mentors were appointed to assist FTEN students to integrate with the University. Peer mentors assisted the students with registration, accessing learning material online and various other academic and social activities. This programme changed slightly in the second semester of 2021. Renamed the Wellness Mentor Programme, its purpose was to provide continued support to the students. Wellness mentors met once a week with students via virtual platforms to discuss academic or social issues faced by the students and refer them to the appropriate staff for further assistance. This programme was a joint collaboration between Student Support Services and the ADO unit within the CAES.

“ Wellness mentors met once a week with students via virtual platforms to discuss academic or social issues faced by the students and refer them to the appropriate staff for further assistance. ”

### ACADEMIC ADVISING

The ADOs have assisted students with curriculum advising at the beginning of each semester; as such, they have been an integral part of the registration process in the College for both returning and new students. The ADOs check students' curriculum to ensure that it is aligned with the degree structure as outlined in the College Handbook and advise them accordingly. They also monitor students' academic progress throughout the year and ensure that students who face academic and personal issues that hinder their academic progress are timeously assisted. During the period under review, these activities took place remotely via phone calls, ZOOM meetings and emails.

### WORKSHOPS FOR STUDENTS

Several workshops were organised by the AMS staff via online platforms aimed at assisting students with various academic issues and adapting to remote learning challenges. They included report writing skills, understanding the degree structure, the ROBOT system, the importance of proper record keeping, navigating continuous assessment and time management.





Every Student Matters

## COLLEGE OF HEALTH SCIENCES



The College of Health Sciences (CHS) is spread across UKZN's five campuses and strives to foster socially responsible scholars that engage actively in education, research and service within an African health environment. This report covers the period when the College, like those in other universities with clinical programmes in South Africa and globally, confronted COVID-19 related challenges in teaching and learning. These challenges were most apparent in delivering clinically focused programmes that require experiential learning in healthcare facilities, including hospitals and clinics, which were epicentres to combat the COVID-19 pandemic. Students' sudden withdrawal from clinical placements in response to the national lockdown had a significant impact on experiential learning for health sciences in clinical rotations. The CHS developed several strategies to enhance safety for students and staff engaged in clinical teaching and learning. The College Teaching and Learning Committee, including the Dean of Teaching and Learning, Professor Duma, the Academic Leaders of Teaching and Learning in the four Schools, Drs Diane Van Staden (SHS), Pamela Pillay (LMMS), Munira Motala and Mergan Naidoo, Mrs Ranitha Ramdeyal (College Academic Manager) Dr Saloschini Pillay (Manager for Student Support Services) and Mr Sabelo Mhlongo (QPA Consultant for CHS) worked non-stop to ensure the smooth transition of all taught modules from traditional to remote online teaching for blended learning that was adopted by the UKZN Teaching and Learning Task Team, to ensure the quality of remote teaching and learning programmes and the integrity of online assessments. They ensured that the College participated in all quality control procedures, including the dry-run of all remote teaching and activities and assessments and capacity development to improve staff's online teaching skills while ensuring that 'No student and academic staff member was left behind'.

Several measures were put in place to ensure continuity of experiential learning and clinical teaching and learning during the national lockdown and closure of the University. The College liaised with health professional boards to allow for increased simulation for clinical teaching, sophisticated software licences were purchased to enhance online teaching and learning of clinical skills by students and staff, and senior students in laboratory and clinical programmes returned early for clinical teaching in decentralised clinical settings and University simulation laboratories. These measures necessitated the development of a series of training workshops for students and academic and support staff on keeping safe from infection with the virus, the principles of infection control, and protocols to prevent the spread of COVID-19 in on-campus simulation laboratories in clinical settings. A pioneering measure was the establishment of a COVID-19 response team and Campus Health "War Room" in March 2020 that was spearheaded by (Acting) Deputy Vice-Chancellor of Research and Innovation Professor Mosa Moshabela and Deputy Vice-Chancellor and Head of the College of Health Sciences, Professor Busisiwe Ncama. Hashtags and a hotline were established to communicate with the University community about the virus. Leaflets on the symptoms of the virus and where to get help were circulated among staff and students. Professor Ncama led large-scale high-level surveillance, prevention and response measures which included a high impact awareness campaign and a fully-trained team to work closely with the health authorities and the government to manage symptomatic persons and track those who had contact with them for COVID-19 screening. The UKZN COVID-19 team members included Dr Velile Ngidi, Public Health Medicine Registrar; Dr Richard Lessells, Infectious Disease Specialist; Dr Saajida Mahomed, Public Health Medicine Specialist; Dr Lilishia Gounder, Clinical Virologist; Dr Nokukhanya Msomi, Head of Virology; Dr Saloschini Naidoo, Head of Public Health

Medicine; Professor Yunus Moosa, Infectious Diseases; Dr Nithendra Manickchund, Infectious Diseases; Mr Muzi Mthembu, Campus Health Services; Ms Nozipho Jali, Campus Health Services; Ms Gugu Zondi, Campus Health Services; Ms Gugulethu Mdunge, Campus Health Services; Ms Jabu Hlophe, Campus Health Services; Ms Jane Taylor, Campus Health Services; Mr Sandile Nzuzo, Information Systems; and Ms Normah Zondo, Corporate Relations.

## Academic Monitoring and Student Support During the National Lockdown and University Closure

The CHS is the only College with full-time ADOs. In 2020-2021, they played a crucial role in tracing students who were off campus to ensure that all students were accounted for and receiving the necessary academic support during remote learning after the national lockdown and University closure. The ADOs were vital in reaching out to all students in the Vice-Chancellor's M+ Project as they were reconnected with their different programmes and were provided with the necessary academic assistance. This reduced the number of M+ Project students identified by the Institutional Intelligence Office in 2019 from 115 to none by the end of Semester 1 2021. The ADOs also helped to ensure that students in the decentralised clinical teaching sites received the necessary personal protective equipment (PPE) and were safe during their clinical teaching.

To enhance their skills in academic development and support for students, 11 ADOs were sponsored to register for a short online course on academic development through UNISA in 2021. This initiative was funded by the UCDP as per the approved UCDP plan 2021-2023. They have since graduated

and are using these skills to advance academic student support in CHS. Ms Mandisa Ndawonde, ADO of the School of Clinical Medicine (SCM) praised the course: "The course work material was fun to work on, and we enjoyed engaging the material. It gave us more insights into the work we currently do." Ms Cassandra Odelle Subiah, ADO of the School of Laboratory Medicine and Medical Sciences (SLMMS) concurred: "The course material was very interesting and gave good insight into various aspects of student risk and subsequent support. The knowledge we gained from the course could be incorporated into how we work as ADOs."

## Exit Orientation to the World of Work for Health Sciences Graduates

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The CHS' Student Support Services (SSS) team held an Exit Orientation and Graduate Recruitment workshop to prepare final-year students for the world of work. The programme featured a variety of professionals, including healthcare workers and medical and human resources specialists. Students were advised to continue being lifelong learners, adhere to ethical codes, protect the public through the regulations of statutory bodies, live within their means, develop line management skills, live healthily during the pandemic and be a good digital citizen. Issues relating to image and branding in the workplace were also discussed. Student counsellor Ms Suzanne Stokes conducted a survey after the session. "Almost all the students reported that the programme had made quite an impact on their journey as future healthcare practitioners," she said. "The majority felt it had been relevant and of value and benefit, with 100% recommending the exit orientation and graduate recruitment programme to colleagues."

## Blended Integrated Student Support and Engagement for Sustainable Academic Success and Holistic Student Wellness

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This Kresge funded project through the UTLO seeks to address poor student engagement with student support services in CHS. Student protests, COVID-19 related lockdowns, and poor access to SSS present challenges to students' academic success. For instance, the CHS Student Engagement and Student Success Impact Evaluation Report (2013-2017) revealed that 33% of all students who were academically excluded during that period had not completed the SWAT assessment and that 66% of students failed to use the wellness interventions developed and implemented by SSS. The report highlights the need for the proposed technology-enhanced approach to blended

student engagement and support. It was observed that the current traditional methods used to implement the SWAT programme encounter challenges related to access, making it difficult to assess its impact on student success; hence the proposed project. The need to align the programme to remote teaching and the blended learning approach adopted by UKZN in 2020 was the impetus for this project. The project team includes Professor Sinegugu Duma, CHS, Project Leader; Dr Samukelisiwe Khumalo, College of Humanities, Co-Researcher; Mr Mbongeni Shandu, ICS, Co-Researcher; Dr Saloschini Pillay, CHS SSS Manager, Co-Researcher; Ms Suzanne Stokes, CHS SSS Counsellor, Co-Researcher and Mrs Wulganithi Thaver. The technology enhancing student engagement project will be piloted with Bachelor of Nursing first-year students in 2022. The data and results of this project are much anticipated and will be reported at a later date.

## Staff Development in Teaching and Learning

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Despite the COVID-19-related challenges in T & L, there were a number of positive outcomes in T & L staffing. Professor Shenuka Singh who received the Distinguished Teachers' Award in 2018 was promoted to full professor. She attended the LIFE2020 (Lapland International Forum for Education) at the University of Lapland, Rovaniemi, Finland in February 2020 and has since joined the College Teaching and Learning Committee as an Academic Leader of T & L for SHS. The Committee is already benefiting from her contributions though the capacity development workshops she offers to other members of the Committee, SHS and the CHS at large.

Professor Singh has also been nominated for the Teaching Advancement in Universities fellowship where she will continue advancing the collaborative project between ITS, SSS and the College Teaching and Learning Project under the leadership of the Dean of Teaching and Learning Professor S Duma on the development of technology enhanced student engagement for sustainable academic success covered elsewhere in this report.

## Curriculum Development and Transformation for Healthcare in the 21<sup>st</sup> century

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In the past two years, the CHS completed curriculum development and transformation of several new programmes that went through both internal and national approval and accreditation processes.

The new Bachelor of Medical Science, Innovation and Entrepreneurship (NQF Level 8) developed by the School of Laboratory Medicine & Medical Sciences (SLMMS), was approved by Senate and Council late in 2021 and has since received clearance for Programme and Qualification Mix (PQM) by the DHET. This is a critical step for the new programme to be submitted to the CHE. The School of Nursing and Public Health received both CHE and South African Nursing Council approval for several programmes, including the new Bachelor of Nursing, Postgraduate Diploma in Health Service Management and Postgraduate Diploma in Midwifery.

Compliance with the requirements of the CHE and health professional boards, including the South African Nursing Council and Health Professionals Council of South Africa is critical for the integrity of all CHS clinical and non-clinical programmes and provides assurance to the public of the quality of the College's programmes. Achievement of these curriculum development and transformation activities by College staff working remotely attests to how well the CHS has adapted to achieve the University's goals despite the challenges brought about by UKZN's closure in response to the national lockdown from March 2020.

## Digitalisation of the Curriculum

In partnership with UTEL, the CHS produced 121 teaching and learning videos, podcasts, and YouTube videos for different programmes towards the achievement of the UCDP-approved goal of digitalisation of the curriculum by the end of 2021. This includes the series of YouTube videos launched by Dr Diane van Staden on Conversations in Health Sciences discussed later in this report. In addition, in partnership with UTLO, the CHS embarked on appointing a College-based Instructional Designer and capacity development of academics towards achieving digitalisation of the curriculum. One staff member, Dr S Ebrahim registered for the Instructional Designer Programme offered by the University of Pretoria (UP) in 2021 to develop skills for Instructional Design at CHS. Several academics attended Active Connected Teaching, a technology-enriched, active pedagogy programme as part of capacity development towards the digitalisation of the curriculum.

## Communities of Practice in Teaching and Learning Scholarship

The College PR Office assisted the College Teaching and Learning Office and the Schools to organise numerous webinars to promote Communities of Practice presentations in 2020 and 2021. Because these presentations were held

virtually, it was easier for many academic staff members, including those in the clinical services across the province to participate and share knowledge, expertise, and best practices with their national and international counterparts without leaving their homes, offices or clinical services. Some meetings were held after hours, allowing many clinical staff members and postgraduate students to benefit. Webinars held in 2020-2021 included:

### STRENGTHENING THE WORKFORCE TO IMPROVE TREATMENT AND CARE OF HIV (SWITCH) PROJECT

The Clinical Care Management for Sexual and Gender Diverse Communities workshop was held on from 16 to 17 September 2021. The seminar was part of the lesbian, gay, bisexual, transgender, queer and intersex (LGBTQI) work package in the SWITCH project, a Health Resources and Services Administration (HRSA)-funded pilot initiative awarded to UKZN in 2019.

Speaking at a two-day Clinical Care Management for Sexual and Gender Diverse Communities workshop attended by various health professionals, Deputy Vice-Chancellor and Head of the CHS Professor Busi Ncama noted that LGBTQI persons face various obstacles in accessing many of their rights, including the right to basic healthcare. "Many LGBTQI people struggle to find healthcare providers knowledgeable about their needs and encounter discrimination from insurers or providers, which delays or nullifies care because of concerns about how they (LGBTQI people) will be treated. It is essential for us as health professionals to ensure we provide competent care for all our patients."

Lead facilitator of the workshop Dr ZamaSomi Luvuno said the event aimed to strengthen LGBTQI content in the College by using quality improvement processes to assist students to develop an understanding of related health issues and skills in the care of LGBTQI patients. Various issues were discussed, including the impact of cultural and religious beliefs and sexuality in South Africa, the depth of understanding of basic terminology used in LGBTQIA+ communities, and appropriate use of terminology in healthcare delivery.

The goal was to heighten awareness of the health needs of transgender women, and bisexual and homosexual men, with a focus on sexual health as well as recognition of the underlying prejudice toward sexual and gender minorities, including provider bias. There were also discussions on sexual practices and safer sexual practices.

Professor Orlando Harris of the University of California in the United States demonstrated how to obtain a comprehensive sexual history using the 5 Ps framework, STI diagnosis and the management of anal dysplasia.



*Above: Members of the LGBTQI work package in the SWITCH project. From left: Dr Makhosi Dube, KwaZulu-Natal Nursing College; Professor Fikile Mtshali, UKZN, Ms Qhawe Thengwa, Beyond Zero; Professor Orlando Harris, University of California; and Dr Zamasomi Luvuno.*

Other participants included Mrs Gugu Shabangu of the Office of the KwaZulu-Natal Premier; Ms Qhawe Thenjwa of Beyond Zero; Dr Sindizama Mthembu of the KZN Nursing College; Ms Lungile Zakwe of Public Services International; programme managers from the Department of Health; representatives of the University of Cape Town and Durban University of Technology; Acting Deputy Vice-Chancellor of Research and Innovation at UKZN, Professor Mosa Moshabela; Professor Sinegugu Duma, College Dean of Teaching and Learning; UKZN management representatives and members of the SWITCH team.

### **PROCTORING: IS IT APPROPRIATE FOR THE SOUTH AFRICAN CONTEXT?**

Professor Saul Cobbing, Academic leader Physiotherapy; Post-Doctoral Fellow: Developing Research, Innovation, Localisation and Leadership in South Africa (DRILL)|College of Health Sciences

A virtual webinar facilitated by Academic Leader: Physiotherapy and Post-Doctoral Fellow, Professor Saul Cobbing on proctoring and whether it is appropriate in the South African context was held on 16 September 2021. It focused on what proctoring is and whether money spent by the University on expensive proctoring solutions was necessary or even appropriate. Professor Cobbing posed the following question: "Why as academic staff do we start from the assumption that all of our students are cheating?" and quoted Stommel (2020) who wrote that cheating and plagiarism are pedagogical rather than technological problems. What followed was an intense discussion on whether we need proctoring solutions at all. Participants also discussed innovative teaching and assessment methods (particularly in the time of the COVID-19 pandemic) that could prevent cheating, without the need to spend money on proctoring software that is primarily developed for the Western world rather than for the African context.

*Left: Professor Saul Cobbing, Academic leader Physiotherapy; Post-Doctoral Fellow: Developing Research, Innovation, Localisation and Leadership in South Africa (DRILL)|College of Health Sciences*



## INTERPROFESSIONAL EDUCATION AND COLLABORATIVE PRACTICE

A SWITCH webinar on Interprofessional Education and Collaborative practice was held on 7 and 28 October 2021. The CHS hosted a webinar on Interprofessional Education and Collaborative Practice (IPE) in the professions of dentistry, nursing, medicine, pharmacy, osteopathic medicine and public health on 7 October. The webinar was coordinated by the SWITCH project led by Professor Mosa Moshabela and Sefako Makgatho Health Sciences University (SMU). The goal of IPE is for students to learn how to function in an interprofessional team and carry this knowledge, skills, and value into their future practice, ultimately providing interprofessional patient care as part of a collaborative team focussed on improving patient outcomes.

The webinar was divided into three workshops and was led by the Chair of the Center for Nursing and Midwifery at the University of Global Health and Equity, Professor Judy Khanyola of Rwanda. It highlighted critical competencies for effective interprofessional education practice in the health workforce. Interprofessional education takes place “when students from two or more professions learn about, learn from and learn with each other to enable effective collaboration to improve health outcomes,” said Khanyola. “It is a necessary tool in building a collaborative health workforce that is better prepared to respond to local health needs.” She added that health professionals had made considerable contributions to health and socio-economic development over the past century but had failed to carry out 21st century health reforms due to outdated or inadequate competencies. “For effective interprofessional education practice, there has to be more agile and rapid adaption of core competencies based on transnational, multi-professional, and long-term perspectives to serve the needs of individuals and populations. The four key competencies required to help prepare future health professionals to enhance team-based care of patients and improve population health outcomes are: values/ethics for interprofessional practice, roles and responsibilities, interprofessional communication and teams and teamwork. Khanyola used interactive presentation tools, with participants divided into groups to answer questions relating to the interprofessional practice framework. She noted that change starts when “we, ourselves, understand and change the way we learn and become independent transformative learning agents.” Professor Dini Mawela of SMU led a Q&A debate and closed the event by thanking Khanyola for her contribution.

*(Words from UKZNdaba Online)*



*Above: Professor Judy N Khanyola, the University of Global Health Equity's (UGHE), Chair of the Center for Nursing and Midwifery based in Kigali, Rwanda.*

## CONVERSATIONS IN HEALTH SCIENCE VIDEO SERIES

The School of Health Sciences hosted a series of one-hour videos titled: Conversations in Health Sciences, launched by Academic Leader for Teaching and Learning, Dr Diane van Staden.

The UTEL studios on the Westville campus were used to record the first video under the theme: Transformation in South Africa's Higher Education Sector, which explored the following sub-topics: Why the transformation agenda is imperative; different aspects of transformation in health professions education, and challenges and opportunities within the transformation agenda. The panel included Professor Saul Cobbing (Academic Leader: Physiotherapy), Dr Alvin Munsamy (lecturer: Optometry), Dr Stacy Maddocks (lecturer: Physiotherapy) and Mrs Zandile Shezi (lecturer: Audiology) and was chaired by Dr van Staden.

Monthly follow-up discussions featuring academics from various disciplines and addressing topics such as training of health professionals for the 21st century, interprofessional education in health sciences and preparedness for practice have since been recorded through UTEL.

## COLLABORATIVE ONLINE INTERNATIONAL LEARNING (COIL) WORKSHOP WEBINAR

CHS staff participated in the Collaborative Online International Learning (COIL) workshop on 3 December 2021 hosted by the Dean of Teaching and Learning and funded by the UCDP. COIL is a strategy to promote internationalisation of the curriculum. It is an innovative pedagogy based on the establishment of international academic partnerships that lead to the implementation of a collaborative assignment for students. It provides students with an international experience at home through a virtual mobility experience. The aim of the workshop was to introduce academics to the pedagogies used in COIL and assist emerging academics with opportunities to achieve the internationalisation goals for performance in a non-threatening process. Further COIL workshops are planned for 2022 where interested academics will be assisted in connecting with international partners.

## Promotion of Scholarship of Teaching and Learning through Publications

Although a number of CHS students and staff contracted COVID-19, several staff members continued to promote the scholarship of teaching and learning through their publications listed below.

- Ncama B.P. & Duma S.E., 2020. **Delivery of clinical teaching and learning for health sciences students in the context of national lockdown in response to COVID-19: A pragmatic approach at the University of Kwazulu-Natal. In Teaching and Learning in Higher Education in the Time of COVID-19.** Durban: CSSALL Publishers. (*Alternation African Scholarship Book Series*, Volume # 03 – ISBN: 978-0-9869936-4-0.) DOI: <https://doi.org/10.29086/978-0-9869936-4-0/2020/AASBS03>

- **OVERVIEW:** COVID-19 has posed a challenge to teaching and learning at Higher Education Institutions in South Africa, but even more so in the delivery of clinically focused programmes that require experiential learning to happen in healthcare settings, which are the epicentre for combating the COVID-19 epidemic. The impact of the sudden withdrawal of students from clinical placement because of the national lockdown to flatten the curve of the spread of COVID-19 is significant for clinical learning. This chapter discusses the pragmatic approach to the delivery of clinical programmes, ethical and legal considerations associated with placing students in clinical settings during national lockdown, and the closure of Higher

Education Institutions in response to the COVID-19 epidemic.

- Naidu, T. (2021). **Southern exposure: levelling the Northern tilt in global medical and medical humanities education.** *Advances in Health Sciences Education*, 26(2), 739-752
- **OVERVIEW:** This study focused on global medical education and the challenges posed by the northern tilt that favours northern ways of knowing. This is evident in how communication skills, reflective practice and narratives are presented and taught. It suggests that Global North students must be introduced to Global South ways of knowing before visiting the Global South from a position of critical consciousness. Emancipatory education is best led by transformative Global North–South dialogue.
- Chemane, N.C.T., Chetty, V., & Cobbing, S. (2020). **Mapping Evidence on Community-Based Clinical Education Models for Undergraduate Physiotherapy Students: Protocol for a Scoping Review.** *JMIR Research Protocols*, 9(10), e19039.
- **OVERVIEW:** The objective of this scoping review is to map existing evidence on community-based clinical education models for undergraduate physiotherapy students globally. The evidence obtained is expected to assist in the development of a model of community-based clinical education for undergraduate physiotherapy students in South Africa, and serve as a basis for future research. The discussion utilises a critical narrative approach to explore emerging themes. The enablers and barriers identified from the reviewed studies could guide the development of a community-based clinical education model.
- Orton, P.M., Essack, S.Y., Nokes, K.M., & Brysiewicz, P. (2020). **Creating an instrument to measure perceptions about access to health-related higher education programmes in South Africa.** *South African Journal of Higher Education*, 34(6), 185-200.
- **ABSTRACT:** The objective of this mixed method study was to develop a questionnaire that could be used to solicit various stakeholders' perceptions of access to health sciences education in Higher Education settings. The study found that the overarching theme of achieving equity of access for success is multi-factorial, with diverse and complex challenges. Eight sub-themes emerged which were used to create a 17-item questionnaire that has good content validity and reliability (Cronbach alpha=.767). The study concluded that further psychometric testing with larger, more diverse

samples will result in a refined instrument that can be administered to various stakeholder groups, such as current and potential health sciences students and faculties, and used in programme evaluation. Health science programmes can use the instrument to measure access within different disciplines and possible changes over time as innovations are piloted. Different health sciences programmes can be compared and contrasted and objective data can be used to make systematic organisational changes.

- Paton, M., Naidu, T., Wyatt, T.R., Oni, O., Lorello, G.R., Najeeb, U., ... & Kuper, A. (2020). **Dismantling the master's house: new ways of knowing for equity and social justice in health professions education.** *Advances in Health Sciences Education*, 25(5), 1107-1126.

- **OVERVIEW:** Health professions education (HPE) is built on a structural foundation of modernity based on Eurocentric epistemologies. This invited perspectives paper frames contemporary HPE as the "Master's House", utilising a term from the writings of Audre Lorde. It examines the theoretical underpinnings of the "Master's House" through the frame of Quijano's concept of the colonial matrix of power (employing examples of coloniality, race, and sex/gender). It concludes by exploring means by which these Eurocentric structures could be dismantled, with reflection and discussion on the implications and opportunities of this work in praxis.

- Chetty, S., Bangalee, V., & Brysiewicz, P. (2020). **Interprofessional collaborative learning in the workplace: a qualitative study at a non-governmental organisation in Durban, South Africa.** *BMC Medical Education*, 20(1), 1-12.

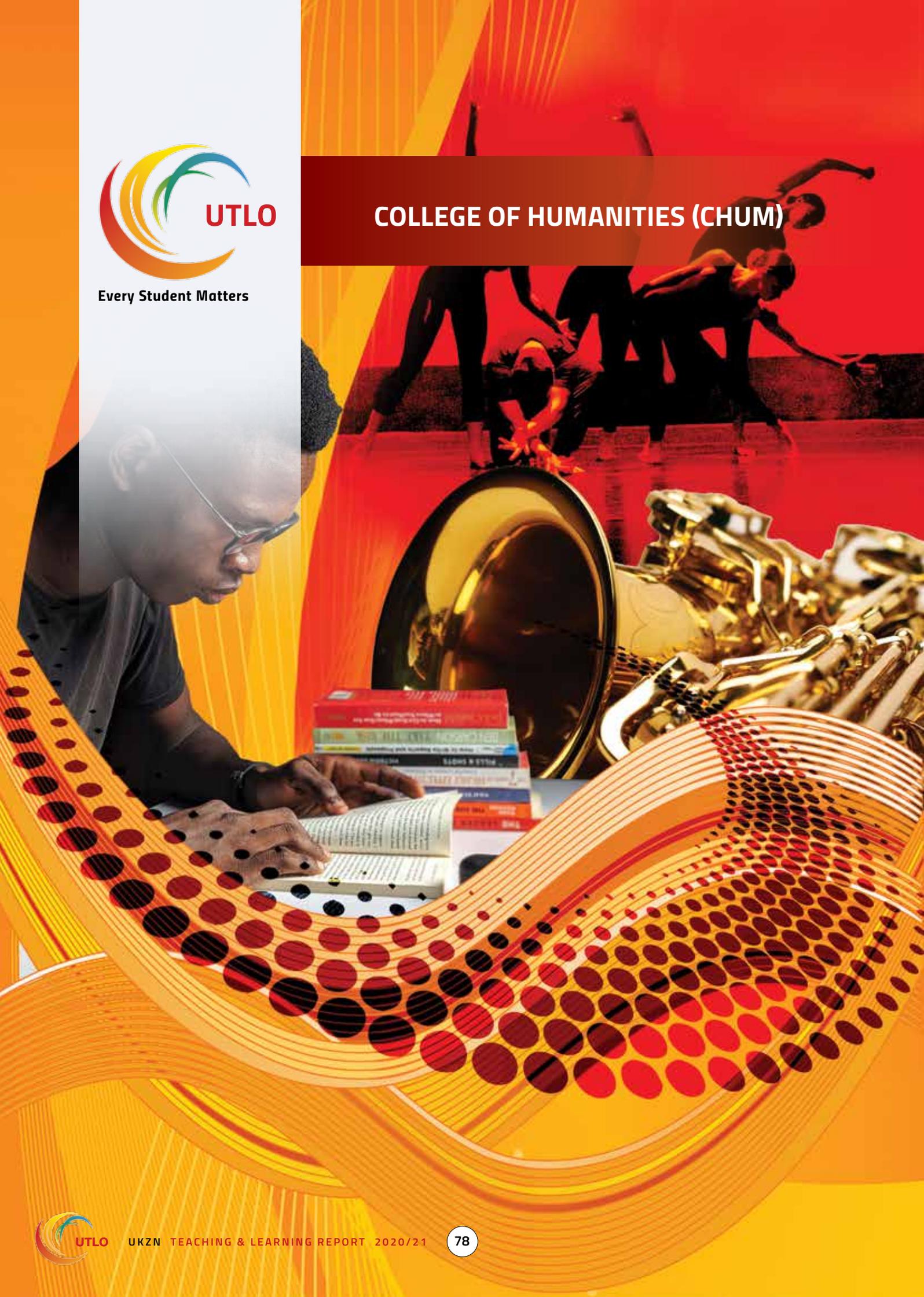
- **OVERVIEW:** This study describes the perceptions of healthcare professionals attending an HIV interprofessional collaborative initiative at a non-governmental organisation's research site in South Africa and offers suggestions to improve this educational programme. Five categories emerged: learning something new, acquiring from each other, promoting company culture, needing company buy-in and teaching methods matter. Suggestions for improvement include formalising the training, introducing more lectures and pitching each topic at different levels, i.e., basic, intermediate or advanced, thus ensuring maximum benefit for all. Inter-professional learning was perceived as highly valuable. This initiative has the potential to develop further but requires resources and company buy-in.

“ Suggestions for improvement include formalising the training, introducing more lectures and pitching each topic at different levels, i.e., basic, intermediate or advanced, thus ensuring maximum benefit for all. ”



Every Student Matters

## COLLEGE OF HUMANITIES (CHUM)



The Teaching and Learning Office in the College of Humanities (CHUM) is led by Professor Ruth Hoskins (College Dean of Teaching and Learning), Professor Sarah Gibson (Interim Director of Teaching and Learning) and Dr Sharmila Rama (Interim Head of Academic Monitoring and Support) supported by the School Academic Leaders of Teaching and Learning.

The 2020/2021 School Academic Leaders for Teaching and Learning were: Drs Miranda Young-Jahangeer (Arts), Ruwayda Petrus (Applied Human Sciences), Phindile Shangase and Yashaen Luckan (Built Environment and Development Studies), Samukelisiwe Khumalo (Education), Heidi Matisonn and Federico Settler (Religion, Philosophy and Classics) and Janet Muthuki (Social Sciences). The members of the Teaching and Learning Unit all played a significant role in the development and implementation of the College's mission to promote "excellence in African-led scholarship through teaching, research and community engagement in a global context" and in realising the University's strategic goal of "excellence in teaching and learning".

## Teaching and Learning Workshops

Through the office of the Dean of Teaching and Learning, Professor Hoskins, the CHUM held a virtual colloquium on Assessment through Digital Platforms within Higher Education Studies on 24 and 25 August 2021. Professor Labby Ramrathan organised the colloquium with the support of Dr William Dansoh. The presenters were from nine tertiary institutions in South Africa and one from the University of Eswatini. They represented at least 15 diverse disciplines, including Education, Social Sciences, Medical Sciences, Business and Economic Management Sciences, Law, English Literary Studies, Pharmacy and Chemical Engineering. They shared their experiences of and reflections on online remote assessments, with exemplars across formative, summative and integrated assessment strategies.

The College hosted a series of public webinars during 2020/2021. The School of Education hosted the Taking Education to The Next Level Online: During and Post-COVID-19 Era webinar, chaired by Professor Simon Bheki Khoza.

The School of Applied Human Sciences' Community Engagement Committee (with UKZN Corporate Relations), led by Professor Lauren Dyll, hosted a webinar on Student Employability Readiness for all exit level students in the School in November 2021.

Criminology and Forensic Studies (with UKZN Corporate Relations) hosted a webinar that engaged with their discipline stakeholder, the Private Security Industry Regulatory Authority (PSiRA).

The School of Education ran training to capacitate staff during the transition to remote teaching and learning during the COVID-19 pandemic. Teaching and Learning Academic Leaders and online champions (experts) from each cluster organised school-wide and discipline level training. The following are examples of the training provided: Introduction

“ The following are examples of the training provided: Introduction to Learn-2021, Zoom, Grammarly software, assignments and quizzes without mathematical equations, assignments and quizzes with mathematical equations, Kaltura software, Microsoft teams and Zoom, and Google forms. ”

to Learn-2021, Zoom, Grammarly software, assignments and quizzes without mathematical equations, assignments and quizzes with mathematical equations, Kaltura software, Microsoft teams and Zoom, and Google forms. Dr Qiana Gray from the School of Education ran Zoom training for colleagues on topics such as: What is Online Teaching Pedagogies, Teaching is Still Teaching in an Online Environment, Discussion and Time Management, Understanding Purpose - Encouraging Student Engagement, and Plagiarism.

## Curriculum Development

The CHE's HEQC granted accreditation to the Advanced Diploma in Technical and Vocational Teaching (NQF Level 7, 120 credits).

The new Bachelor of Arts in Music degree was developed to meet the changing needs of music students in conjunction with the phasing out of the diplomas in music. The new degree replaced the BA Music and Drama degree and the BMus degree in 2021.

## Language Transformation

The College provided strategic support across the University to achieve the objective of developing African languages, in this case, isiZulu, for the purposes of academic and scientific discourse. The availability of technical and scientific vocabulary in isiZulu will go a long way in furthering the University's efforts to provide epistemological access to our students, the vast majority of whom are drawn from lower quantile schools (Quintiles 1 – 3). Many modules offered across the College now offer course outlines that have been translated into isiZulu, and many are developing innovations in bilingual teaching and assessment.

### BILINGUAL EDUCATION TUTORIAL PROJECT

The Bilingual Education Tutorial Training is a project in Bilingual Education for tutors that facilitate tutorials in all UKZN's Schools. It is designed to meet the needs of the large number of students who are native speakers of isiZulu, as per the University's policy. In 2020/2021, the Bilingual Tutoring Programme training team consisted of Professor T Buthelezi (Project Team Leader), Dr T Hlongwa (Project Coordinator), and Dr P Gumbi (Project Administrator). Training was provided to:

- Music
- Psychology
- Health Sciences
- Education
- Computer Sciences



## Community Engagement

Academics in the College engaged in series of community engagement projects and initiatives in 2020/21. Notable work included:

Dr Maserole Kgari-Masondo of the School of Social Sciences was commissioned by the South African Department of Basic Education (DBE) and the United Nations Children's Fund (UNICEF) to prepare a discussion paper to guide the department on decolonising basic education in South Africa. Kgari-Masondo was tasked to construct a framework for the decolonisation of the curriculum, which will inform the process of reviewing the curriculum by incorporating content that aligns with the decolonisation of the education agenda in the Basic Education sector.

- The NORHED Project (led by Professor Teer-Tomaselli) – Centre for Culture and Media Studies (CCMS), in partnership with the Uganda Christian University (UCU), University of Rwanda (UR) and Gimlekollen NLA College (Norway) was awarded funding by the Norwegian Programme for Capacity Development in Higher Education and Research for Development (NORHED). The funded programme is Preparing Media Practitioners for a Resilient Media in Eastern Africa.
- Dr Sibonsile Zibane from Social Work is the Principal Investigator in a three-country collaboration with Complutense University of Madrid and National Autonomous University of Mexico. The project is Mapping Social Work Education in Higher Education during COVID-19.
- Dr Heidi Matisonn from the School of Religion, Philosophy and Classics is the Principal Investigator for the Enhancing Bioethics Education and Training for Bachelor of Nursing Students at UKZN project funded by a 2021 UCDP Teaching Innovation and Quality Enhancement Grant (TIQEG) grant.
- Professor Lauren Dyll from CCMS worked with the UKZN Foundation to secure bursaries from external stakeholders to alleviate the burden of historical debt for CCMS students including East Coast Radio (R250 000) and Netflix (R163 000).
- Ms Mkhabela, a PhD student in the School of Education, was awarded a mobility grant to travel to the Siedlce University of Natural Sciences and Humanities in Poland.

*Left: Dr Maserole Kgari-Masondo of the School of Social Sciences was tasked to construct a framework for the decolonisation of the curriculum*

- The Centre for Visual Arts is collaborating with the Tatham Art Gallery, the municipal art gallery in Msunduzi (Pietermaritzburg). This includes using the gallery as a teaching resource for student projects, as well as participating in the workshops offered and exhibitions on show.
- The Centre for the Creative Arts (CCA) on the Howard College Campus continued to excel under the leadership of Director Mr Ismail Mohamed. Despite the challenges presented by COVID-19 restrictions, festivals, both online and opening up according to national regulations, continued. These included the Time of the Writer Festival, the JOMBA! Dance Festival, Durban International Film Festival (DIFF) and Poetry Africa, amongst many other initiatives.

## Academic Monitoring and Support Programmes

With the shift to remote teaching and learning in 2020, the College continued to run its AMS programmes on online platforms. Dr Sharmla Rama was appointed the (Interim) Head of Academic Monitoring and Support in 2021. The Writing Place, Peer Mentorship Programme, the BSS4 Foundation Programme, and consultations with ADOs were all offered remotely via online platforms including Moodle, Zoom, and WhatsApp.

### THE WRITING PLACE

The WP is an academic support service within the CHUM's Teaching and Learning Unit that is tasked with improving students' academic writing and critical thinking skills through an emphasis on essay/ assignment structure and understanding academic concepts. While the WP is for Humanities students, students from other Colleges also receive assistance. The primary function of the WP is to provide one-on-one academic writing tutoring for Humanities students at WP Drop-in Centres. In 2020/2021, the WP's individual consultations and voluntary workshops were all offered remotely via online platforms. Apart from one-on-one sessions, the WP offers a voluntary academic writing workshop series. Students are guided through a series of weekly 45-minute interactive sessions designed to assist with understanding essay questions, planning the essay structure, constructing coherent arguments and referencing techniques. The workshops would not have been possible without the collaboration of the WP Unit and the College ADOs who market them to students in their respective Schools, enabling the WP to reach many students. The workshops are also advertised on the University website (notices page), Facebook WP page and posters around campuses. They are divided into three series, with the first aimed at developing topics and proposals, the second on

thesis development (writing), focusing on the literature review and methodology sections and the third series on data analysis (qualitative and quantitative).

### PEER MENTORSHIP PROGRAMME

The Peer Mentorship Programme is offered to all first-year students across the College to strengthen and sustain them in their educational goals and to make university an exciting, fulfilling, and successful experience. During 2020/2021, it continued to be offered remotely via online platforms such as Zoom and WhatsApp.

### ACADEMIC DEVELOPMENT OFFICERS

Since 2019, ADOs have been appointed to offer support across all programmes in the College. Whilst they historically held regular face-to-face meetings with students to offer academic counselling and curriculum advice, following the COVID-19 restrictions, these consultations are offered remotely, mainly via email, WhatsApp or Zoom. Generic email addresses have been set-up for all ADOs working in the College (by School and campus). The ADOs were also instrumental in identifying students with psychosocial issues who needed to be invited back to campus (when restrictions allowed) or to be referred to SSS.

### FOUNDATION PROGRAMME (BSS4 AND BMUS4)

While the COVID-19 pandemic severely affected Higher Education in general and teaching and learning, the Access Programme was most affected due to its nature and the characteristics of the students it targets. In 2020/2021, academic and professional staff continued to develop new teaching and learning strategies to make it easier for students to study. Remote learning was not easy for students from disadvantaged backgrounds who required psychosocial and academic support from the programme to succeed. The principle of 'no one should be left behind' and 'Stay on Green' was continued. Despite challenges such as students' access to online materials, late distribution of data and laptops to students, network challenges in areas where students are located, communication breakdown between students, lecturers and tutors, and obtaining permits for those who were eligible to return to campus, the academic and professional staff, and students were able to overcome the odds and 2021 was a successful year.

This is explained by multiple factors. The main drivers of success were the academic staff who were encouraged to participate in all the trainings and workshops organised by the CHUM's Teaching and Learning Office to equip staff members to conduct remote teaching and learning. They received all the necessary equipment and teaching tools that made it easier for them to interact with students remotely and to respond to all their academic challenges. The majority

of students were positive and willing to collaborate with academic and professional staff, and quickly adapted to the new pedagogical strategies of teaching and learning remotely, and the use of social networks and platforms such as Zoom, Facebook, and WhatsApp.

### EXTENDED FIRST-YEAR ORIENTATION PROGRAMME

In 2021 the CHUM ran an Extended First-Year Orientation programme funded by the UCDP in conjunction with AMS. The content included basic computer literacy skills: using digital technologies as a UKZN Student and the Welcome-Siyanamukela: first-year online library training.

## Awards and Achievements

Dr Nokuthula Cele of the School of Social Sciences was honoured for excellence in teaching and learning support during the annual Culture Cluster (College of Humanities) awards, which were initiated by Dr Maserole Kgari-Masondo (Cluster Leader: Culture (Anthropology and Tourism)).

Dr Thembelihle Makhanya from the School of Applied Human Sciences received an award from the Association of South African Social Work Education Institutions (ASASWEI). Makhanya won the runner-up award for the best emerging social work educator. The prize-giving ceremony was held in Richards Bay as part of the ASASWEI 2021 conference.

Professors Donal McCracken and Sarah Gibson from CCMS in the School of Applied Human Sciences were appointed judges of the Global Undergraduate Awards programme. Professor McCracken serves on the History panel, whilst Professor Gibson serves on the Social Science: Anthropology and Cultural Studies panel. This is the world’s largest global undergraduate academic awards programme that recognises undergraduate excellence in research.



*Left: Dr Thembelihle Makhanya won the runner-up award for the best emerging social work educator*



*Above: Dr Nokuthula Cele*

“ Dr Nokuthula Cele of the School of Social Sciences was honoured for excellence in teaching and learning support during the annual Culture Cluster. ”

## Scholarship of Teaching and Learning

### CURATIONS

Professor Lauren Dyll (CCMS) curated a selection of 20 previously published Critical Arts articles written by UKZN Scholars (2015-2021) that is now available online as a Taylor and Francis CA collection. As Collection Editor she thematised the collection as Revisiting Curriculum Transformation and the Decolonisation Debate: Perspectives from University of KwaZulu-Natal Scholars.

## Publications

- Amin, N. & R. Dhunpath (eds.) 2020. **(Re)Learning to Teach in the Context of Crises.** *Durban: CSSALL Publishers.*
- Arbuckle, K. (2020) **Between a Formalist Rock and a Contextually Hard Place: The Gaps and Tensions Challenging Visual Arts Curricula in South African Higher Education,** *Critical Arts, 34:5, 139-152.*
- Blignaut, S.; Pheiffer, G.; Le Grange, L.; Maistry, S.; Ramrathan, L.; Simmonds, S., & Visser, A. (2021) **Engendering a Sense of Belonging to Support Student Well-Being during COVID-19: A Focus on Sustainable Development Goals 3 and 4.** *Sustainability, 13, 12944.*
- Hlatshwayo, M. N., Khumalo, S. D., & Nzimande, N. (2021). **The pandemic is our portal: Re-imagining teaching and learning in the time of Covid-19.** *African Perspectives of Research in Teaching and Learning, 5, 59-77.*
- Khumalo, S; Singh-Pillay, A.& Subrayen, R. **Reflections on Differently Abled Students' Challenges with Online Learning amidst the COVID-19 Pandemic and Lockdown.** In Smit, J.A., N. Mkhize, N. Ndimande-Hlongwa & L. Ramrathan (eds.), *Learner and Subject at the Dawn of Research-Led Teaching and Learning in the Time of COVID-19* (pp. 188 - 208). *Durban: CSSALL Publishers*
- Le Grange, L; du Preez, P; Ramrathan, L., & Blignaut, S. (2020) **Decolonising the university curriculum or decolonial washing? A multiple case study.** *Journal of Education.* Issue 80, p 25-48.
- Manik, S., & Ramrathan, L. (2021). **Institutional Leadership Efforts Driving Student Retention and Success: A Case Study of the University of KwaZulu-Natal, South Africa.** In *Student Retention and Success in Higher Education* (pp. 109-131). Palgrave Macmillan.
- Manik, S. (ed.) 2020. **From High-Risk Sports to Sports as High Risk: Crisis, Capitulation and Creativity during COVID-19.** *Durban: CSSALL Publishers.*
- Merisi, P., & Pillay, A. (2020) **Emergency Remote Teaching in Higher Education: How Academics Identify the Educational Possibilities.** In Ndimande-Hlongwa, N., L. Ramrathan, N. Mkhize & J.A. Smit (eds.) *Technology-based Teaching and Learning in Higher Education during the Time of COVID-19.* *Durban: CSSALL Publishers.*
- Mkhize, J. S., & Ramrathan, L. (2021). **Cultural Signals in Understanding First-year Student Engagement: How can universities become more culturally sensitive? The case of a rural South African university.** *South African Journal of Higher Education, 35(3), 107-125.*
- Mkhize, N., N. Ndimande-Hlongwa, L. Ramrathan & J.A. Smit (eds.) (2020) **Teaching and Learning in Higher Education in the Time of COVID-19.** *Durban: CSSALL Publishers.*
- Ndimande-Hlongwa, N., L. Ramrathan, N. Mkhize & J.A. Smit (eds.) (2020) **Technology-based Teaching and Learning in Higher Education during the Time of COVID-19.** *Durban: CSSALL Publishers.*
- Pillay, A., Khosa, M., Campbell, B., Nyika, N., & Sheik, A. (2021). **African female university students' experiences of online education at home during the COVID-19 pandemic.** *Journal of Education (84), 31-47.*
- Pillay, A., Khosa, M., Sheik, A., Campbell, B., Mthembu, B., & Nyika, N. (2021). **How home contexts of South African University students shape their experiences of emergency remote teaching and learning.** *Student Success, 12(3), 37-47.*
- Pillay, A., Campbell, B., Sheik, A., Khosa, M., & Nyika, N. (2022). **South African Pre-Service Teachers' Experiences of Remote Online Learning When Studying a Novel in the Context of the COVID-19 Pandemic.** *The Teacher Educator, 57(1), 7-25.*
- Ramrathan, L., N. Ndimande-Hlongwa, N. Mkhize & J.A. Smit (eds.) (2020) **Re-thinking the Humanities Curriculum in the Time of COVID-19.** *Durban: CSSALL Publishers.*
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- Smit, J.A. Mkhize, N. Ndimande-Hlongwa, N. & Ramrathan, L. (eds.) (2020) **Learner and Subject at the Dawn of Digital Research-Led Teaching and Learning in the Time of COVID-19.** *Durban: CSSALL Publishers.*



Every Student Matters

## COLLEGE OF LAW AND MANAGEMENT STUDIES (CLMS)



The College of Law and Management Studies (CLMS) has devoted much effort to supporting students in line with University policies and a social justice framework. Several initiatives have been put in place to this end, most of which are supported by the University Capacity Development Grant, although some are supported by other sources such as the INSETA mentorship projects. Our initiatives have evolved over the years in response to students' needs and the evidence emanating from our evaluation of them. Therefore, apart from showcasing our initiatives, we also provide evidence of how they have improved students' academic performance. We acknowledge that apart from academic monitoring and support (AMS) interventions, other factors (both observable and non-observable) may have contributed to these results. Thus, where possible, the statistics we present are controlled for some of these observable factors.

In addition to AMS interventions, we also showcase evidence of academic excellence (both students and academics), curriculum transformation, community engagement initiatives, and research and other initiatives that our College has embarked on.

## Academic Monitoring and Support

Academic Monitoring and Support (AMS) is one of the key teaching and learning activities in the CLMS. The College's AMS initiatives include:

- Academic advising,
- Supplemental tutorials,
- The first-year experience programme, and
- Academic writing support.

### Academic Advising and Supplemental Tutorials

This section of the report highlights the activities and initiatives undertaken by the ADOs and Supplemental Instruction Leaders (SILs) in providing academic support to CLMS students in 2021. These activities included conducting SI sessions, facilitating tutorial and practical sessions, providing individual and group consultations, test and exam revision sessions, and responding to email and WhatsApp queries. In addition, we outline the strengths and opportunities (advantages) of transitioning to remote online learning as well as challenges and limitations (disadvantages) from both a student and teaching perspective. The report concludes with evidence of the performance of students attending SI support sessions.

Due to the COVID-19 restrictions, the flipped learning process permeated AMS activities, which moved to online platforms such as WhatsApp, Moodle and Zoom video conferencing. As can be expected, there were a number of challenges as well as opportunities. These include:

### Positive outcomes

- Most students who attended AMS initiatives were comfortable engaging online, and in particular appreciated the convenience.
- Recording sessions and posting them on Learn (Moodle) allowed students access at convenient times. These recordings were accessed by a larger group of students than those who attended timetabled programs such as SI, and tutorial and practical sessions.
- Online learning introduced students to new platforms to complete practicals and projects. For example, prior to online learning, students used applications such as MS Project, but in 2021 they were exposed to Click-up, an application available online for their projects.
- Online platforms, in particular Zoom, sometimes enabled easier teaching and demonstration of how new applications work.
- Some SI sessions could be conducted on Saturdays and sometimes on Sundays, as well as in the evening due to the convenience of online communication.

### Negative outcomes

- Online learning led to a drop-in attendance.
- Some students reported connectivity, load shedding or data problems. This resulted in a preference for recorded videos over live sessions.
- A limitation of viewing recorded sessions is that students have minimal opportunities to raise queries to facilitate their grasp of dense academic content.
- Inadequate or delayed timetabling of online lecture, tutorial, practical and SI sessions.

- Specific topics in some modules do not lend themselves to online learning and require practical on-site (campus) support.

complete motivations to return to campus, while the ADOs were available on WhatsApp chat to assist students who needed to ask questions after class.

Some of these issues are beyond the control of the AMS team. However, where possible students were assisted to

## DATA MANAGEMENT FOR AT-RISK STUDENTS

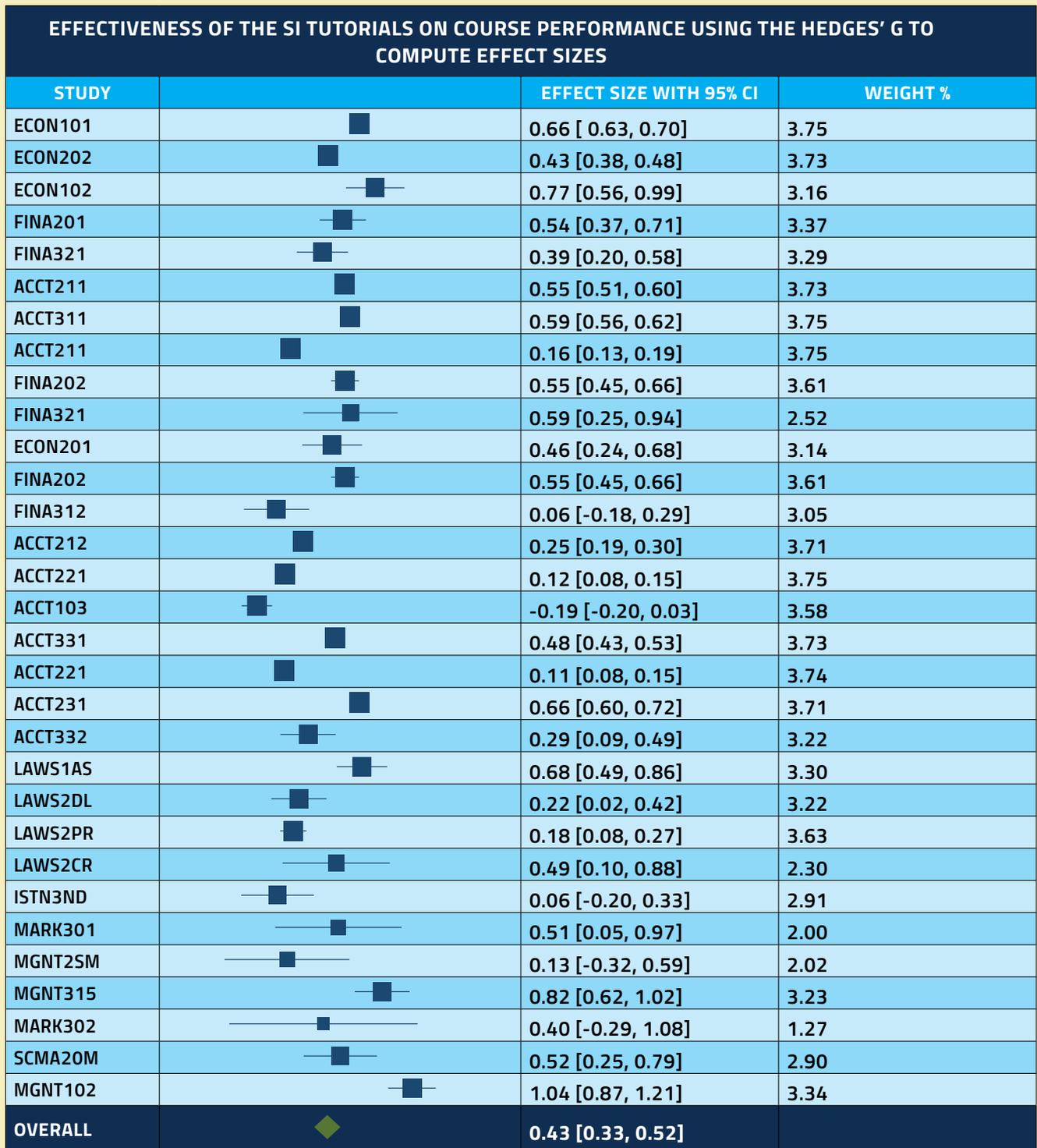
In total, the ADOs saw 1 883 students in individual or group consultations. These students' progression is depicted in Table 10 below. It shows that 811 were at risk and by the end of the consultation period 165 had made good progress and reverted to good academic standing, while 498 remained at risk, 126 moved to risk 2, and 22 moved to probation status. Of the students who were on probation at the beginning of the consultation period, 31 continued on probation, while 19 met their probation requirements and four were excluded).

DATA MANAGEMENT – ADO AND SI LEADERS	
No. of students at risk seen	811
No. of consulting (risk students) back in good academic standing	165
No. of consulting (risk) students who continued to be at risk	498
No. of students who were at risk at the end of semester 1	126
No. of consulting (risk) students who have moved to probation	22
<b>No. of students on probation seen</b>	<b>54</b>
No. of consulting students (probation) meeting minimum requirements but continuing on probation	31
No. of consulting probation students who met their minimum requirements and have moved to at risk status	19
No. of consulting probation students who have been excluded	4
No. of consulting students who continued to be in good academic standing at the end of semester	1018

*Table 10: Data Management – ADO and SI Leaders*

In addition to individual or group consultations, ADOs also supported students in 31 modules across the three Schools. These modules are considered high risk because they either have large numbers or low historical performance. On average, students who attended SI tutorials had better academic outcomes than those who did not. We also

measured the effectiveness of the SI tutorials on course performance and used the Hedges'  $g$  to compute effect sizes. Overall, the effect of the SI tutorial intervention on course performance is 0.43, suggesting a moderate effect. The effect ranges from 1.04 for MGT101 to 0.006 for FINA312. Only one module, ACCT103 had a negative effect size.



Heterogeneity:  $\tau^2 = 0.06$ ,  $I^2 = 98.19\%$ ,  $H^2 = 55.22$   
 Test of  $\theta = \theta_0$ :  $Q(30) = 1540.21$ ,  $p = 0.00$   
 Test of  $\theta = 0$ :  $z = 8.82$ ,  $p = 0.00$

-0.5      0      0.5      1      1.5

Random-effects REML model  
 Sorted by: `_meta_id`

Figure 25: Effectiveness of the SI Tutorials On Course Performance Using the Hedges' G to Compute Effect Sizes

### DEVELOPMENT OF ISIZULU VIDEOS

A team of ADOs and tutors (Ms Nolwazi Biyela and Mr Decleck Magubane) in the SAEF developed conceptual videos in isiZulu (CViZ). Each is a few minutes long and focuses

on a 'threshold concept' or technique in economics. Their work was presented at the 4<sup>th</sup> Biennial Language Research Symposium 2021 as well as the 8 AMS Colloquium.

### THE WRITING PLACE

The Writing Place (WP) is responsible for providing academic literacy support to all students in the College. Tutors conduct online consultations with students where comprehensive feedback is provided on students' written assignments in terms of aspects such as structure, paragraphing, the flow of the argument, academic expression and referencing. Writing Place tutors also facilitate academic writing workshops at undergraduate and postgraduate levels on a range of topics related to developing reading, writing and literacy skills.

Of the 1 536 students who consulted, 1 353 (88%) were undergraduate and 183 (12%) postgraduate students (Honours level and above).

In 2021, WP tutors assisted 1 536 students. This was less than previous years when the total number of consultations was ± 2 000 and was mainly due to the disruptions caused by the COVID-19 pandemic and, speculatively, the change in assessment practices.

Although, as depicted in Figure 26, most of the students who consulted were in good academic standing as per the UKZN progression rules, these figures are in line with the proportion of students with negative term decisions within the College. Nonetheless, there is a need to encourage more at-risk students to use AMS interventions.

**RISK STATUS OF CONSULTING STUDENTS**

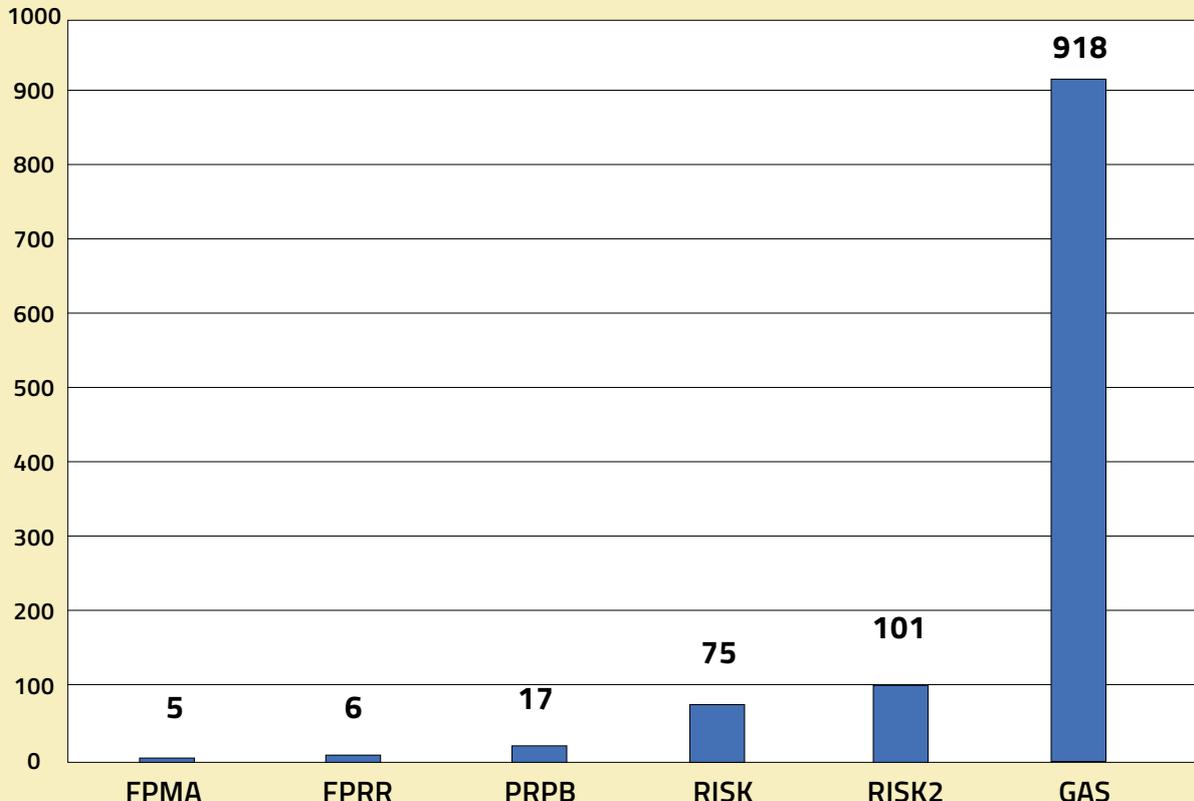


Figure 26: Risk Status of Consulting Students

The evidence on the effectiveness of the academic writing consultations is also promising and shows that students who consult have better marks than those who do not. Using a treatment effects model with a regression adjustment method (Table 11), the results show that in general, students

who consulted at the WP were most likely to receive higher marks. For instance, in 2018, on average, consulting students received seven (7) more marks than those who did not consult.

EFFECTIVENESS OF ACADEMIC WRITING CONSULTATIONS			
MODULE	COEF *THIS CAN BE INTERPRETED AS DIFFERENCE IN MARKS	CI	P-VALUE NS= not significant
<b>2018</b>			
MARK21M	7.18	3.69-5.78	***
MARK301	3.21	-3.55-9.97	NS
MGNT2SM	1.13	0.05-2.21	NS
<b>2019</b>			
MARK21M	1.73	-0.73-4.18	NS
MARK301	1.53	-2.46-5.53	NS
MGNT2SM	-0.84	-2.24-0.55	NS
<b>2020</b>			
MARK21M	0.58	-0.86-2.01	NS
MARK301	4.09	-0.63-9.25	**
MGNT2SM	6.83	5.34-8.30	***
<b>2021</b>			
MARK21M	3.31	0.92-5.71	**
MARK301	5.26	2.31-8.22	***
MGNT2SM	5.06	3.03-7.08	***
<b>OVERALL</b>	<b>4.73</b>	<b>3.69-5.78</b>	<b>***</b>

Table 11: Effectiveness of Academic Writing Consultations

## THE FIRST-YEAR EXPERIENCE (FYE) PROGRAMME

The FYE (peer academic mentorship) programme mainly focuses on monitoring and offering academic support to first-year students to improve their academic experience at the University. There are two different approaches to our mentoring, namely, weekly monitoring of mentees and supporting mentees with the necessary skills in various ways, i.e., skills development and content support. The key academic support tools used in the FYE programme include:

- Assigning mentees to mentors.
- Developing a success plan – a student-driven plan to help mentees set goals and stay on track to achieve them.
- The weekly timetable.
- WhatsApp groups – offering support to mentees after hours.

- FYE Seminars – which are held in collaboration with SSS covering topics such as i) adjusting to University, time management, note-taking, and note-making, 'Staying Green' covering topics such as working in groups, the robot system, exam and test preparation and stress management. The FYE Moodle Site – to share materials and content covered during the FYE skills development sessions. The platform was also used to make urgent announcements to all FYE mentees (participants) and the entire FYE team. Students can also post questions if they are confused about specific issues.

Student Support Services is an integral component of the CLMS FYE programme. The SSS Unit has developed a ten-day training programme for mentors to equip them with the skills needed to support first-year students. In addition, SSS meets with the mentors on a bimonthly basis to offer ongoing support.

### Some statistics

Of the 902 first-year students registered in the CLMS, 694 signed up for the FYE programme and were allocated a mentor. These students also participated in the WhatsApp groups, with 286 (41.2%) attending at least one to four group sessions (seminars) while 408 (58.8%) attended more than five seminars over the year.

### Mentee Evaluation of the FYE Programme

This survey was conducted with FYE participants to solicit feedback on sessions, mentors and all activities in the programme. Overall, the responses from 102 students show mentee satisfaction with the programme, particularly the mentorship programme.

PARTICIPATION IN THE FYE WHATSAPP GROUPS		
	N	%
WhatsApp Groups	694	76.9
1-4 Seminars	286	41.2
≥5 Seminars	408	58.8

Table 12: Participation in the FYE WhatsApp Groups

### INSETA/SAEF MENTORSHIP PROGRAMME

The SAEF launched the Insurance Sector Education and Training Authority (INSETA) mentorship programme in 2020 with the objective of supporting all students towards completing their degrees. The programme which is led by Dr Michelle Hatch initially only focussed on at-risk students, particularly M+1 and M+2 students. Over the past two years, there was increased demand for the programme which resulted in it being extended to all students on a voluntary basis. It currently focuses on students completing qualifications within the SAEF. Since 2020 an average of 222 students have been mentored each semester, with 2022 showing the highest level of engagement to date with approximately 276 mentees actively participating in the programme. Each mentee has a one-on-one meeting with their mentor every second week and they discuss any challenges the mentee might be experiencing. The role of the mentor is to motivate and support their mentee and where necessary refer the mentee to the appropriate UKZN student support service. Mentees are also required to attend a weekly group session led by their mentor and the project assistant (PA). Topics covered in the group sessions have included time management, study skills, 'What to do after your degree?' and CV writing. Feedback from mentees in 2022 indicates that they benefited from the programme:

*"The mentoring programme has really been helpful for me as being more of a programme that is so dedicated to improving one's self-esteem, the importance of self-understanding and knowledge, ... being more organised, disciplined and understanding that every day is always a new day to improve and become a better version of one's self. I have been ... fortunate enough to attain all the above."*

*"What I liked the most was the safe space to talk, having someone to talk to about anything, and the advice I got from my mentor was what I needed and effective."*

*"Everything was good and our mentors are so professional and treat us with due care and diligently."*

*"Each week we discuss a topic that is relevant and they always give us great advice on how to handle various situations which is really helpful."*

Going forward, we aim to continuously increase awareness of and promote this programme to ensure it reaches all our students. We are also very focussed on continuing to work closely with existing UKZN support services to ensure our students are able to access the help and guidance that they require.



DR MICHELLE HATCH

## Curriculum Transformation

In order to align the Postgraduate Diploma in Finance Programme with industry requirements, the SAEF updated the content in two modules to reflect the changes amidst the 4IR. This was influenced by the need to ensure that PGDip FBIM graduates are employable and well-versed in the relevant content. An external review was conducted of the programme’s curriculum and structure, led by a panel of industry professionals from major South African banks and investment companies. The development of these two modules is expected to increase the programme’s popularity.

## Academic Excellence

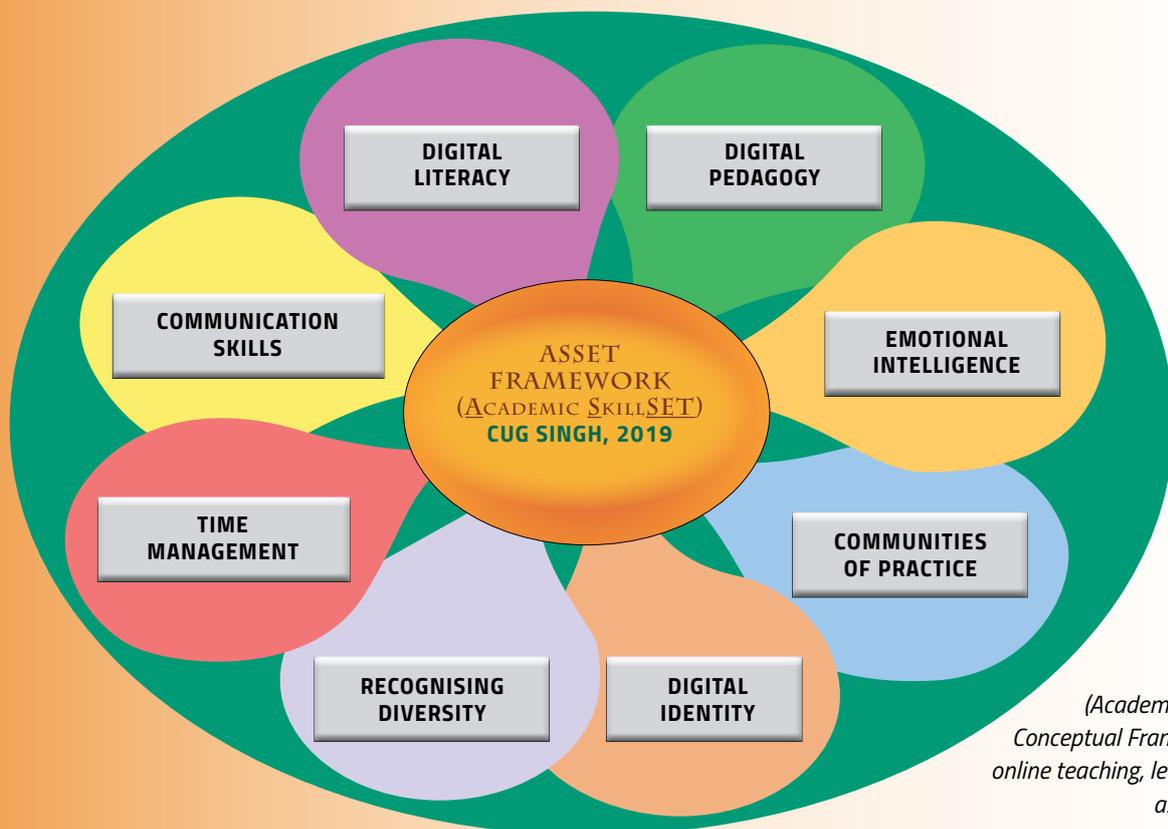
### UKZN Academic Develops Conceptual Framework for Online Learning

The COVID-19 pandemic brought about many challenges but also opportunities for development. This is exemplified by Dr Upasana Singh, an academic in the School of Management Information Technology and Governance who developed a conceptual framework, ASSET® (Academic SkillSET) for online teaching, learning and assessment. The ASSET® was developed



Dr Upasana Singh

from her research on the impact of the pandemic on teaching and learning and was piloted with more than 500 academics in 18 countries. This framework will assist academics as they navigate the online teaching and learning space.



ASSET®  
(Academic SkillSET)  
Conceptual Framework for  
online teaching, learning and  
assessment

Figure 27: ASSET® Conceptual Framework

### UKZN-SAICA Academic Excellence Recipients

In 2020 and 2021, 47 and 35 top achieving students in the SAEF were recognised for academic excellence, respectively. These awards were presented at the annual UKZN-SAICA

students' awards ceremony and are a testament to the School's concerted efforts to provide an environment where students thrive.

#### 2020 UKZN-SAICA ACADEMIC EXCELLENCE RECIPIENTS



#### 2021 UKZN-SAICA ACADEMIC EXCELLENCE RECIPIENTS



## Excellence in Interdisciplinary Teaching and Learning

Dr Janine Hicks, an academic in the School of Law, was honoured for her contribution to excellence in teaching and learning support by the Culture cluster in the College of Humanities. This was in recognition of her work which ensures that candid debates on gender-based violence take place within the classroom.

## Workshops

The CLMS Teaching and Learning Unit engaged in a number of workshops in 2021. The Writing Place conducted eight workshops in Semester 2 of 2020 and 25 in 2021. Twenty-eight of these were undergraduate and five were postgraduate writing workshops. Some workshops were facilitated in conjunction with the ADOs who presented the content required for a specific assignment, while others focused exclusively on academic writing and referencing.

The ADOs in the School of Management Information Technology and Governance collaborated with the Student Support team to host an online workshop on time management and study strategies during the lockdown. This was a much-needed initiative given that the COVID-9 pandemic has placed students more in control of their own learning, often in environments with many distractions.

The School of Law held a series of Zoom seminars on anti-plagiarism and anti-cheating. These were made available to all years of study. The Zoom recordings are also available to all students (undergraduate and postgraduate) and were shared with other Schools in the College. A version of the seminars with sign language overlay is also available. The School also held meetings with class representatives and drafted guidelines to regulate the relationship between them and students.

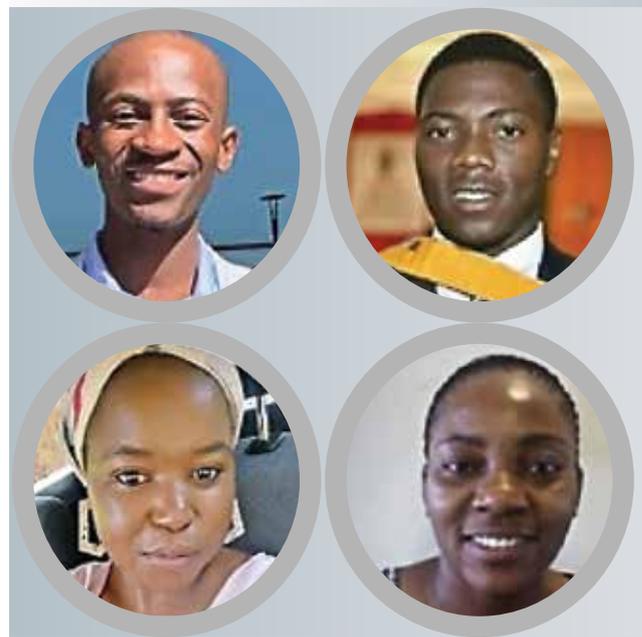
## Community Engagement

### FREE GRADE 10 MATHS STUDY AID MATERIAL

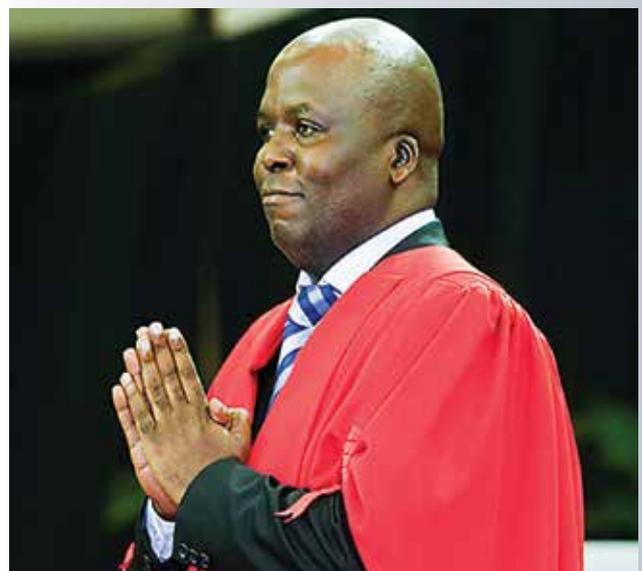
CLMS Dean of Teaching and Learning, Professor Msizi Mkhize and his son, Mr Sipheshile Mkhize, a graduate of the Colleges of Law and Management Studies and Humanities, have been offering free Grade 10 mathematics study guide material since the beginning of the COVID-19 pandemic in 2020. These materials offer simplified step-by-step methods to solve some of the problematic mathematics concepts and are helpful to both teachers and learners. The material is available on their personal Facebook pages as well as at <https://clms.ukzn.ac.za/>.



*Dr Janine Hicks*



*SMIG ADOs and staff from CLMS College Support services*



*Professor Msizi Mkhize*

## Publications

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- Bengesai, A.V., and Pocock, J. (2021). **Patterns of persistence among engineering students at a South African university: A decision tree analysis.** *S Afr J Sci*, 117(3/4), Art. #7712. <https://doi.org/10.17159/sajs.2021/7712>
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- Singh, U. (2021). **The Educational Impact of Adopting Electronic Notes Pre Covid-19.** *Asian Journal of Science and Applied Technology* ISSN: 2249-0698, 10(1), 32-40
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