



Department for Education Innovation

Annual Report **2019**



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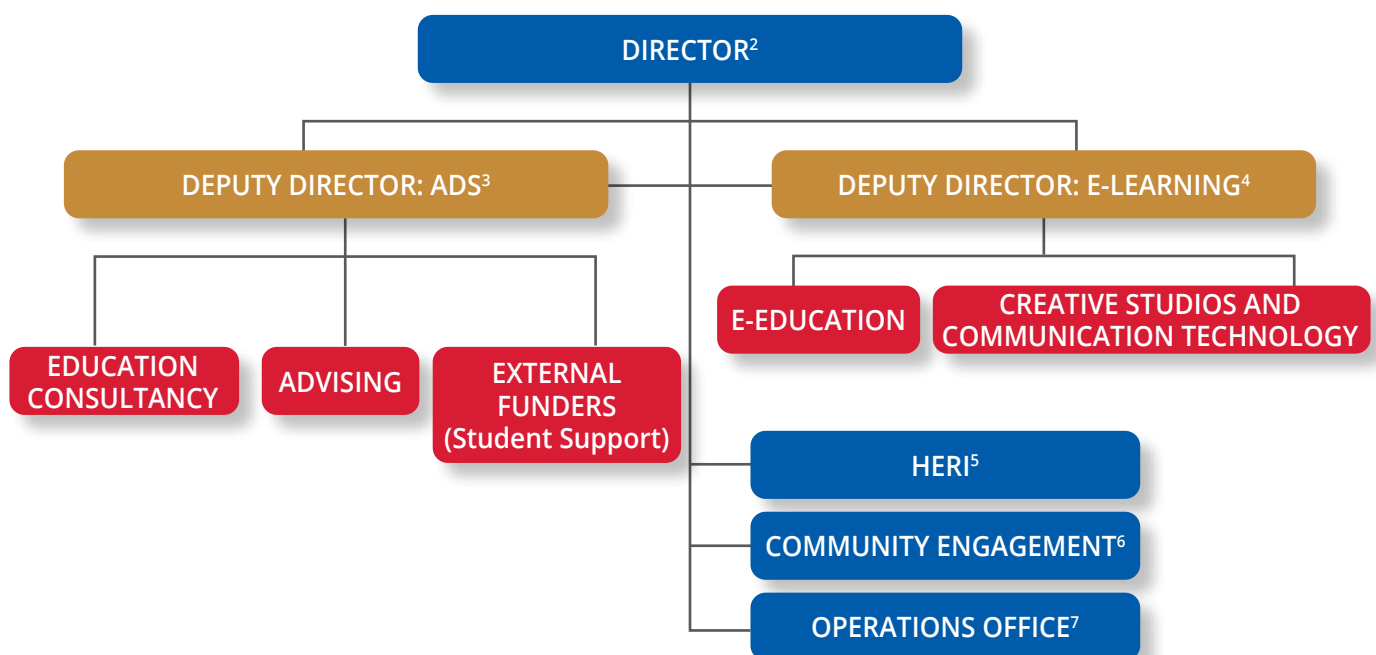
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Introduction

The Department for Education Innovation (EI) is the heartbeat of teaching and learning at the University of Pretoria. The various sections collectively contribute to the production of outstanding teaching so that students are supported to succeed in their studies. EI provides vision, training, and support to optimise student learning and success. In pursuit of our vision, we provide leadership in, and training for the implementation of innovative

methodologies, teaching and learning technologies, and data-driven solutions. This is done to actively support our lecturers to prepare students for their future workplace, or for further studies. The Department is divided into two sub-directorates, each with a focus on support for excellence in teaching, learning, and assessment. Below is the structure of the Department for Education Innovation:



Director's message: Professor Gerrit Stols

The Department for Education Innovation provides leadership and expertise to staff in relation to innovative teaching and student success solutions. To catalyse teaching and learning innovations, EI manages the Scholarship of Teaching and Learning (SoTL) grants, supports the Teaching and Learning Awards, and organises the annual Flexible Futures conference. The Department administers a number of grant funds in addition to its operational budgets. This includes grants from the Department

of Higher Education and Training, the Michael and Susan Dell Foundation (MSDF), the Mastercard Foundation (MCF), and the Ikusasa Student Financial Aid Programme (ISFAP). EI also plays a key role in strengthening the University's social responsiveness through the Community Engagement Unit. The focus on enhancing student success is realised through the provision of quality teaching and learning opportunities using relevant and updated curricula and assessments (see the diagram that follows).



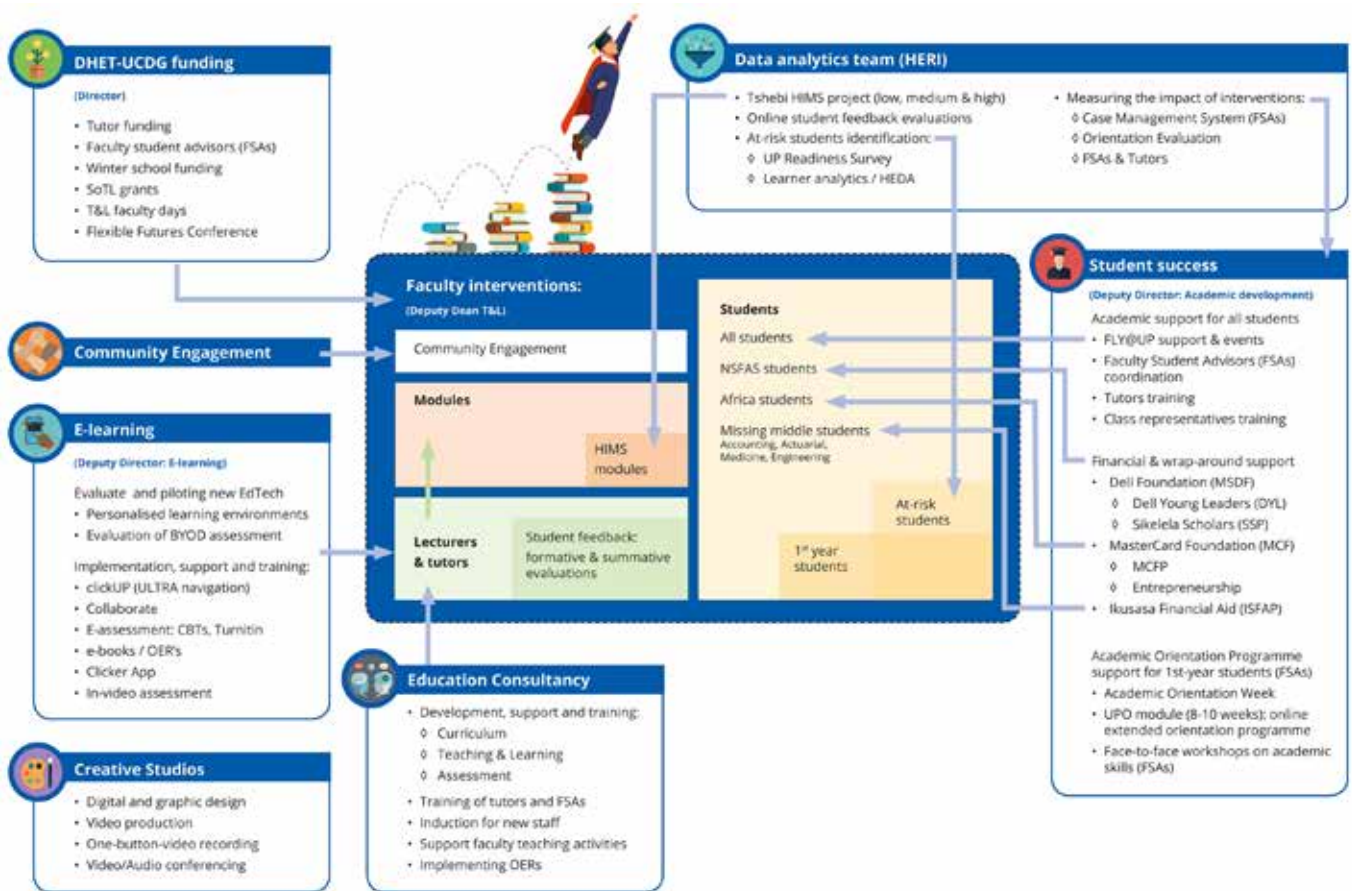


Figure 1: Activities in EI

The Department has a team of experts in the fields of education, assessment, community engagement, instructional design, graphic design, videography, communication technology, educational research and academic development of students and staff.

The radical changes in the teaching and learning environment,

with an increased reliance on technology and Artificial Intelligence (AI), as well as a focus on the Fourth Industrial Revolution (4IR) have a significant impact on teaching, learning, assessment, and student success. As such, it requires new thinking about teaching, learning, assessment, and the use of technology in education.



Staff members of EI

Table 1: Instructional Sequence

	Before class	In class	After class
Traditional		Information: lecturer	Homework (simple to complex)
UP's hybrid model	Information: Video, textbook, other Formative assessment: simple homework questions	Engage: complex homework questions and discussions	←

Teaching and learning THE UP WAY

The impact of the Fourth Industrial Revolution will be seen as students leave university to enter a totally different world of work. Some careers will become obsolete and others will change dramatically because of AI and other technologies. Students not only need disciplinary knowledge, but also need a new skill set to thrive in today's world of work. They must be adaptable, ethical, critical thinkers, problem solvers, team players, collaborators, effective communicators, and self-directed

learners who are able to thrive in a diverse environment.

In 2019, EI developed and introduced *Teaching and Learning THE UP WAY* to prepare our students for their future workplaces. The model, as shown below, requires students to come prepared to class, complete a pre-class assessment, and engage in class. This model of learning makes teaching and learning more effective by shifting the instructional sequence.

The five main drivers that informed this model are:

1. The knowledge and skills our students

need for the future workplace;

2. Research on effective teaching and learning;
3. Characteristics and learning needs of our current students;
4. The current reality and facilities of the University, eg large class size; and
5. New learning and teaching technologies that are scalable and have a high impact, such as clickUP, in-video assessment before class, and clicker Apps to engage all students in class.

New technologies and AI not only impact the skills that our students need,

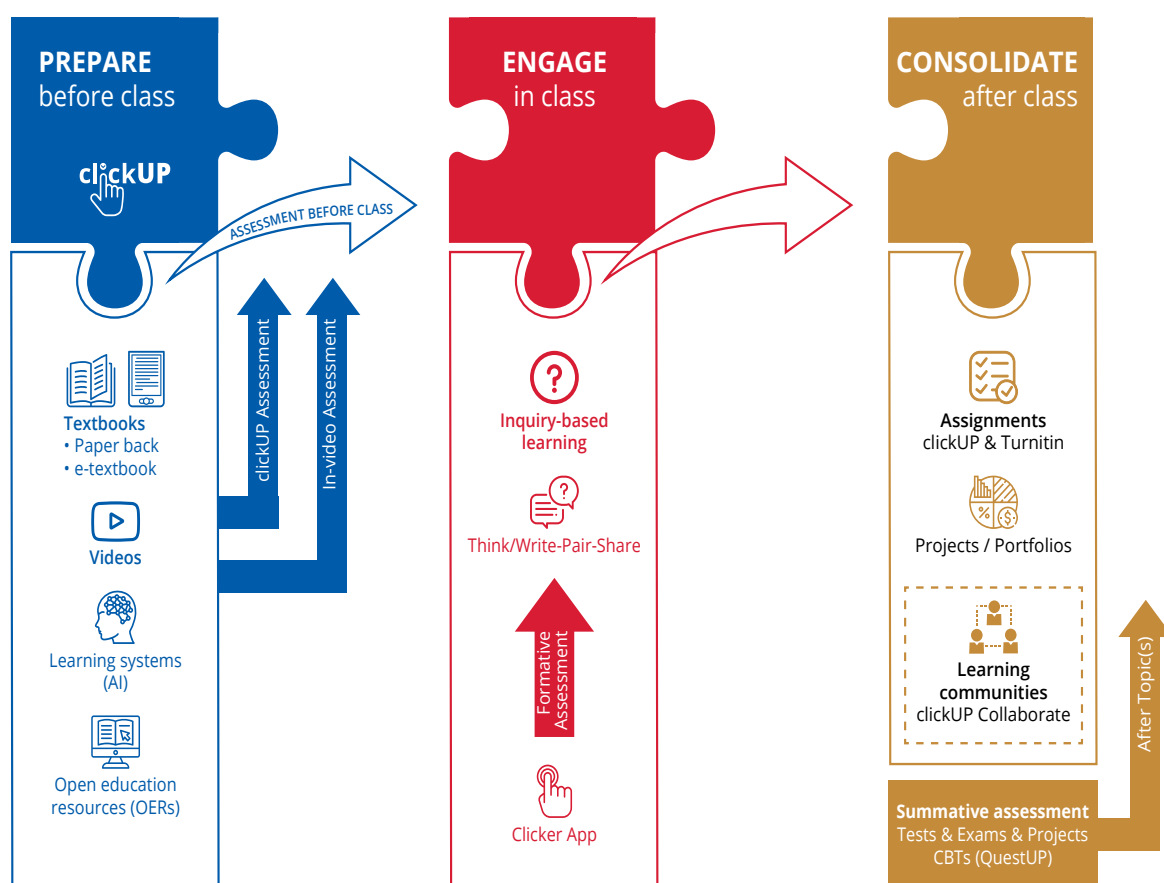


Figure 2: Teaching and Learning Model

but create many new opportunities to enhance and facilitate learning. Quality instruction requires students to come to class prepared as this enables the new teaching to build actively on their prior knowledge.

UP's Teaching and Learning Model emphasises that students must have prepared before they come to class by completing a pre-class assessment so that they can engage during the class. This model gives the students the best of both worlds - online and contact - and will allow the students to succeed at university and in life beyond university. In addition, this model will prepare a new generation of students to flourish in the world of work because it encourages students to take control of their own learning, apply skills, solve complex problems, and in the process develop digital fluency.

The University of Pretoria's Teaching and Learning Model not only addresses the 4IR skills and optimal usage of the latest technology, it is also suited to meet the needs of our UP students. This generation is characterised by its ability to rapidly assimilate information and adapt to new technologies. These students therefore work best by being made aware of pre-class work like videos, reading and research. This allows them to work independently and test themselves with a short online assessment using clickUP and in-video assessment. Creating an environment for independent preparation for class aims

to promote and develop self-directed, lifelong learners. The assessment before class also provides valuable information for lecturers to build more meaningful sessions using students' prior knowledge to address any misunderstandings.

Although the new generation of students seek information independently and on-demand, they want human interaction and opportunities to discuss their views and concerns. Inquiry-led teaching and learning models thus work best for these students. If students come prepared to class, class time can be used more effectively. This means that during their engagement in class, students will thrive through more in-depth discussions, detailed explanations and robust debates on topics in the curriculum. Inquiry-led teaching enables students to think, communicate and justify their ideas. It further motivates students, stimulates critical thinking, and creates opportunities to develop a deeper understanding of concepts.

The use of a Clicker App (student response system) makes student engagement possible, even in large classrooms. The feedback from the clickers provides students with instant information about their own understanding of current and prior knowledge. This real-time feedback for students and lecturers can assist lecturers to identify and address any misunderstandings, and can help to improve future class activities to enhance

engagement and participation.

In summary, the UP Teaching and Learning Model of shifting the instructional sequence assumes three phases in teaching and learning: (a) Students prepare before class, (b) Students engage in class, and (c) Students consolidate knowledge after class. This would allow students to come to class prepared, and would make learning more active and meaningful, even in large classes. In preparation for the implementation of this model, EI received funding for the implementation of an institutional license for H5P video assessment software and the use of Clicker Mobile Apps. This enables all lecturers and students to use the mobile version of clickers and video assessment software at no additional cost.

Fifth Flexible Futures Conference

The conference was organised by EI and was hosted at the new Future Africa Campus on 9 and 10 September 2019. The Flexible Futures 2019 Conference was an opportunity for UP staff to attend, and showcase and share their teaching and learning innovations. A total of 275 people attended the conference over the two days. The registrations were closed one month before the conference due to the high demand and the limited capacity of the conference venue.



Conference venue



Conference participants

Approximately 90% of the registrations were from UP staff, all of whom were sponsored to attend. This was an opportunity to learn and share innovative teaching, learning, assessment methods and student success interventions, as well as the effective use of educational technology in higher education. The sponsors for this conference included VitalSource, Blackboard, Eiffelcorp, Cengage, Participate, Pearson, McGrawHill, Wiley and sons, and Gautrain. The company Participate sponsored the conference mobile application (App), which provided information and allowed for feedback on all the sessions. It also allowed the participants to comment and provide questions in real time during the sessions. A total of 199 people logged into the App, with a total number of 13 178 page views.

The participants' rating of their overall experience (the first day was 4.3 and the second day 4.5 out of 5), speaks to the success of the conference. The highest rated sessions were the two keynote addresses of Heather McGowan (US) and Barry Vorster (PWC). The conference was extremely informative, and the feedback was overwhelmingly positive. Besides the keynote presentations, there were 62 other presentations. The themes included:

- Assessment and learning;
- Collaborative learning;
- Curriculum design and development;
- Educational trends;
- Emerging technologies in education;
- Flipped learning;
- Innovative learning and teaching methodologies;
- Inquiry-led learning; and
- Learning analytics.

The conference provided a forum to address critical issues and challenges confronting the education sector today. Impactful teaching is usually measured in student throughput and success within the University, however, the true test of our teaching impact lies in how it prepares our students for their working careers. The keynotes of this Flexible Futures conference challenged the participants to think beyond the 'clicks' and 'bricks' in which we operate daily, to truly redefine how we prepare our future generation for the Fourth Industrial Revolution.

Heather McGowan of Work to Learn (www.work-to-learn.com) was the keynote speaker on Day 1, and she used video conferencing to

present. The title of her paper was *The Future of Work is Learning*. McGowan believes that in the Third Industrial Revolution, we learned (once off) in order to work and now, in the Fourth Industrial Revolution, we will work in order to learn (continuously) - The Future of Work is Learning. In the past, we learnt to gain employment whereas in future, we will be learning at work and will keep unlearning and re-learning. Technology is changing exponentially, however humans change slowly. The Third Industrial Revolution was marked by the computerisation and automation of physical labour, laying the foundation for the Fourth Industrial Revolution, which will be known for the rapid advancement of technological tools in the domain of human knowledge work. Thus it can be said that, in this world, humans must continuously learn and adapt, but with this transition comes information overload.

The second keynote address was delivered by Barry Vorster, a well-known strategist from Price Waterhouse Coopers, who spoke on *Brains and Bots and us*. His presentation focused on the Future Worlds of Work, providing perspectives and insights to help organisations deal with the most pressing future-focused people and workplace challenges. He took into consideration how automation and 'thinking machines' are replacing human tasks and jobs, and [how it is] redefining the skills that organisations

are looking for in their workers. Technology is changing business models and is set to recreate the fundamental relationships in a high-stakes game of digital disruption.

Scholarship of Teaching and Learning (SoTL) grants

The Scholarship of Teaching and Learning (SoTL) grants are part of the University of Pretoria's University Capacity Development Grant (UCDG) provided by the Department of Higher Education and Training. The purpose of the Scholarship of Teaching and Learning (SoTL) grants is to promote institutional research to improve teaching and student learning and success. We received 40 applications, of which 22 were funded by the UCDG and nine from UP funds. In accepting the grant, the applicants accept a tacit contract to keep to the activities and expenditure in their applications, and to submit an annual report. Each grantee submitted a progress report at the end of 2019. To determine the impact of these grants, one of the questions asked was: *What changes were made in the classroom based upon your findings?* The feedback received highlights the significant impact that these grants have had on the lecturers' classrooms and innovative teaching practices.



Keynote speaker at the Flexible Futures Conference

Academic development

The structure of the sub-directorate, Academic Development and Support, which is headed by Professor Ana Naidoo, changed in 2019. While the development of academic staff (Education Consultancy) remained in this section together with the management of the FLY campaign, the Higher Educational Research and Innovation (HERI) moved under the Director. The oversight of programmes funded by the Michael and Susan Dell Foundation and the Ikusasa Student Financial Aid Programme (ISFAP) was managed within this portfolio. Prof Naidoo is the University representative for UP-ISFAP. There were seven direct reportees to the Deputy Director. In addition, the managers of the ISFAP within faculties and the 21 Faculty Student Advisors (FSAs), under the respective Deputy Deans, also reported their activities to the Deputy Director.

Education consultancy

The unit of Education Consultancy is headed by Dr Sanet Haupt. The unit provides strategic leadership and change management for curriculum, teaching, learning and assessment innovation, as well as continuing opportunities for teaching development in order to build capacity to implement a hybrid and inquiry-based approach. The education consultants (ECs) collaborate to create, implement, monitor and evaluate curriculum, teaching, assessment and learning platforms, systems, and policies for the University as they affect hybrid teaching and learning, particularly in contact environments. Key to delivering in our core key performance areas is engaging directly with academics and building relationships with faculties, schools, departments, Teaching and Learning Committees (TLCs), and individual academics. This is vital as they provide initial and continuing professional development for curriculum development, teaching and assessment, as well as tutoring. Each EC is also expected to conduct research on an individual basis, but also as a community of practice or in collaboration with other academics. This enables them to stay abreast of trends and knowledge in their field, and create new knowledge in these fields through the Scholarship of Teaching and Learning.

The highlight of the unit in 2019 was the strategic sessions held on 3 and 7 February to discuss the change from a faculty-based approach to an institutional-wide approach with the professional development offerings. This resulted in re-evaluating the workload model.

The University of Pretoria is privileged to have nine EC, each assigned to a faculty. Each EC works closely with the Deputy Dean: Teaching and Learning to achieve their faculty's goals. The Deputy Deans ensure that the ECs support a large proportion of staff. The typical work in a faculty includes:

- Arranging faculty teaching and learning events (eg Brown Bags, T&L days, SCIBER space, Fly@NAS);
- Performing class observations and peer reviews requested by staff to be used for probation, promotion, and teaching award portfolios;
- Assisting the lecturer as teaching and learning facilitator, and providing advice and support in the development of study guides;
- Supporting and maintaining the Faculty Teaching and Learning ClickUP modules (where they exist);
- Attending relevant meetings (eg TLC meetings, monthly meetings with the Deputy-Dean and HoD, Faculty Board meetings);
- Updating policies, procedures, and other faculty-related documents;
- Providing support to FSAs when required; and
- Supporting lecturers with their Scholarship of Teaching and Learning (SoTL) grant applications.

In an attempt to treat faculties equally, a new model was proposed for the unit that framed the EC's work in the faculties. In 2019, the ECs worked on operational work in the faculties (as shown in Table 2) on specific days (based on the proportion of modules and academic staff per faculty). On the other days they developed the institution-wide training and support across faculties in their own areas of specialisation. This allowed all consultants to spend at least one day in EI for meetings, as well as the training and development of new courses. On the other days, the ECs worked in flexible teams focusing on interventions related to high-risk, high-impact modules and on other high-impact projects (and training) as identified by the Deputy Deans (T&L).

Continuing professional development to enhance university teaching

The Unit is responsible for the Academic Induction Programme for new lecturers. During 2019, the Unit started with the development of institutional training modules as part of the roll-out of the national framework for enhancing academics as university teachers. The development of these programmes was directed by the need and priorities of the faculties, which were incorporated into the new teaching model of UP. Education consultants' specialised training and support, linked to their areas of research specialisation, are grouped under curriculum, assessment, and teaching and learning.

Table 2: Specialised training modules developed by the Unit

Training module	Developer	Faculty assigned
Learning theories. Any time online course	Ms Adriana Botha	Engineering, Built Environment and Information Technology
Inquiry-based teaching & learning	Ms Carol Gossmann	Theology
Effective facilitation: engaging students	Dr Irene Lubbe	Health Sciences
Open educational resources (OER). Any time online course	Dr Marius Pienaar	Education
Curriculum transformation - on request	Dr Sanet Haupt	Head of Unit
Developing study guides	Ms Faith Matshidiso	Law
Accountable assessment	Ms Marena Lotriet	Humanities
Design rubrics	Ms Elmien van Amerom	Economic and Management Sciences
Design Objective Assessment	Dr El-Marie Mostert	Veterinary Science
UP tutor training	Dr Ina Louw	Natural and Agricultural Sciences

From 2020, EI will offer these courses institution-wide at the Hatfield campus. However, faculties and departments can also request training sessions if they have a minimum of 10 staff members attending (Prinshof, Onderstepoort and Groenkloof). Some courses will be offered only online via LinkedIn Learning (Linda.com) and EdX, amongst others.

Academic induction

The aims of the Academic Induction

Programme are to introduce participants to the regulatory environment of research and teaching, and the University's strategic research priorities. Participants also receive an introductory and broad overview of the various professional development opportunities available at UP. This is also an opportunity to discuss the teaching and research infrastructures, and the support mechanisms available to UP employees to enhance their academic careers, as well as the University's research

productivity and teaching excellence. In 2019, a total of 102 academics attended the Induction Programmes, with 64 attending in January and 38 in June.

As the Academic Induction is a flagship programme, the feedback from participants at the two sessions are given in the table below. Feedback is, however, collected at all training sessions to improve the quality of the programmes.

Table 3: Feedback from Academic Induction

Programme	January 2019	June 2019
<i>Response rate</i>	68.8%	63.2%
<i>Stated objectives accomplished (satisfaction)</i>	90.9% felt that objectives were achieved, 6.8% partially and 2.3% not achieved.	87.5% felt that the objectives were achieved and 12.5% felt that the objectives were partially achieved.
<i>Level of difficulty</i>	88.6% felt the level was appropriate and 11.4% felt that it was too elementary.	91.7% felt the level was appropriate and 8.3% felt it was too elementary.
<i>Length of programme</i>	68.2% felt the length was adequate, 29.5% too long, and 2.3% felt it was too short.	66.7% felt that the length was adequate, 20.8% felt it was too long, and 12.5% felt it was too short.
<i>Effectiveness</i>	56.8% felt that the programme was excellent, 36.4% felt it was good and 6.8% that it was poor.	58.3% felt the programme was excellent and 41.7% felt that it was good.
<i>Suitability</i>	59.1% felt that the programme was well suited, 34.1% adequate, and 6.8% poor.	66.7% felt the programme was well suited, 29.1% adequate, and 4.2% poor.

Training

The faculty-based training was implemented according to faculty or departmental needs and included, amongst others, assessment, curriculum development and review, teaching methods, student engagement, hybrid teaching and learning, teaching portfolios, marking skills training, and the use of clickers. The training was mostly funded by faculties or departments, but coordinated or facilitated by the education consultant.

Table 4: Attendees at faculty training

Faculty	Number of attendees
Economic and Management Sciences (EMS)	364
Engineering, Built Environment and Information Technology (EBIT)	71
Health Sciences	283
Humanities	142
Law	67
Natural and Agricultural Sciences (NAS)	584
Theology	22
Veterinary Science	19
Mamelodi	30
TOTAL	1582

It is clear from the numbers that a significant proportion of the academic staff attended EC-led training in their faculties. Opportunities for academics to access professional development activities are considered to be a lead indicator for improving the quality of teaching. Hence, it can be said that EI's teaching development activities have impacted the quality of teaching at UP.

Other priority training courses offered by the Education Consultancy group include the training of tutors and assistant lecturers. While 556 tutors were trained, 39 assistant lecturers and AIM lecturers also received training. The ECs also assisted with the training of the FSAs on how to use the Google Calendar for appointments, and focused on an 'FSA philosophy'.

As part of the Academic Orientation Programme, all ECs presented a session on the University's teaching and learning approach of 'Hybrid learning at UP' in their faculties. Some ECs were part of the Student Feedback Instrument (SFI) task team engaged to review the questions and policies for the administration of the SFI at an institutional level.

Each EC also conducted faculty-specific training, including departmental and developmental events. Different departments and groups participated in the training, as shown below:

- Faculty of Education
 - Attended the Teaching and Learning Day where many lecturers attended and presented their innovative work and good teaching practices in the faculty.
 - Attended the LLITUP Collaboratorium and presented four Dream2Play workshops: one on *interactive whiteboards in education*, the second one on *robotics and coding in the classroom*, contributed advice to the third workshop on *synchronous and asynchronous interaction in blended and distance learning*, and the fourth one on *badges in assessment*.
 - Participated in the Interactive Qualitative Analysis (IQA) Workshop on teaching excellence in the Faculty of Education.
 - Was part of the IQA workshop on WIL in the Faculty of Education. This small group did the IQA as part of the planning and discussions around WIL
 - Together with the Instructional Designer (ID), J. M. Maroga, we presented a workshop on Assessment, Respondus and Mashups in clickUP.
 - Presented to the Department of Educational Psychology at their Bosberaad on the topic of Teaching 2020, where the UP teaching model 2020, curriculum transformation, and the 4IR and teaching were highlighted.
- Faculty of Natural and Agricultural Sciences (NAS)
 - Presented 34 different CPD events in NAS and elsewhere during 2019. A total of 460 staff members attended events where topics such as *How Learning Works*, *the art and science of presenting a lecture*, *How to be an authentic teacher in HE*, *The growth mindset and learning*, *'Flip without Flop'* and *how to construct a teaching portfolio* were presented. The EC for NAS also gave presentations for the EMS and Theology departments on invitation.
 - A number of departmental workshops on request, including Learning Outcomes in the Department of Animal and Wildlife Sciences, Geography, Geoinformatics and Meteorology (GGM) as well as Consumer and Food science were conducted.
 - Separate sessions for undergraduate and postgraduate lecturers in the Department of Agricultural Economics, Extension and Rural Development took place. A curriculum workshop and assessment workshop were done for GGM. The EC attended a break away session with geology where the alignment of modules was initiated.

- Conducted eight 'induction lite' sessions with individuals who joined UP and had to wait to attend an official induction session. The purpose thereof is to empower the lecturer to make the desired first impression on day one. The NAS EC trained more than 300 tutors in 10 different departments (including tutors at the Mamelodi campus).
- Faculty of Economic and Management Sciences (EMS)
 - To assist EMS lecturers with their professional development journey as agents of change in teaching, learning and assessment, an in-house Continuous Professional Development (CPD) programme called the Teaching and Assessment Principles (TAP) Empowerment Programme was conceptualised and implemented. The programme aims to empower lecturers with teaching/assessment-related knowledge and skills through training that is embedded in the science of teaching and assessment, driven by the principles of how learning works. Lecturers' well-being is also a priority and two sessions were presented on employee health, student health, and safety and security on and off campus.
 - A total of 15 newly appointed lecturers benefited from the CPD programme. Presenters included Mrs van Amerom from EI, as well as exceptional lecturers from the Faculty of Economic and Management Sciences.
- Some ECs presented or attended training outside UP:
 - Adriana Botha facilitated a two-day workshop with Ruth Newberry and Steve Bailey from Blackboard International at the Cape Peninsula University of Technology on the implementation of the Bb Goals area and Analytics for Learn. A partnership was established with Dr Faiq Waghid and Dr Sakkie Smit (Educational Technologist Centre for Innovative Educational Technology at the e-Learning Centre, District Six Campus, Cape Town) to implement the Bb Goals Tool as part of their programme improvement initiative. A three-day course was designed and facilitated by the EC through UP Enterprises in May 2019.
 - Dr El-Marie Mostert: received visitors from North West University (NWU) accompanying Prof. Herman van der Merwe: Dean Economic and Management Sciences (NWU) to showcase our CBT system and processes. They wanted to start using CBT as part of their assessment strategy at the different campuses and looked to UP as a forerunner in this regard.
 - Dr Sanet Haupt: the University of Ghana, the Partnership for African Social and Governance Research (PASGR) and the partnership for Pedagogical Leadership in Africa

(PedaL) invited Dr Haupt to the first ever PedaL and Master of Research and Public Policy (MRPP) collaborative training in Ghana. The training was carried out in an eight-day workshop at the Swiss Spirit Hotel & Suites Alisa, Accra, Ghana from July 31 to August 8, 2019.

Curriculum mapping and review

The EC in EBIT reported a significant output for curriculum review, development, mapping and study guide improvements, as well as implementing iPeer beyond the project across various modules in programmes. These included Mr Lukas du Plessis (MOW217/ MOW323); Mr Jannie Maritz (Mining Engineering Programme – PMZ422); Mr Joachim Huyssen (MOW312); Dr Erika Muller (JPO110/120); Mr Robert Cromarty (NPM321); Dr Lelanie Smith (MGC110); and Mrs Saija Bezuidenhout (BSS310).

The following were highlights:

- Prof Benita Zulch and all academic staff went through a Total Quality Curriculum Management Cycle, which included the review and re-curriculation of all undergraduate, honours and master's programmes in Construction Management, Quantity Surveying and Real Estate. A full day study guide workshop was conducted in March; and
- Prof Carina de Villiers and all academic staff continued with their annual cycle of curriculum review, mapping and alignment of ABET outcomes, and UP Graduate Attributes and programme outcomes for B Com (Informatics: Information Systems). A teaching and learning workshop day was held to review the study guides for all modules, which also provided guidance on the correct use of the clickUP Grade Center. The Blackboard Learning Management System (LMS) Goals Tool has been implemented since 2017 and Goals Reports were successfully presented for the ABET Accreditation in 2019.

In the Faculty of Education, the WIL 2020 framework for PRO 280, PRO 380, PRO 452, PRO 453, PRO 410 and PRO 420 was revised. The Educational Consultant supported the faculty in this regard.

The law consultant presented the proposal maps emanating from the LLB curriculum review and mapping workshop held in November 2018. The review and mapping were aimed at positioning modules to address coherence, progression, articulation, and the alignment of the LLB programme to the CHE report and LLB Qualification Standards. Following the workshop, the content of the modules was reviewed to incorporate the University of Pretoria's Curriculum Transformation Drivers (UPCTD) and the Sustainable Development Goals (SDGs). These were submitted and discussed at a faculty workshop on the inclusion of UPCTD and SDGs.

The first year of the newly developed BVet (Nurs) programme was implemented in 2019 in the Faculty of Veterinary Science. A questionnaire was developed in collaboration with the course coordinator and other academics. This questionnaire was administered after the completion of each module to obtain feedback from students regarding the new curriculum. The EC attended two work sessions at the Institution of Tropical Medicine (ITM) in Antwerp as part of the team to investigate the following:

- The re-curriculation of the MSc TAH degree; and
- The development of a “Holistic model for coursework master’s degrees to ensure student success and wellness”. This model was presented to a panel consisting of ITM and UP representatives and will be implemented with the MSc TAH intake in 2020.

The education consultant from Health Sciences was involved in the following curriculum projects:

- Curriculum review and mapping in the School of Medicine. Study guides have been rewritten and Learning Outcomes reformulated;
- Mapping the new four-year programme in the Department of Radiography to ensure relevance, alignment and addressing the SDGs;
- An extensive mapping exercise in the Department of Physiotherapy, involving various stakeholders (amongst others, students), to reformulate purpose statements, learning outcomes (with associated assessment criteria) and to ensure constructive alignment. Outcomes and teaching content were aligned to the appropriate NQF-level;
- The three-year BCMP lecturers also mapped their programme to ensure alignment and to identify overlaps and gaps; and

- Assisted with the redesign of the curriculum in the School of Dentistry to ensure transformation, relevance and to address cognitive overload. One of eight departments completed their three-year horizontal and vertical mapping/alignment, which was showcased to the School. The feedback was positive.

In Humanities, various curricula and programmes were considered for review by their departments this year. The typical problems encountered were credit overload, content misalignment, and assessment issues. The EC’s involvement was of a supportive nature. Departments requested the education consultant (and in some cases the instructional designer, depending on the nature of the need) to support with participation in meetings and think-tank sessions, and to conduct Qualtrics questionnaires. In the case of BA Fine Arts, the EC compiled an evaluation report on the module information available in the eight Fine Arts modules (via the study guides and clickUP). For this purpose, evaluation criteria were negotiated with the relevant lecturers.

The Faculty of Theology, under the guidance of the consultant, focused on curriculum review through the following two initiatives:

- A workshop with academic staff on how to contextualise/reimagine their own curricula, keeping in mind UP’s four drivers; and
- Focus group interviews (past three years) with students enrolled for the Post Graduate Diploma in Theology and Ministry. The feedback received showed an improvement in the implementation of the programme.

The EC from NAS was involved in the external review from the professional body for Geography, Geo-informatics, and Meteorology. She assisted in supplying data, writing self-evaluations, and was

ultimately interviewed by the panel. The feedback was very positive and the panel was impressed with the level of support provided by the EC. The EC supported many curriculum changes via the TLC.

At the beginning of 2018, the Faculty of Economic and Management Sciences applied for institutional accreditation with the Association to Advance Collegiate Schools of Business (AACSB). In preparation for this international accreditation process, an Initial Self Evaluation Report (ISER) had to be submitted proving adherence to the 15 identified AACSB standards. The EC, as the task team leader, spearheaded the development of the Learning Goals (LGs), Learning Objectives (LOs) and rubrics based on feedback received from the AACSB mentors. Five workshops, led by the EC, were held between 12 November 2018 and 4 February 2019. The outcomes of the workshops were the development of four generic LGs and 16 generic LOs spanning all learning programmes in the Faculty, from BCom to PhDs. The application process for AACSB Initial Accreditation was successful. During 2019, the AoL Task Team developed 16 assessment rubrics for the 16 identified LOs.

During October and November 2019, two Curriculum Map workshops and two Assessment Map workshops were presented to the Departments of Business Management, Economics and Human Resources Management, who are to implement the AACSB AoL in 2020. The AoL Task team also presented AoL enculturation sessions to the Faculty of Teaching and Learning Committee, as well as the HoD meeting. The AACSB international accreditation process has challenged the lecturers in EMS to pursue excellence and continuous improvement in all learning programmes. Spin-offs from continuing with the AACSB international accreditation application process in 2019 were:

- A realignment and revision of the learning outcomes of the modules in the BCom (Business Management and Marketing Management) learning programmes from NQF 7 up to NQF 10 levels;
- A more evidence-based/competency-based approach to the assessment of student learning;
- The revision and adaptation of module content to align with the AACSB LGs and LOs; and
- Interdepartmental communication on aligning teaching and the assessment of the competencies implied in the AoL learning objectives.

Assessment

In response to the recommendations and improvement plan submitted in the final CHE HEQC, the Faculty of Law reviewed and refined each year level to include adequate and incremental inclusion of thinking, research, critical reflection, and analysis in assessment practices. A draft of the Law Faculty Assessment Guidelines is currently under review by the Teaching and Learning Committee and will be communicated to academic staff for input.

The Humanities Assessment Guidelines and regulations were amended at the first Faculty Board meeting. Whereas many departments and programmes were actively rethinking their assessment practices based on these guidelines, the Department of Afrikaans engaged in two formal discussion sessions (facilitated by the EC) around aligning the different assessment approaches across the different sections.

The EC for NAS reviewed a number of examination papers for the staff from the Departments of Animal Sciences and Zoology. She also reviewed the reports for the HIM modules in Zoology and in GGM, and rendered individual support.

In the Faculty of Health Sciences there was a renewed focus on assessment principles and the construction of good quality single best answers or MCQs for continuous and summative assessment. Workshops were done at faculty and departmental level to contextualise the assessment for the lecturers and to work with and analyse their own MCQs. Analysis involved difficulty level, discrimination index, and Bloom's Cognitive Levels. A long-term assessment blueprinting was introduced.

One of the spin-offs of the SoTL grant received in 2019 for the project, *"The development of a software application for the improvement of assessment practices in higher education"* was the opportunity for the EC from EMS to evaluate the assessment practices of three departments in the faculty and in one department in the Faculty of EBIT. This culminated in the presentation of four *"The use of Bloom's Taxonomy in your Assessment Practice"* workshops to the Departments of Marketing Management, Financial Management, Informatics and SPMA. Thirty-two test and examination papers were also evaluated. The outcomes achieved were:

- Written reports to 16 lecturers on the alignment of their assessment questions and learning outcomes and the cognitive range of skills tested by assessment questions.
- Professional development of lecturers' questioning skills regarding the setting of assessment questions.

Support to lecturers

In EBIT, nine class visits were done. A short feedback session was given to the lecturers, followed by a written report. Three of the evaluations were for promotion purposes and the rest were for probation and staff support, as requested by the Deputy Dean for Teaching and Learning and the relevant HoDs. In general, the EC provided support

to all academic staff in EBIT on a 'needs' and 'just-in-time' basis at module level. These services include consultancy on the improvement of assessment practices, study guide development, implementing the 'flipped classroom' approach, and aligning modules to UP's teaching and learning strategies and policies. The services also include the development of Qualtrics Surveys and implementing teamwork assessment tools. Support was given to help lecturers compile their teaching portfolios for probation and promotion purposes.

The Educational Consultant for Education presented a lecture on curriculum development to the PGCHE class. The EC supported the lecturers, as well as the Deputy Dean, in the development of the PG Dip TVET programme in collaboration with stakeholders from the University of Munich (TUM). This programme is a custom-designed postgraduate diploma in leadership and management at TVET colleges that addresses the need for responsive and flexible leadership in the TVET sector. The EC's involvement and support included IBL; backward curriculum design, where assistance was sought from Mrs Marena Lotriet (EC from Humanities); clickUP tools, and the attendance of various meetings with TUM, DHET, and TVET sector stakeholders. The EC also supported the revision of the WIL/Teaching Practice regarding the training of WIL mentor lecturers. Together with Dr A du Plessis, the EC attended a Teacher Education Community of Practice to further the advancement and development of teacher practice in the faculty. Stemming from the HIMs project, the EC started the Micro-learning project to support the Higher Certificate in Sports Science Education (HCSSE) lecturers in enhancing their teaching strategy. Another three faculties are now also on board and require micro-learning support for their lecturers.

A total of 10 lecture observations were conducted in the Faculty of Law. A written report was forwarded to each lecturer and feedback was discussed face to face, a few days after the lecture observation. Three of the observations were of the lecturers involved in the HIMs project, three were for promotion purposes and the others for professional development. Other support provided to academics included:

- The compilation of teaching portfolios for promotion on request;
- Study guide review;
- The evaluation of assessment practices;
- The analysis of individual module credits and notional hours; and
- The review of teaching practice in HIMs modules and support in improving the alignment of teaching, learning and assessment practices.

In Veterinary Science, 12 class visits were done, after which feedback and a written report were provided. These visits included face-to-face lectures and clinical learning opportunities. Collaboration was evidenced by the co-presentation of a session on “The development of teaching portfolios for promotion” with the ECs from Veterinary Science and Humanities. Support provided to academics in the Veterinary Science Faculty included:

- Assessment of best practice in practical work, continuous assessment, and objective assessment;
- Study guide development;
- Teaching and learning resource development;
- Creating Qualtrics surveys for feedback from students;
- Student orientation with regard to online learning; and
- Compiling teaching portfolios for promotion on request.

The EC for NAS supported lecturers in several ways. She designed numerous Qualtrics surveys for various reasons to enable lecturers to collect information from students for decision-making purpose. She conducted a number of Focus Group Interviews (FGI) to assess student perceptions on a specific matter (twice it was about unhappiness). FGIs also worked very well to gain students' perceptions of a new approach. The EC for NAS did a follow-up session after she trained colleagues on how to construct their portfolios; she critically read 12 such portfolios in 2019. The EC reviewed 29 study guides, which was often part of a promotion or probation process. Feedback was then supplied and often interventions were planned. When a lecturer in NAS requests a peer review, the EC for NAS attends the lecture unannounced. The colleagues have the observation form, so they know what

will be observed, but the most important part of this process is that this interaction allows the EC an opportunity to engage with the lecturer on good practice. Ad hoc consultations about issues relating to assessment, teaching, classroom management and study guides were conducted in this regard.

In Health Sciences, 19 school or departmental specific workshops were facilitated. Topics varied from Teaching and Learning, to Assessment and Curriculum Mapping. These workshops were presented at the request of the HoD. Other interventions included:

- Facilitating four faculty-wide workshops on assessment;
- Twenty-two class visits with feedback sessions provided to the lecturers - good practices are celebrated and developmental areas are identified;
- Twenty consultations were provided to guide lecturers in the process of compiling a teaching portfolio and application for promotion;
- Eighty-one formal (recorded) consultations were done. These consultations focused mostly on the hybridisation of teaching learning and assessment, alternative assessment, and innovative ideas for student engagement.

As part of the TAP Empowerment Training Programme in EMS, the semester test papers of nine lecturers from the Departments of Taxation, Economics, Financial Management, Accounting, and Human Resources Management were evaluated. This was done to determine the cognitive range of assessment questions, as well as the alignment between test questions and learning outcomes. Lecturers were upskilled in the use of Bloom's Taxonomy to set questions for a test or exam. Two lecturers (from the Department of Marketing Management and SPMA) were successfully supported with their submissions for promotion to associate professor, and one lecturer from the Department of Marketing Management was supported in their promotion to full professor. A total of 28 class visits were conducted by the EC to evaluate the instructional classroom practices of lecturers for professional development purposes. Lecturers assisted were from the Departments of Taxation, Financial Management, Auditing, Accounting, Marketing Management, and Economics.

Other projects

Consultants were involved in the High-Impact Modules (HIMs) project through:

- Supporting lecturers in reviewing practice and working on improvement strategies (eg curriculum review, assessment levels and teaching and learning activities);

- Attending meetings; and
- Attending the SASSE feedback session for data analysis and CLASSE sessions for the analysis of the feedback, after which they were involved in the discussions regarding action points.

Table 5: High-impact modules for interventions

EBIT	SWK122 (S2), COS122 (S2), NMC123 (S2)
Law	SAR 310 (S1), ISR 310 (S1), PBL 320 (S2)
VET Sc	VCA200, VPH 200, OBS 210 (S1), OBS 310 (S1), FRK 100/101 (Y)
NAS	WTW 220 (S2), ZEN 261 (S2), GGY 166 (Q3), WKD 164 (Q4)
EMS	OBS 210 (S1), OBS 310 (S1), FRK 100/101 (Y)
Education	JRM 111 (S1)
Humanities	ENG 210 (S1), GES 120 (S2)
Health	ANA 161 (Q3), FSG 120 (S2)

In the Faculty of EBIT, the EC was involved in two projects:

A first-year engineering diagnostic test: an invitation went out to the faculty to join the project. The test was administered for the last time in 2019. However, the evaluation of the test's validity and possible standardisation thereof, as well as investigating alternative existing standardised psychometric tests continued as a sub-project and a SoTL grant was received for this project. A workshop was held in January with the EBN111 lecturers to validate the questions in the test.

EBIT first-year brochure: in collaboration with the Deputy Dean of Teaching and Learning, the instructional designer, graphic designer, and EC of EI, a first-year brochure was designed and distributed to students during Orientation Week. The brochure had a weekly calendar where students could fill in their rosters. The details and QR codes of the FSAs were also printed in the brochure, together with a map to their offices.

At the request of the Dean at the time, a longitudinal research project was undertaken from 2009 by Dr Sanet Haupt and Dr El-Marie Mostert in the Faculty of Veterinary Science. The aim of this study was to obtain feedback from students in different year groups and to identify trends, while in so doing enhancing teaching and learning in the faculty. A comprehensive report, including data from 2009 – 2018, was presented to the faculty to be included in the self-evaluation report for the 2020 accreditation visit by the South African Veterinary Council (SAVC), Royal College of Veterinary Surgeons (RCVS), and the Australasian Veterinary Board Council (AVBC). The report indicates trends and developments with regard to student experiences (second-, fourth- and sixth-

year BVSc students, and first- and second-year DVN/BVetNurs students). The data obtained from students completing their Compulsory Community Service (CCS), as well as alumni from the faculty currently working in different capacities in the veterinary field were included in the research and report.

In the Faculty of Economic and Management Sciences, as part of the transformation agenda in the faculty, research was conducted through the lens of pedagogy and classroom practices. The research was framed by students' perceptions of teaching practices in modules that either hindered or promoted their success as this is the lens through which they perceive transformation. These practices are correlated with students' understanding of 'good' and 'bad' lecturers, and how these practices can be used as levers for the renewal of pedagogy and classroom practice. The researcher for this project is Dr Sanet Haupt.

In the Faculty of NAS, the EC is the co-author of the T&L@NAS Bulletin that is published twice a year (February and August). The February edition, Issue 2, had a number of exciting contributions ranging from 'Managing noise levels in large classes' (Carel Oosthuizen, Dept. Zoology and Etymology, p. 1) to a 'Campaign to end plant blindness' (Nigel Barker & Angelique Kritzing, Dept. Plant and Soil Sciences, p. 6). It was also the launch of a companion piece to the T&L@NAS Bulletin, namely the T&L@NAS Resource List. The intention is to collect all the apps, books, and articles mentioned in the bulletin, as well as some extra ones being used in the community into an easy-to-refer-to list. Each item appears with a brief description, relevant links, and a How To guide in some cases. The list is updated with each issue of the bulletin.

In faculties, the procedure is to share good practices or interesting innovations by arranging seminars or Brown Bags. Peers are then asked to share what they are doing in their modules. Examples of these seminars and Brown Bags for 2019 are given in Table 6.



Table 6: Seminars and Brown Bags presented in 2019

EBIT	<ul style="list-style-type: none"> Transformation staff and student analysis. The results were presented in Bloemfontein at the SoTL in the South Conference. A lecture series was held during the year, the highlight of which was Professor Kupe as the guest speaker talking on the topic of transformation. A sub-committee created a web page for the 'Anti-Discrimination week'. EBIT T&L Symposium held over 2 days in October. The theme was Creating a yearning for learning: initiatives for increasing student engagement. A Teaching and Learning Booklet was designed. A workshop was presented to the AL's of Industrial and Systems Engineering, EC and ID of Humanities, and EMS. It was an interactive workshop on the use of the iPeer tool and the introduction of the team member evaluation cycle. A workshop was held for all academic and clickUP support staff in the department for Mining Engineering in February on the implementation of the Blackboard Goals Tool for the Mining Engineering Programme. Extended support and work sessions were provided and facilitated with the EBIT FSAs.
Law	<ul style="list-style-type: none"> Facilitated tutor training sessions for the Departments of Jurisprudence, Mercantile Law, Procedural Law, Private Law and Public Law's tutors. Facilitated a workshop on 'Credits and Notional hours' for the Department of Mercantile Law. Jointly facilitated the 'Marking Skills' training with Mr W. van Straaten for the Departments of Private Law, Mercantile Law, and Procedural Law's Academic Associates. Presented the Alumni LLB Curriculum Experience Survey results to the Teaching and Learning Committee. Facilitated a full-day, faculty-wide workshop on 'Credits in an LLB Curriculum'. <p>Other presentations/training:</p> <ul style="list-style-type: none"> Presented a research report on 'The contribution of an education induction programme to academics professional formation' at the Faculty of Education's Research Indaba. Co-facilitated group activity at the Faculty of Theology's 'Re-imagining your Curriculum' workshop.
Vet Science	<ul style="list-style-type: none"> Brown Bag Lunch presentation with the Deputy Dean and instructional designer: 'Alternative student engagement and assessment methods'. Presented 'The new UP teaching and learning model' for academics from the Department of Production Animal Studies (PAS). An information session was presented to all tutor coordinators in Veterinary Science to ensure that tutors are utilised to enhance student success.
Humanities	<p>A total of 87 attendees (some of whom might have attended more than one session) attended five Teaching and Learning Discussion Fora:</p> <ul style="list-style-type: none"> Learning and Motivation - 9 April Ms Ruth Liprini, a guest lecturer in the Department of Psychology, discussed factors that influence student motivation and how these link to their willingness to learn. Practical strategies to enhance motivation and learning in the classroom were also discussed. Old content and techniques - novel modes of delivery - 16 May

Humanities	<p>The following examples of teaching excellence were presented:</p> <ul style="list-style-type: none"> • Blending old and new Hebrew is often regarded as a dead language. Ms Charlotte Sibanyoni explained how she held the attention of tech-savvy students and managed this in her teaching of Hebrew. • Blending across modes and departments In this session, Dr Tessa Rhoodie focused on the possibilities of digital/online teaching and learning in the Arts. She discussed a digital collaborative project between Music and Fine Arts that centres on the animated presentation of the basic skills: the movements and levers used in piano technique. • Hybrid Learning Self-Evaluation for Lecturers - 24 July. With the University of Pretoria's drive to adopt a hybrid teaching and learning model, lecturers indicated a need to evaluate their own practices. Ms Detken Scheepers, Head of E-learning, introduced new interdependent tools to assist lecturers with evaluations.
NAS	<p>The EC arranged and coordinated five FLY@NAS events during 2019. In 2019, we had a box-theme and started with the Soapbox where Professors Verschoor and Wentzel sharing their collective eight decades of experience at UP (n=36). Our next event was the Toolbox Event where staff from NAS exhibited the Tools in Blackboard that they use to the benefit of student learning (n=76). In August, NAS hosted the Chatterbox where colleagues shared new ways of assessment that they have tried (n=33). In September, the Hybrid App was shared at an event called 'Not Pandora's box' (15). The final event was 'box-less', a celebration of teaching excellence where the winners of the teaching awards in all the clusters got an opportunity to share what a 'high' and a 'low' look like in their teaching lives (n=41).</p>
Health Science	<ul style="list-style-type: none"> • 12 February 2019 – Dr Werner Cordier. Student Engagement. Making Learning fun with CRAM. • 12 March 2019 – Clarisa Sutherland. Escape Room (Gamification). • 1 April 2019 – Professor Stols. SoTL grant application roadshow. • 9 April 2019 – Dr Astrid Turner. STAR journey to curriculum transformation. • 14 May 2019 – Zuki Tshabalala. Personalising student feedback with voice notes. • 11 June 2019 – Various presenter. 2019 SAAHE presentations (Dry-run). • 9 July 2019 – Detken Scheepers. Hybrid Learning Self-Evaluation App. • 13 August 2019 – Dr Karl-Heinz Merbolt. Developing a workplace-based assessment instrument in a busy clinical environment. • 8 October 2019 – Professor S. Adam. Peer evaluation and Competency-based Assessment. • 12 November 2019 – Kabelo Kgarosi. Library: making the magic. <p>Two workshops related to promotion and creating a teaching portfolio were presented. The faculty has a customised template that is used by all lecturers and DoH joint-appointments.</p> <p>Four faculty-wide assessment workshops were presented. Positive feedback was received.</p>
EMS	<p>The EC was instrumental in coordinating and arranging Teaching and Learning Brown Bag sessions to improve and enhance the teaching and blended learning skills of staff. Four Brown Bags were presented by various lecturers on topics such as 'TurningPoint Mobile – A smarter way towards student engagement', 'BlackBoard Predict: there is much more to it than just the data!', 'Zoosh up your class participation with Zeetings', 'Hybrid Self Evaluation App for Lecturers' and 'iPeer Self- and Peer Assessment: lessons from BEL300'. The Brown Bags were attended by 126 lecturers.</p>

Teaching Awards

The ECs provided support through workshops and individual consultations to all the departments' Teaching Excellence Award candidates who submitted their application for the 2019 Faculty Teaching Excellence Faculty award.

In EBIT, Dr Warren du Plessis was the faculty's winner. The EC supported him with his submission for the UP award and also collaborated with him on a paper presentation for Flexible Futures. The EC also supported Dr Riana Steyn and Dr Carin Combrink with the preparation for their portfolio submission to HELTASA. Dr Steyn also received an international award as a result of her excellence in Teaching and Learning in her field of Information Systems.

In the Faculty of Law, Dr Carika Fritz was supported with her submission for the Faculty Teaching Excellence award, while in Health Sciences, Ms Hafsa Essop (Teaching and Learning) and Mr Julius Muchui (Research) received awards (School of Healthcare Sciences).

In EMS, one nominated team from the Department of Accounting was supported with the preparation of a complete teaching portfolio, an evaluation of their teaching philosophies, and the compilation of a report on their teaching and assessment practice for their application for the UP Teaching Excellence Award in 2019, which they won. The team was further assisted with their application for the 2019 HELTASA awards and they received a certificate of commendation. Furthermore, six nominated lecturers from the Department of Marketing Management, Auditing and SPMA were supported with the preparation of a teaching portfolio, an evaluation of their teaching philosophies, a compilation report on their teaching and assessment practice for their application for the Faculty of EMS Teaching Excellence Award. Professor Kato Plant from the Department of Auditing and Mrs Jade Verbeek from the Department of Marketing Management were the winners of the Teaching Excellence Awards. Professor Natasja Holtzhausen from SPMA was the winner of the Community Engagement Award.

After a call for nominations, each of the four clusters in the Humanities Faculty could nominate two candidates for the 'Lecturer of the year' award. The candidates had to submit a portfolio of evidence and were invited to come to an interview, which was conducted by a task team from the Teaching and Learning Committee (TLC) and chaired by the Deputy Dean Teaching and Learning. The criteria for evaluation were agreed upon by the TLC. During the Humanities Day celebrations on 23 October 2019, three awards were created for 'Lecturer of the year':

- First Prize: Dr Fatima Cassim and Ms Marguerite van der Merwe (Visual Arts – Information Design);

- Second Prize: Professor Karen Harris (Historical and Heritage Studies);
- Third Prize: Professor Stephan Geyer (Social Work and Criminology – Social Work).

It was the first year that cluster awards were created in NAS, and the EC assisted in establishing guidelines, establishing panels, serving on the panels, and designing rubrics for awarding the prizes. The winners were:

- The mathematical cluster: Rory Biggs (Mathematics) and Jocelyn Mazerura (Statistics);
- The physical cluster: Lynne Pilcher (Chemistry);
- The agriculture and food cluster: Lizette Diedericks (Consumer science);
- The biological cluster: Quenton Kritzing (Plant and Soil Sciences) and Heike Lutermann (Zoology and Entomology).

The EC for NAS supported Dr Rory Biggs with his portfolio for the UP Teaching Excellence Award; we are waiting for the results.

Student success

Since 2012, the University has aimed to have an integrated approach to student success, with a distinct focus on the first-year experience through orientation (face-to-face and online), mentoring, advising, and tutoring. The Vice Principal: Academic is responsible for student success initiatives under the banner of FLY@UP (Finish Line is Yours). FLY@UP was created as a consequence of the University's concerns about the time that most students take to complete their first degree. To this end, the University, as from 2016, has diversified and bolstered a range of student support and academic success initiatives.



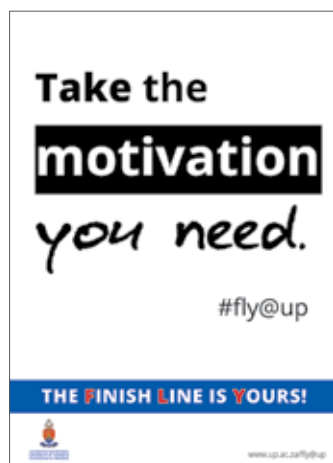
Figure 3: Integration of Student Support through FLY@UP

FLY@UP 2019

This campaign has been coordinated by Dr Byles since its inception. FLY@UP's first open-air events or activations for 2019 invited students to **"take the motivation you need"** and were held at the Groenkloof campus on 20 February and at the Hatfield campus on 21 February. The focus was on encouraging students to be mindful, sharing the message of FLY, motivating students, making resources available, and creating increased awareness around graduating in the minimum amount of time. Student FLY ambassadors interacted with other students to facilitate the event, which was held in partnership with the university's Student Health Services and Student Counselling.

FLY@UP poster and social media campaign (4 March 2020) strengthened the FLY messages where student voices were used to convey the messages. The three messages used, which are linked to the main reasons why UP students do not graduate in the minimum time, are:

- Think carefully before dropping modules;
- Aim for a good semester mark; and
- Make responsible choices with your time, and work consistently.



February activation

The messages were coupled with encouraging messages from the winners of the 2018 FLY success stories competition, as shown in the photos. The full stories and video recordings are available on the FLY website at www.up.ac.za/fly@up and a QR code link to this website was placed on the posters as a call to action.



FLY@UP message posters

On **14 March**, the **second Piazza event** took place. Here, our FLY ambassadors again shared the messages of FLY, motivated students, and made resources available by working with Student Health Services. Brochures with FSA and other support contact details were handed out to create increased awareness around the support available.

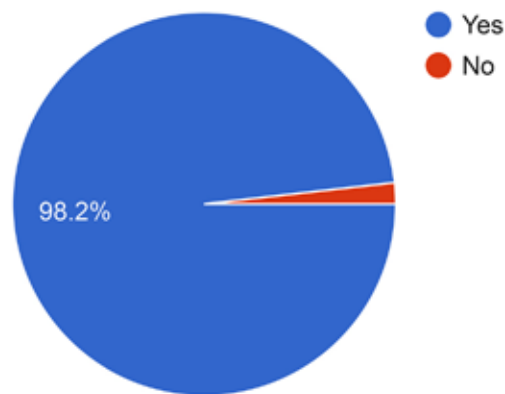
In April, FLY hosted the first of its **'fun days'**, which took into consideration the students' plea for some fun and relaxation. Inflatables were hired for the day and, as can be seen from the pictures, it proved very successful in providing students with an opportunity to enjoy themselves in between classes and studies. The message was 'Work hard, play hard - the key is balance'. Approximately 450 students participated on the day and even though they had to wait long and some even had to leave without getting a chance to enjoy the inflatables due to having class, the feedback was overwhelmingly positive. Students loved the chance to relax and felt that the University cared about them and listened to their needs.



Fun on Inflatables

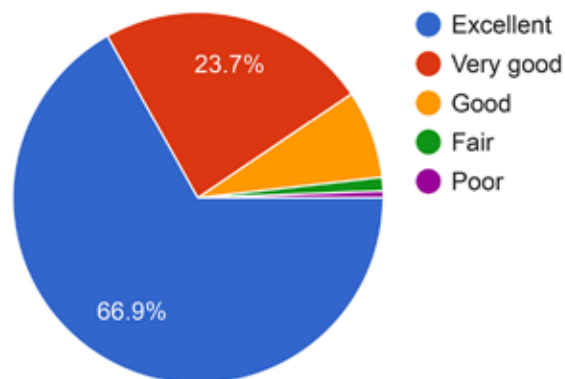
Do you think such a fun day adds to student success?

169 responses

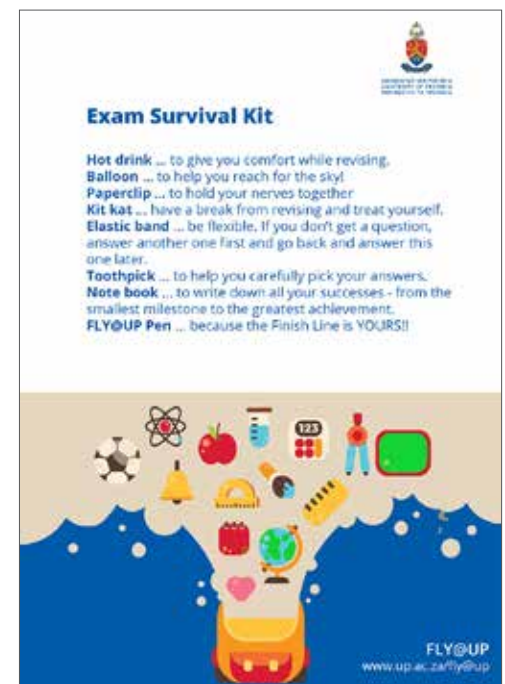


How would you rate this piazza event?

169 responses



opportunity to not only add value to FLY@UP, but also to provide the campaign with tools to help even more students in the future. These students worked in groups and provided the FLY team with many marketing proposals that could be used in planning future events.



Examination survival kit



FLY@UP recognised that no-one knows the needs of students better than students, and therefore it embarked on a partnership with the students. The BCom: Marketing Management (Honours) students were approached to develop an innovative experiential marketing campaign to entice UP students to use the resources offered by FLY@UP. The students were tasked to create relevant yet extraordinary campaigns to generate student engagement through FLY@UP. The challenge gave students the

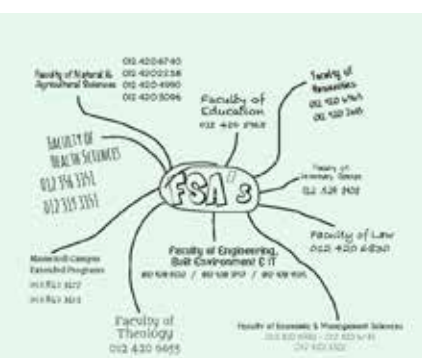
FLY's 17 April Groenkloof, and 9 May Hatfield open air events focused on **examination preparation**. The exam survival kits provided contained a few random items that had specific meanings. The distribution of kits was led by the team of students from the Marketing Management (Honours) group. They engaged students to make the day an interactive, motivational, and inspiring one for all. The students were happy with the kits and reported that it would help them. The feedback was heart-warming, especially after realising that many of our students lack basic stationery. They appreciated information on where they have to go to find help and they felt that UP cares for them.

Another concept developed by the Marketing Management (Honours) students was our **Senior Support Day or Eagle's Big League support day**. On this day, senior students were invited to learn about UP support networks. Students received an empty FLY@UP bag symbolising an empty toolkit, and were tasked with visiting all the interactive stalls showcasing the various support structures. Once the kit was full, they were equipped to "face their challenges", illustrated by being allowed to complete the inflatable obstacle course.



Eagles' Big League support day

To make this day fun and interactive, as well as informative, the Marketing Management (Honours) students each selected a resource to research and showcase on the day. Each faculty house also attended and offered peer support.



Starting line for the second semester

The **Piazza event (22 August)** marked the first event of the second semester. Small FLY calendars, brochures, and motivational quotes were handed out to encourage students: "This semester, make the Finish Line Yours". The calendars covered the second semester and included a few study tips, as well as an exam planning guide and motivational quotes.

In an attempt to strengthen relationships with UP student leaders, FLY@UP has a slot in the new training programme, **House Committee's Training/FLY information session (26 August)**. Here, the message and feedback are shared and buy-in is obtained from new student leaders.

FLY believes that every staff member at UP plays a role in student success. The secretaries of Deans, Deputy Deans and HoDs, together with staff from faculty student administration departments, are often a student's first point of call. To maintain good relationships with these staff members, a **Secretaries/Administrative staff picnic lunch** was hosted on the Plant Sciences roof (**28 August**). In 2019, our event was in the form of a relaxed picnic with entertainment by student singers and a creative and relaxing activity. The feedback from the staff who attended was that they appreciated being recognised and valued.

Armed with more facilitators and online indemnity forms, FLY@UP hosted a **second outdoor pre-examination fun day** in the Piazza (**September 2019**). This was once more joined by Student Health Services and Psyche, a society of Psychology students. The day was used to promote the theme of mental health and wellness before the examinations. Students could get a henna tattoo to support the de-stigmatisation of mental health issues. Students also received tips to consider before 'giving up', as well as an examination planner.

It was clear from the feedback that students felt it offered them a much needed opportunity to de-stress before the examination period. Many students had not had the opportunity to experience inflatables and thoroughly enjoyed letting their inner child run free. In addition, others were motivated by physically overcoming their fears, such as that of heights.

On another note, a student with an eye impairment cannot study effectively. As a result, the **partnership between FLY@UP and Specsavers** continued in 2019 with 103 students receiving glasses. Positive feedback was received from the recipients.



FLY@UP Piazza Fun event

A Photographic Competition entitled ‘capturing campus hope’ was launched. In planning for our October poster and social media campaign, we wanted to include our students again. Students were invited to enter original photographs depicting hope on campus. The top selection from the photographs was coupled with a study tip and a motivational quote in line with the growth mindset developed by Carol Dweck. These posters were also converted into short video animations to be shared on social media. Some of these appear below.



Study tip posters

FLY@UP engaged with the academics in the Drama Department who referred us to their second-year students. They agreed to showcase **the messages of FLY@UP in a stage production** for their group assignment. These students did a sterling job and managed to capture the essence of FLY@UP in such an emotional and captivating performance that elicited reactions from the audience throughout. It was clear that students in the audience could relate to the messages and found hope in the dramatic and inspirational ending. A video recording of the production is available on the FLY@UP website.

In a final attempt to assist students in successfully completing their academic year, FLY@UP ran **a stationery drive**. Pens and notebooks were collected from departments within UP and some new pens and notebooks were bought and handed out to students who needed them for the examination.

Faculty Student Advisors (FSAs) and new initiatives

EI has oversight of the FSAs who fall directly under the Deputy Deans: Teaching and Learning in each faculty. EI convenes monthly meetings to support the FSAs as a Community of Practice. All activities involving student support also require the support of FSAs in the individual faculties. Of the six new generic initiatives from EI, to support students in 2019, four involved the FSAs.

A Hub was established to give the FSAs more exposure to students and to encourage students to understand and use the services of an FSA. A desk was set up in the library at the Hatfield Campus with a telephone for easy contact with other departments. The intention was for FSAs based at the Hatfield Campus to take turns at being present from 09:00 to 12:00 every weekday. It was the responsibility of the particular FSA to answer questions that were of a generic nature and also to refer the student to a relevant specialist when queries could not easily be answered. It is intended that this will be extended to the Groenkloof and Prinshof Campuses in 2020.

E-advising tools have the potential to “target advising resources where they are needed most and support a more holistic and proactive approach to academic advising” (Moore, Schrager & Jaeger, 2018, p. 2). Students were invited to write to ‘**advising@up**’ as an immediate source of advice if they had queries. At the beginning of the fourth quarter, pamphlets advertising the email address were distributed at the gates at the Hatfield campus, the Hub and at all FSAs’ offices. For the first fortnight, there were 110 communications from students indicating the need for such a service. Subsequently, there was a constant flow of requests from students. In 2020, e-advising will be introduced at Orientation.

Peer advisors are senior students who had interacted with an FSA in the past and who were prepared to engage with students, especially first years, who required answers to simple, faculty-specific questions. The funds to employ the peer advisors emanated from a Department of Higher Education Collaboration Grant. FSAs selected their own peer advisor, with the assistance of their Deputy Deans: Teaching and Learning. Faculties provided office space for the peer advisor. In engaging with those faculties that chose to employ peer advisors in 2019, a list of responsibilities was developed as follows:

- Only advise on a programme if the programme is the same as yours;
- Advise on FLY – what to do to graduate in the minimum amount of time;
- Determine the student’s problem and, if necessary, refer;
- Obtain the student’s details and follow up within three days;
- Check the UPO statistics for completion in collaboration with an FSA;
- Show students how to use the Google Calendar if applicable;
- Attend faculty and generic workshops where possible; and
- Submit weekly reports to the FSA.

First-year students opted for support from senior students in the

online extended orientation module called UPO. The first years were referred to as the 'new buddies' while the seniors were called 'big buddies'. As far as possible, the big buddies and the new buddies were from the same faculty. **Big buddies assisted the new buddies** with transitioning to university life. They provided a listening service and created a welcoming environment. Big buddies invited their new buddies to coffee to engage with them and, in the process, they were able to identify students who were not easily adapting to the new environment.

One of the reasons why students drop out of universities is that they believe they are in the wrong choice of study. They either did not get into their first choice of study, do not want to be in the degree programmes in question, or the degree is not as they expected it to be. Often, they do not know what options are available, have low levels of motivation, and need specific advice to change courses or programmes. It has been established that these problems surface after the first semester examinations. To address the dilemma, FSAs held **'Plan B' workshops** and invited students to sessions to explain what was expected in the different programmes and what career possibilities existed. These students were also offered career assessments conducted by the Student Support Unit of the Department of Student Affairs.

Table 7: Generic workshops to support students

Week	Theme
18–21 Feb	Adaptation to university life – home sickness; academic pathway; workload.
25 Feb–28 Feb	Time management: setting up your timetable.
11–12 March	Study skills and test preparation.
18–21 March	Proactively approaching your studies with a clear end in mind (based on the 7 habits of highly successful students).
25–28 March	Recess, re-fuel, completion of UPO.
1–4 April	Effective communication and team/group work.
8–11 April	Motivation and Reflection.
15–18 April 22–25 April	Goal setting, and time management.
29 April–3 May	Examination preparation.
6–9 May	Coping with stress.
13–16 May	Anxiety – presented by student support.

Following up on research conducted in 2018, it was decided that it was more efficient to conduct **generic workshops** for all first years than to continue with only faculty-based workshops where they existed. Consensus on the topics was reached at an FSA workshop, and senior students also advised on the topics. The FSAs were paired by faculty with two presenters preparing for each topic. To ensure that students participated, attendance of at least one workshop was indicated as compulsory in the UPO modules of the faculties. Below is a table with the workshop schedule for 2019 as set out in the UPO.

Orientation

At the University of Pretoria, the orientation of first-year students is considered a critical success factor in attaining Goal 1 of the University Strategy: 2017–2021, i.e. to increase access, throughput, and success. The Academic Orientation Programme (AOP) for the first-year students falls under the DVC academic, Professor Duncan, and is organised and coordinated by the Deputy Director: Academic Development and Support of the Department for Education Innovation.

In order to enhance the impact of the Academic Orientation Week, efforts were made to incorporate each faculty's context by collaborating closely with faculties during the planning stages of the programme. The orientation week incorporates the FLY@UP campaign, which focuses on the incoming cohort of students' minimum time to completion. The development of the AOP was placed in the context of the four stages in the student life cycle, namely, connection, entry, progress, and completion (Rassen, Chaplot, Jenkins & Johnstone, 2013) with orientation being the link between entry and progress.



Figure 4: The four stages in the student life cycle

The Academic Orientation Programme consists of the following:

- Academic Orientation Week;
- The UPO module: eight-week online extended orientation programme; and
- Face-to-face workshops on academic skills.

The aim of the Academic Orientation Programme is to:

- Make students feel welcome at UP;
- Help students to adapt to the university environment;

- Prepare students for the academic year;
- Ensure that students cope with the academic demands of being at university; and
- Ensure that students know what help is available at UP and where to find it.

The attendance at the **Academic Orientation Week** has been rising over the last three years. In 2019, efforts were made to position orientation as being necessary for student success. Of the 9 378 first-year students, 6 777 (72%) indicated that they attended the Academic Orientation Week. The aspects forming the foci are **Transitions**; **Advice** and academic support; **Support** information that students will need; **Technology**; and **Expectations**. Collectively, this gives first-year students a **TASTE of UP**.

A total of 4 813 students completed the survey in 2019 and some of the findings were that:

- Students reported that they felt welcome at UP;
- A majority of the students agreed that the academic orientation prepared them for the academic year;
- A majority of the students reported that after attending the academic orientation programme, they were able to adapt to the university environment and could cope with the academic demands of university life; and
- Students agreed that after attending orientation, they knew where to find any form of help when they needed it.

In addition to the one-week academic orientation, all students are required to complete an **eight-week online module (UPO)**, which is an extension of the orientation programme. Students started their online extended orientation through UPO during the orientation week and continued with the module for another seven weeks. As part of the

campaign to enable students to complete their degrees in the minimum amount of time (FLY@UP), Dr Byles also developed and co-ordinated the UPO module, and continues to do so. The topics covered weekly included FSA's contact details and details of other resources, time management and goal setting, academic reading and writing, note taking, study methods, and examination preparation. In 2019, 94% of all first years enrolled for UPO completed the module.

The UPO modules are monitored constantly and students are motivated to engage with and complete the module through regular nudges sent by the FSAs. Assessments in UPO, which encourage student engagement, are concluded within a few weeks of delivering the eight-week content. The resources and tools contained in UPO, however, remain available to students throughout the academic year. This provides the first-year students with access to academic support and consultation with their particular FSAs (who are the facilitators of UPO) on academic challenges throughout the year. The following topics are covered in the UPO curriculum:

1. Introduction/orientation;
2. Let's go - course choices and your FSA;
3. Get real - set your goals and manage your time;
4. Get down to academic (reading and writing) business;
5. Get going - engaging with class and studying effectively;
6. Take a break; fill up;
7. I can - success stories; and
8. Examination preparation and stress management.

Within the UPO, it is mandatory that all first-year students attend at least one of the weekly workshops mentioned in Table

7. In addition, UPO provides a resource for those students who, through no fault of their own, were unable to attend the Orientation Programme.

Donor programmes

EI houses the management of several donor-funded programmes that provide support to selected students. These include two programmes funded by the Michael and Susan Dell Foundation (US), a postgraduate and undergraduate programme funded by the Mastercard Foundation (Canada), and, most recently, the Ikusasa Student Financial Aid Programme funded by corporate business in South Africa.

Michael and Susan Dell Foundation

The Michael and Susan Dell Foundation (MSDF) provides support to two different programmes at the University of Pretoria. Since 2012 they have provided a selection of NSFAS students with wrap around support, and also assisted them to reduce their NSFAS loans by awarding each student with an amount of R150 000. The programme, called the Dell Young Leaders Programme, has consistently seen success with a high percentage of students completing the programme and obtaining employment. The Foundation's second programme, the Sikelela Scholars Programme (SSP), began in 2016 and provides wrap-around support to students. The aim was to determine if such support could improve the performance of students and to document how such support could be scaled for the future.

The Dell Young Leaders Programme

Launched in 2012 at the University of Pretoria, The Dell Young Leaders (DYL) Programme continues to deliver strategic, systematic support for high potential students from historically and financially disadvantaged schools and disadvantaged communities.

As a programme that was designed, and is centred around creating a holistic, student-centred system of academic, situational, psychosocial, and work readiness support, over the years DYL has improved and enhanced its offering through the employment of technology in line with direct student-facing interventions. With success benchmarks set at 80% for graduation rates and 100% employment rate after graduation, the DYL Programme aims to position itself as a high-impact flagship programme.



2019 was a year of continued growth and achievement for DYL across various facets of the programme. With its increasing number of active and alumni Dell Young Leaders and, more importantly, ensuring that its model of holistically supporting

students is maintained, the programme staff was capacitated through the introduction of Katlego Thindisa, who currently manages the DYL Programme. As part of the annual scaling process, 60 new Dell Young Leaders from the 2019 first-year university cohort were selected and welcomed to the growing DYL family, resulting in a further commitment of R 9 000 000 towards scholarship funds. 2019 also saw the introduction of new student support offerings such as The Wellness offering, aimed at

promoting a healthy lifestyle by improving overall student wellness and academic performance.

At the heart of the Dell Young Leaders model is its broad, wrap-around support provided to students in addressing barriers to and the challenges of graduating and securing employment. These include financial, academical, situational and psychosocial support, as well as equipping students with the necessary skills and support to help them secure meaningful employment in their chosen professions. With 60 new Dell Young Leaders joining the family, the number of active undergraduate DYL students who received holistic support in 2019 increased to 255.

Financial support - Scholarship Spend: the scholarship spend for 2019 for the Dell Young Leaders was R2 849 902,58. This accounted for students' cost of attendance covering tuition, campus residential and private accommodation costs, as well as subsistence costs (meals and living allowances for private accommodation students).

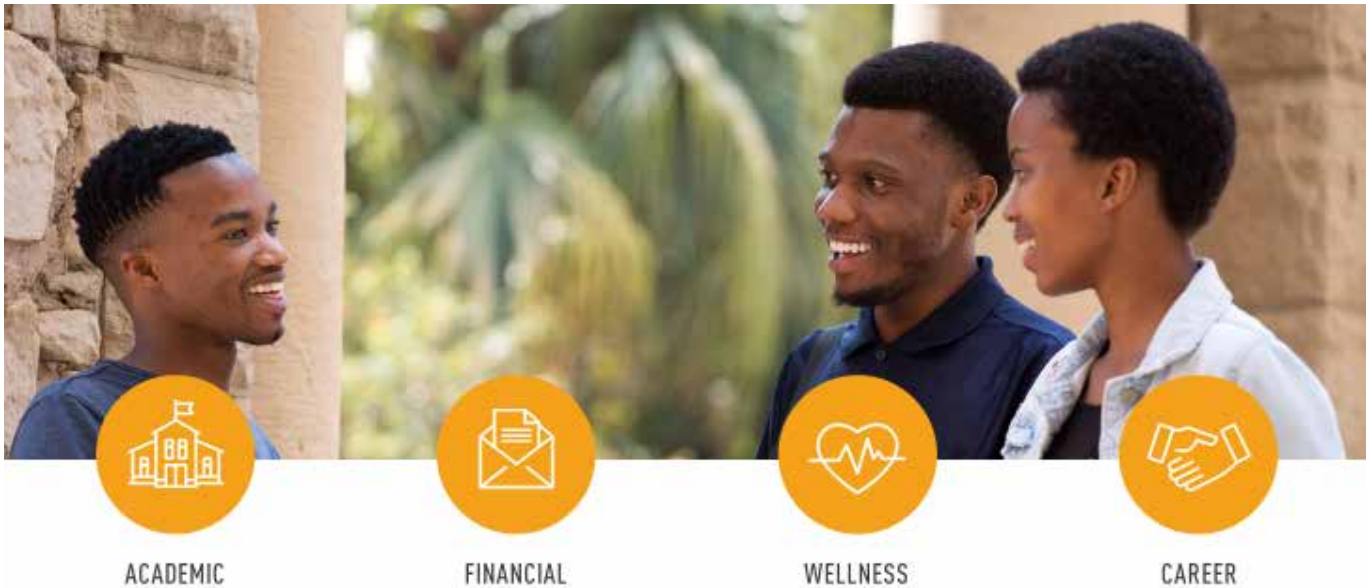
Financial support - NSFAS paydown: in supporting Dell Young Leaders who have graduated and have outstanding NSFAS loans, paydowns were made across various DYL cohorts to the sum of R 4 651 565.

60 NEW COHORT SELECTED (2019)

* A FURTHER COMMITMENT OF R 9 000 000 WORTH OF
SCHOLARSHIP FUNDS TO THE UNIVERSITY



**42 (70%) OF OUR 2019 COHORT
ACHIEVED A GPA OF 70% OR MORE,
AND MAKE UP 53% OF THE 80
STUDENTS THAT WERE AWARDED AS
2019 DELL YOUNG LEADERS TOP
ACHIEVERS ACROSS ALL COHORTS.**



In addition, the foundation provides wrap-around support for all DYLS. This is disaggregated into:

- **Swipe Cards fund allocations (1st and 2nd Semester)**, which were made to 255 students. These are used for food, toiletries, medicine, books, and transport-related costs. The total value of this support across the year was R 2 542 200.
- **Printing credits** in the form of R150 per semester are allocated to each active student for printing and photocopying costs. R 67 800's worth of printing credits were loaded.
- **Laptops** to support each of the 60, 2019 DYLS amounted to R 1 618 663. The tech package included a laptop bag, a USB, as well as insurance/warranty coverage. All previous Dell Young Leaders cohorts who received laptops when they were awarded the scholarship continue to receive on-campus technical support through a dedicated technician who ensures that the laptops continue to function optimally in supporting their academic work.
- In upskilling, preparing, and supporting students for the workplace, R 280 477 was spent on costs covering the **Career support, Alumni engagement, and Mentorship Programme**. The costs include training and development initiatives and interventions, travelling costs to interviews, professional body fees, and workplace transition costs. As the number of Dell Young Leaders alumni increases from year to year, the programme continues to invest in engagement with alumni as something from which current and future DYLS can learn, and can leverage through our Mentorship Programme. In 2019, R127 161,45 was spent on alumni-related activities.

- As part of academic support, Dell Young Leaders students had access to **tutoring support** throughout the 2019 academic year. Apart from being able to access tutors as and when required, students who were identified as at-risk through semester check-ins were linked with tutors (peer to peer support) through the DYL technology systems, or they were referred to external tutors. During examination periods, students had access to sessions that supported and assisted them in their preparations. The tutoring spend for the Dell Young Leaders in 2019 was R61 855. The programme believes that students need to continuously be aware of key faculty information that relates to, and can impact their academic performance. A Dell Young Leader in each faculty was identified to serve as a **Faculty Champion** with the aim being able to support the programme by providing faculty-related updates to fellow Dell Young Leaders in their faculty, which included details on workshops being run and key academic-specific information.



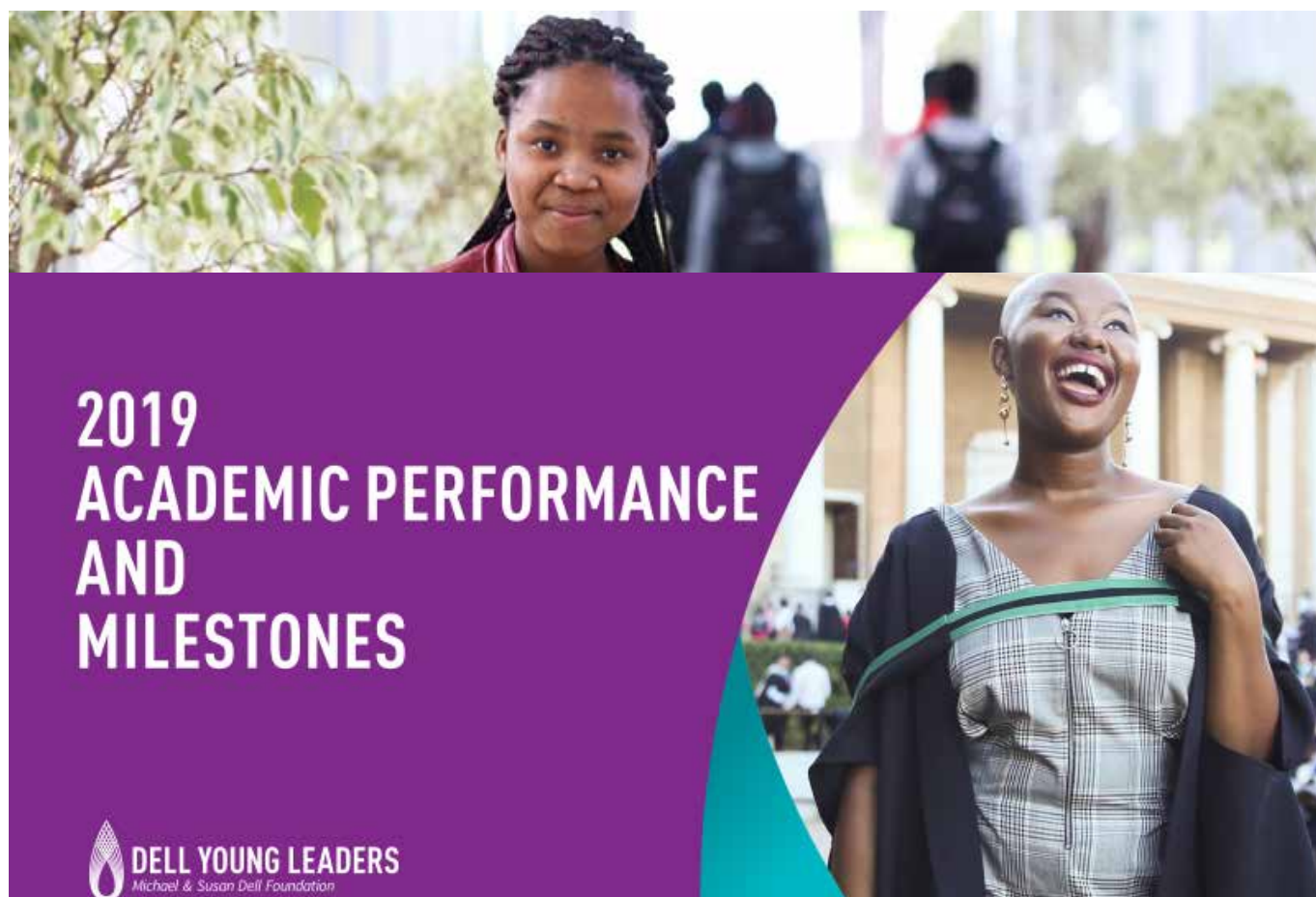
- In 2019, the Dell Young Leaders programme launched a DYL **Wellness offering**, which, as part of its wrap-around support, aims to enhance knowledge related to healthy living, and offers students opportunities and access to health-related activities. The programme believes that, in the long run, this will improve the overall wellness of Dell Young Leaders, which ought to have a positive impact on their academic performance.

Table 8: Overview of the Dell Young Leaders student risk tracking, assessment, and general academic, financial, and situational support (1stSemester)

Activity	Support Description	Impact
Semester 1 Online Check-in Process All active Dell Young Leaders	Online check-in survey completed by students and reviewed by programme staff.	198/198 completed. 198/198 Reviewed.
Triage 1:1 meetings Dell Young Leaders identified as at risk	1:1 Meeting with programme staff. Based on check-in responses, the program identified 91 students as being at risk across academic, financial, or situational areas.	83 Triage 1:1 meetings (30-minute triage meeting per student) conducted. All of them required follow-up support, which was conducted. The remaining eight students' concerns were resolved by email or telephonic follow up.
Semester 1 Mid-Semester Online Check-in process All active Dell Young Leaders	Online check-in survey completed by students and reviewed by programme staff. The mid-semester check-in was run for the first time in 2019 to ensure that risks are noted midway through the semester and support can be implemented timeously to help students to pass.	173/198 completed. 173/173 Reviewed.
Mid-Semester Triage 1:1 meetings Dell Young Leaders identified as at risk	1:1 Meeting with programme staff. Based on the mid-semester check-in responses, the programme identified 60 students as being at risk across academic, financial, or situational areas.	60 Triage 1:1 meetings (30-minute triage meeting per student) conducted. They all required follow-up support, which was conducted. The remaining eight students' concerns were resolved by email or telephonic follow-up.
Academic Appeal Support Dell Young Leaders requiring academic appeal support	Provided letters of support for students submitting appeals against academic exclusion.	7 / 12 students supported were successful.
Financial Appeal support Dell Young Leaders with registration blocks	Intervened with the UP Financial Aid office with regard to Dell Young Leader students who had registration or Financial Unsuitability blocks on their profiles at the start of the year.	165 students had blocks lifted as a result of intervention by the programme. Registration fees and residence deposits were waived, allowing students to proceed with registration.
Housing Interventions Dell Young Leaders with accommodation-related concerns	Supported Dell Young Leader students who were either still on waiting lists for TuksRes placements, or who required rental assistance in order to secure accommodation for 2019.	10 Dell Young Leaders were supported in securing placement at TuksRes. 68 payment requests were submitted. Scheduled monthly payments were arranged for some of the students.
Trauma/Wellness Case Management Dell Young Leaders requiring support	Case management of students requiring more specialised support through liaison with University services.	One student provided with support and referred to University student support.
General academic support Dell Young Leaders with students with active support interventions	Regular update meetings with students who have been identified as being at risk – generally for academic reasons.	27 students who had active interventions were supported. One-on-one meetings scheduled on a regular basis; tutor support being provided; referrals to FSAs as appropriate.

Table 9: Overview of the Dell Young Leaders student risk tracking, assessment, and general academic, financial, and situational support (2nd Semester)

Activity	Support Description	Impact
Semester 2 Online Check-in Process All active Dell Young Leaders	Online check-in survey completed by students and reviewed by programme staff.	Existing cohorts 190/195 completed. 190/190 Reviewed. New cohort 60/60 completed 60/60 reviewed
Triage 1:1 meetings Dell Young Leaders identified as at risk	1:1 Meeting with programme staff. Based on check-in responses, the programme identified 58 students as being at risk across academic, financial, or situational areas.	58 Triage 1:1 meetings (30-minute triage meeting per student) conducted. All of them required follow-up support, which was conducted.
Semester 2 Mid-Semester Online Check-in process All active Dell Young Leaders	Online check-in survey completed by students and reviewed by programme staff.	220/255 completed. 220/220 Reviewed.
Mid-Semester Triage 1:1 meetings Dell Young Leaders identified as at risk	1:1 Meeting with programme staff. Based on mid semester check-in responses, the programme identified 65 students as being at risk across academic, financial, or situational areas.	65 Triage 1:1 meetings (30-minute triage meeting per student) conducted. All of them required follow-up support, which was conducted.
Housing Interventions (Private accommodation) Dell Young Leaders with accommodation-related concerns	Financial support for Dell Young Leaders who required rental assistance and living allowances.	24 payment requests, submissions, rental assistance, and living allowance assistance in providing additional financial support.
Fund requests Dell Young Leaders requesting financial support (meals)	Meal account top up requests.	86 students were supported with meal top-ups.



2019 ACADEMIC PERFORMANCE AND MILESTONES



DELL YOUNG LEADERS
Michael & Susan Dell Foundation

**51 CONFIRMED
GRADUANDS**

*86% OF OUR 2019 POTENTIAL QUALIFIERS



DELL YOUNG LEADERS
Michael & Susan Dell Foundation



HAVING JUST QUALIFIED IN
DECEMBER, OVER 80% OF OUR
GRADUATING CLASS HAVE ALREADY
SECURED PLACEMENT INTO LIFE
CHANGING FIRST JOBS AND FURTHER
STUDY PROGRAMS

DELL YOUNG LEADERS 2019 ACADEMIC PERFORMANCE

*CURRENT ACTIVE STUDENTS (209 DELL YOUNG LEADERS)

2019 GPA	% OF STUDENTS
70% and above	38%
60% - 69%	31%
50% - 59%	16%
Below 50%	15%



Figure 5: DYL Academic performance 2019



The 2019 cohort were welcomed by the Vice Chancellor on 21 August 2019

Sikelela Scholars Programme

The Sikelela Scholars Programme (SSP) is a university completion programme that offers students support, which is critical in easing the transition to university, driving students' progress towards graduation, and preparing students for the world of work. The programme ran without a manager for the first semester of 2019 and is now managed by Ms Sihle Nontshokweni. The foundation contributed R7 556 136 (~\$540,883) for the fourth year of holistic support for the 2016 through 2019 cohorts, comprising 427 active Sikelela Scholars at the University of Pretoria (UP). In July 2019, a cohort of 150 students was recruited into the Sikelela Scholars programme (SSP). 2019 saw the first set of 70 students complete their degrees.

The key programme components of SSP include:

- Early warnings for poor academic performance: the programme conducted bi-annual check-ins at the beginning of each semester, requiring students to complete a survey in order to unlock the swipe card provided as part of the programme's financial support. This check-in has enabled the programme team to identify students who are at risk due to situational and financial issues early, and direct support accordingly.
- On-demand employment support: students in the programme are supported with interventions to support work-readiness. The programme team identified and contracted an external company for their technology product. The application developed for SSP students allowed students to upload CVs so they could receive feedback. The platform also has mock interviews, company profiles in their respective fields, and valuable tips for the job-seeking process.
- Student wellness: a wellness programme has been developed to address persistent mental and physical fatigue – promoting healthy eating, physical activity, and sleep hygiene habits.

Financial support includes:

- **Swipe card allocations:** 457 students were allocated funds to the value of R2 193 600.
- Students received R 150 **printing credits** to the total value of R 6 855.
- Dell i5-8265 **laptops** were distributed to 150 Sikelela Scholars. Each laptop has a three-year warranty, corded USB, combination lock, and a laptop backpack. The total value of the purchase was R 2 324 955.

Students also received **mentorship support**. Two mentorship training sessions were hosted by the programme and 65 mentors were trained and equipped on how to mentor the 150 new Sikelela Scholars. Each mentor was allocated R 50 airtime to contact the mentees as support before the examinations. Each mentor received a R 100 voucher for every student allocated to them to create time for a lunch session at Pure or Prinshof Health cafe. The mentors also liaised with tutor coordinators to ensure that mentees received the relevant tutoring support.

The **Sikelela Scholars Wellness** cooking series was launched in 2019 and received positive feedback from SSP students. Four vibrant wellness days were hosted with positive student attendance. The sessions began with Mindpower techniques and affirmation cards were created for students.

Tutor coordinators were appointed to assist with finding internal and external tutors for students across faculties. **Tutoring support** was available throughout the year in 2019. Once students indicated an academic risk during the check-ins, their contact details were sent to a tutor coordinator who connected them with the relevant tutor. Examination preparation sessions were set up for all high-risk modules with students needing tutoring as follows:

- 14 students received group tutoring course for AIM 122;
- 15 students received group tutoring for English 120;
- 11 students received group tutoring for SWK 122; and
- 19 students received group tutoring for OPV 122 & 222.

The Sikelela scholars' progress and performance is commendable, as can be seen below:

- 13% of students achieved a 75%- 93% average;
- 17% of students achieved a 70-75% average;
- 6% of students achieved >10% average increase from 2018 – 2019;
- The top achieving student who actively engaged with tutoring support through 2019 achieved a 93% average;
- 70 students graduated from the programme in 2019;
- 83% of the 2019 graduates secured employment; and
- 16% are pursuing further studies in 2020.

During Semester 1, 305 of 307 online check-in surveys were completed by students and reviewed by MSDF staff. After checking in, students' swipe card were loaded with R 1000 for food and R 1000 for books. During Semester 2,

457 of 457 online check-in surveys were completed by students and reviewed by the programme manager. After checking in, students' swipe card were again loaded with R 1000 for food and R 1000 for books. Based on check-in responses, 108 students were identified as being at **risk across academic, financial, or situational areas**. These risks were addressed with the students with the aim of finding solutions.

Student development workshops were hosted to focus on various aspects of development.

- Wellness Day (15 August): we collaborated with Virgin Active and DYL to host a dynamic wellness day. Four different instructors hosted sessions for cross fit, Zumba, Pilates, and boxing.
- At the launch of the Sikelela Scholars Class of 2019 (21 August), a Goals and Time Management workshop was led by a strengths finder coach.



Wellness day



Laptop training session

- UP IT hub hosted a day session (24 August) to train our students in effective laptop usage. This directly contributes to their ability to type assignments and submit timeously.
- A branding project was executed on 22 August to create a logo, colour scheme and identity for the SSP; this included two focus group discussions. In a survey conducted to evaluate the suggested logos, 229 students provided feedback on the process.
- Semester Planning Workshop (12 September): the Study Methods workshop by Turning Point was attended by 88 SSP students.
- Career Symposium (21 September): 298 students attended a career development day workshop. We collaborated with UP professors to make students aware of the requirements for 4IR. Students engaged in a teamwork collaboration assimilation experiment

to learn team dynamics and how to operate in a flexible work environment.

- Meet a Psychologist - Are you OK? (3 October): this was arranged in collaboration with the student counselling services to inform students about the services provided by the University's counselling division and how they can use this facility. Students identified as emotionally at risk were able to sign up to see a psychologist.
- Ease Anxiety and Destress Before Exams (30 October): a neurologist and FSA were invited to focus students on methods to manage anxiety and stress during the examinations. Students were provided with mental health guidelines and sleep guidelines.

Ikusasa Student Financial Aid Programme (ISFAP)

The Ikusasa Student Financial Aid Programme (ISFAP), a public-private partnership initiative, was launched as a

pilot project at the University of Pretoria in 2017 as a direct response to the 'fees must fall' campaign, which greatly influenced how future funding of modules at university level needed to be addressed. Four faculties at the University of Pretoria were selected for the pilot programme as the focus was on scarce skills. These faculties are: EBIT (Faculty of Engineering and Build Environment), EMS (Faculty of Economic Management Sciences), NAS (Faculty of Natural and Agricultural Sciences) and the Faculty of Health Science. There are four programme managers and two administrative assistants who provided assistance to the managers. In 2019, Mr L. Sebiloane and Ms E. Schaffner, responsible for administration, together with the ISFAP-appointed psychologist, Ms J. Versveld, reported to the Deputy Director: ADS in EI. The funded degrees and minimum years of duration of studies (n-years) are as follows:

- Bachelor of Engineering (BEng) - this

covers all the degree programmes at UP: Mining, Mechanical and Aeronautical, Chemical, Metallurgical, Industrial, EECE (Electrical, Electronic and Computer Engineering) - four year studies or five years (on the extended ENGAGE programme).

- Bachelor of Medicine and Surgery (MBCHB) – seven years.
- Bachelor of Commerce- Accounting Science (B Acc) – three years.
- Bachelor of Science - Actuarial Sciences (BSc Ac Sc) – three years.



UP ISFAP Programme Managers

Since 2017, the ISFAP project has grown annually at the University of Pretoria. In 2019 the funders communicated that it would only continue to fund students who are on course to complete in the minimum amount of time. At the end of 2019, a total number of 268 students remained active on the ISFAP Programme. This figure can be disaggregated by programme and cohort as follows:

Table 10: ISFAP Student numbers

	EMS	NAS	EBIT	H. Sc	Total
2017	21	5	69	36	131
2018	21	10	20	20	71
2019	16	5	29	22	72
Totals	55	17	118	78	274

Twenty-two students from the 2017 cohort graduated in the minimum amount of time in 2019.

Strengths of the programme:

- Individual sessions and consultation between programme managers and students has been very successful in identifying situational issues as a strong sense of trust is built.
- Peer group sessions, where the stronger students guide and motivate the high-risk students, have proved to be successful.

- Shared as well as faculty-specific social events build cohesion and a sense of community/family for students.
- All faculties adopted the 7 Habits of Highly Effective College students course as being part of their programme offering and this has assisted students in the process of self-reflection and has stimulated independent thinking.
- While the programme is implemented in the departments in individual faculties, there is a close-knit sense of working together under the management of the Deputy Director: ADS in El. Heads of the Departments from the related sections have renewed their commitment and offered support and resources to the ISFAP programme managers. This ensured the integration and streamlining of all programme activities.

Interventions by ISFAP Programme Managers are applied on three different levels where it can be either specific or a combination of one of the listed approaches:

- In partnership with existing University support;
- Directing ISFAP students to existing University support; and/or
- An ISFAP-initiated intervention.

Faculties focused on one-on-one consultations to include the following academic interventions:

- The setting of individual goals;
- Individual academic performance discussions with a special focus on at-risk students (students repeating their prior year or where there is a drop in marks);
- Students are referred to the FSAs or the ISFAP psychologist depending on the outcome of their identified challenges. Students make appointments for individual sessions that guide and provide skills and resources to enable academic success;
- Struggling students are instructed to consult with lecturers/tutors and are given a consultation sheet which the lecturer/tutor has to sign; and
- Study groups/learning communities involve the tutors and students finding time to go through past papers, extra activities and to study together.

The psycho-social support interventions include both an individual focus, as well as 'building a learning community' for social cohesion.

- All first-year ISFAP students are assigned to senior ISFAP students who act as mentors, and meet on a weekly or monthly basis as per their own schedules. They also communicate through WhatsApp groups and so form a close bond that aids the new students tremendously as a platform to share struggles and become motivated.

- A number of formal workshops and events are hosted during the year. These allow the students to integrate into the bigger ISFAP group across faculties and cohorts. Some of the combined social events organised for 2019 included the ISFAP Welcome-back Dinner (for all returning students), the Launch Event (for new students) and one combined second semester Fun Event.



Senior students sending messages to the 2019 cohort

- UP welcomed 72 first-year students at the launch on 06 April 2019. At this event, Professor Ana Naidoo and Professor Norman Duncan (UP Vice-Principal) welcomed the ISFAP Head Office staff, the UP staff in attendance and the special guest speaker, Bongimusa Makhathini, to the University. Professor Duncan expressed his pride and satisfaction over the success of the programme and urged the new cohort to make use of this special opportunity to grow and excel.

Faculty programme managers are creative and responsive in terms of the types of events and workshops they arrange for their students. Some of these events are listed below.

- MBCHB – students took the lead in organising the welcoming event for first-year students who were joining the Medical Campus in the second half of the year. The students organised games, puzzles, and music. The event was used as a peer group motivation and introduction of mentors to the first-year students. The students used their creativity and demonstrated that they had social capital that they brought to the ISFAP programme. The session was effective in that it allowed for student participation and it allowed the students' voice to be heard.
- EMS - the year end function and motivational speaker was a highlight. The speaker was an entrepreneur who released a book in that week. Each student received the book, they engaged with the speaker, and got his autograph afterwards.
- A fitness instructor and actor presented a morning session with students to show them that they can exercise anywhere, at any time. This session motivated students to look after their whole being and get active.



ISFAP Launch 2019

ISFAP National requested UP to host an event foregrounding gender-based violence in 2019. In response, UP-ISFAP arranged an Empowering Self-defence class for all ISFAP students. Students (females as well as males) were taught how to make a choice in a threatening situation and how to defend themselves when in danger. Students expressed that they felt scared and vulnerable amidst the rise in violence and rapes in society. They further confirmed that the three-hour session gave them more hope and agency to defend themselves.

Table 11: Workshops focused on specific level of studies

All levels	1st year	2nd year	3rd year
Stress management and “worry time” – make a date with your worries	Introduction to 7 Habits of Highly Effective College students: Session on Habit 1 (Be Proactive), Habit 2 (Begin with the end in mind), Habit 3 (Put first things first).	How to approach second year.	How to approach third year. Year test preparation.
Pizza Wellness Workshop - taking care of each facet of your life	Reality check and self-control.	Building resilience – getting back after failure.	Work Readiness – CV and interview skills.
Building confidence and leadership skills	How to work in groups.	Mentoring and motivation.	Public speaking and presentation skills.
Emotional Intelligence	Adjustment to university - coping mechanisms and skills.		Starting with a bang & Time management.
Pre-Examination motivation workshops	Adulting 101.		We leave no one behind.
Mental toughness and health awareness workshop			Mentoring and motivation.

Other initiatives

In September 2019, Ms Manley led the development of a 12-page self-care booklet. Inputs from all programme managers were incorporated into the booklet, which was then distributed to all ISFAP students. The students were encouraged to approach other students on campus and share the booklet with them. The booklet included:

- Explaining self-care. What to do? Why do it?
- The Wellness Wheel;
- Toot your own horn – worksheets;
- Understanding the stress curve;
- Tips to manage stress;
- Referencing the free healthcare and

mental healthcare services for UP Students; and

- Student faculty advisors and emergency contact details on Campus.

The Mastercard Foundation Scholars Programme (MCFSP)

The University of Pretoria (UP), in partnership with the Mastercard Foundation (MCF), is currently offering scholarships to high-achieving African students interested in studying at undergraduate or postgraduate levels. The Mastercard Foundation Scholars Programme (MCFSP) targets academically talented yet economically disadvantaged young people in Africa who will contribute to the transformation of the continent

through their knowledge, skills, attitudes and values, as evidenced by their leadership. Community service and internships are essential components of the programme. Two thirds of these bursaries are for postgraduate students. Graduates must return to their home countries upon completion of their studies and give back to their communities. The programme covers the following:

1. Full tuition fees.
2. Accommodation and meals in a UP residence or UP-accredited accommodation.
3. A modest monthly stipend.
4. Funds for textbooks and printed material.

5. Medical aid cover for the duration of study.
6. VISA costs.
7. Reasonable travel costs (including flight tickets) to and from your home.
8. Leadership development opportunities.
9. Academic advising and counselling support.

In 2019, MCFSP welcomed 63 new students from 13 African countries to pursue their studies at the University of Pretoria. Ms Dimakatso Mashigo was appointed as the administrative officer in January 2019 and Dr Grace Ramafi as the programmes manager in July 2019. Mr Lennox Wasara also came on board as the entrepreneurship coordinator in

February 2019. As one outcome of our monitoring and mentorship efforts, some of our scholars attained various academic achievements, which validated their hard work.

- Jane Akura (MEng Water Resource Engineering) from Kenya participated in the Writing for Impact Workshop held in Kigali, Rwanda;
- Phinda Magagula (MSc Plant Science) from Swaziland presented a poster in a conference organised by Plant Cell and Environment in Glasgow, Scotland;
- Linda Sankhulani (MSc Agricultural Economics) from Swaziland was awarded best student in Shared Facility for Specialisation and Electives (SFSE)

under the African Economic Research Council; and

- Emmanuel Adu-Awuku (MEng Chemical Engineering) from Zambia, and Letlama Setene from Lesotho, 2018 master's in MSc Agricultural Economics students, continue to receive mentorship on technical and soft skills from Facebook. com. Topics such as introductions, goal setting, and professional conduct, amongst others, were discussed during consultations. They receive mentorship via Zoom on a monthly basis and they are both grateful for the support. The support will continue until the end of 2020.



MCFSP Launch



Entrepreneur activities

Mastercard Scholars Entrepreneur Fund

Soil preparation for planting was conducted with the support of Bidvest Turf Company, a multidisciplinary Greens Services company that believes in sustainable environments that guarantee a green future for all. The company is not only interested in soil preparations support for scholars, they are also interested in the success of the scholars' project. Tools, accessories, and seedlings were purchased from Bidvest. Over 1 000 spinach and cabbage seedlings were planted in two separate days (15 August and 30 August). Our partners at the University, Enactus and the Business Unit staff from the Faculty of Economic Management Services and their Community Engagement students, assisted our scholars during the two days of planting. In total, 120 people participated in the planting of the seedlings. To keep up with all the demands of the project with scholars studying and tending to the crops, effective and on-time communication between the scholars and the coordinator was key to the success of the project. Emails, WhatsApp messages, phone calls and training videos became methods of keeping all stakeholders informed on all activities.

Parallel to the planting of the seedlings, the scholars consulted with the entrepreneur coordinator on a one-on-one basis to support theory with practice. The virtual incubation programme is

another avenue of support for the scholars. Using video training, the scholars are able to access the videos in their own time, at their own pace.

A poster on the alumni activities of the project was shared at the 2019 Baobab Summit held in Rwanda, Kigali from 1 to 4 August 2019. Another poster was shared at the University of Pretoria's Entrepreneurship Week showcasing the activities of the Mastercard Scholars' entrepreneurial activities. As a result, the scholars will sell their produce (spinach) to TuksRes, the University's Food Services Division, which caters for and manages 13 dining halls at the University of Pretoria. The scholars will also participate in the University's campaign, 'Healthy living THE UP WAY', an awareness campaign to help staff and students make smarter food choices that are both nutritious and affordable.

A presentation on community engagement and the entrepreneurship project of the scholars was delivered by the programme manager at the US National Scholarship Providers Association (NSPA) in Minneapolis on 30 September 2019. The lessons the scholars learnt from the projects were well received by many at the conference. Furthermore, alumni projects include:

- Ambiego Widows Pig Farm (Kenya);
- Glofha General (Kenya); and
- PICS Bags for Scale-Gateway to Food Security (Malawi).

Scholar-led initiatives

For scholar-led activities to be fully realised, the six 2019 scholar representatives, comprising three undergraduates and three postgraduates, divided themselves into teams:

1. Community engagement and events (Feed the Poor, Media and Editorial, Technology and Tutoring teams);
2. Finance and accommodation;
3. Academics and general queries; and the
4. Baobab summit selection team.

The scholar community was given the choice of which team they wanted to participate. Below is a breakdown of the success of the scholars' activities a result of this approach:

- Community engagement: the scholars visited Leamogetswe Safety Home for abused and abandoned children in Atteridgeville, west of Pretoria on 21 July 2019. Prior to their visit, they requested a list of the children's needs and any other support they could offer the Home. The scholars managed to raise funds to a total of R1 600 (\$107) and they bought groceries and toiletries in addition to other supplies they had collected from fellow students at the University for the children. They also donated a box full of children's books.
- Tutoring team: the Mastercard Scholars Tutoring Programme is a community engagement activity. The team has a total of 12 tutors who have collectively offered free tutoring services to 217 students at the University of Pretoria, including MCF scholars, since the beginning of the 2019 academic year.

Some of the modules the tutors have helped students with include calculus, statistics, mathematical statistics, microbiology, chemistry, computer programming, accounting, economics and business management. This activity operates on the premise that every student deserves to 'FLY @UP' and the team hopes to continually support students who are struggling with different modules and cannot afford private tutoring in order to enable them to excel in their studies at UP. The team subscribes to the vision of the University's 'THE UP WAY' programme, which speaks to the goals of the Mastercard Programme. The scholars believe that "together, we can make a big difference here at UP and beyond".

- Media team: the team was trained by the University Media Unit on how to take good pictures and edit them. The team attended all of the programme's events to take pictures, which are stored in the programme's Google drive.
- Family Day: the MCF Family Day was a day to bring both current scholars and alumni of the programme together to share their stories, connect and to inspire one another. Through this, they could find ways and opportunities to achieve more together, and contribute to the continent by selflessly giving back. The event was held on 17 August 2019.
- Heritage Day: on 21 September, the scholars held their Heritage Day celebrations. The event showcased the multicultural diversity of Africa, as found within the scholar community at the University. Music, food, and clothing from different parts of Africa were on display and the scholars participated in a competition to select the countries that were the best. This event provided a unique opportunity for scholars to socialise and learn more about each

other and Africa as a whole. The event was well attended as compared to previous years.

Current scholars participating in leadership, community engagement, and performing well in academics took to the stage and shared how they managed to do well in these areas, with support from Mastercard:

- Ms Pilirani Tendai Khoza from Malawi, a master's student in forestry and environmental science, shared her experience as a recipient of the 2019 Mandela Washington fellows programme in June 2019. She participated in the Leadership and Business Track. She was also a recipient of the award from the Queen of England for her contribution to women empowerment in her home country, Malawi. She motivated scholars to take initiatives.
- Two alumni of the MCFSP took turns to share their stories. Fhazhil Wamalwa, a Kenyan, joined from Mauritius via Skype. He is an engineering lecturer at the African Leadership University in Mauritius. In addition, he spends his spare time mentoring young Africans in Science, Technology, Engineering and Mathematics (STEM). The scholars realised that there are many opportunities across Africa and, as the youth, they can contribute to their communities. David Sithole from Swaziland, a PhD candidate and fellow in the Department of Economics and Management Sciences, University of Pretoria, challenged the scholars to stand out and be responsible citizens and leaders. He told them that leadership starts with them and that they should always ask themselves this question: "What can I do for my community, and what I am doing for my community now?"

E-learning and Media Development

Mr Dolf Jordaan is the Deputy Director: E-Learning and Media Development. As a result, he is involved at a high level in the successful implementation of the hybrid model of teaching and learning. He plays a leading role within the University at a strategic level in moving the University forward in terms of virtual learning and assessment environments.

The online Learning Management System (LMS), clickUP, based on the commercial product Blackboard Learn, falls within his portfolio. Continuous engagement with Blackboard, including Blackboard executive members, has improved the partnership of two decades between the University and Blackboard. The strategic input of Mr Jordaan and members of the E-Education group contributed to significant Blackboard product developments. About half of the computer-based testing at the University is conducted on clickUP. The rest use the commercial product, QuestionMark Perception, which is branded as QuestUP at the University. Through the E-Education Unit, Mr Jordaan ensures that the department regularly interacts with QuestionMark.

Mr Jordaan is responsible for the integration of the use of clickUP data through learning analytics in the strategic drive to improve student success. Media are central to online and hybrid environments and therefore Creative Studios and Communication Technology are also part of Mr Jordaan's portfolio.

E-Education

The E-Education group is managed by Ms Detken Scheepers and comprises e-learning project managers, instructional designers (IDs), an educational technologist and computer-based testing assistants. Staff members are distributed across the Hatfield, Onderstepoort and Prinshof campuses to support the use of e-learning. The team saw a few changes during 2019. In January, Mr Eugene Mahlangu joined as the clickUP Helpdesk officer at the Faculty of Health Sciences. He resigned in August and was replaced by Ms E Mdluli in December. The Department also had to say farewell to Dr M Pienaar, who resigned in February; Dr L Nagel and Ms E Molala, who retired in April and November, respectively. In July, Mr Velly Nkosi was welcomed as instructional designer for the Faculty of Veterinary Science.

The group aims to advance the best, most promising, and innovative practices in hybrid teaching, learning and assessment within the University that is suitable to the South-African higher education and socio-economic contexts. This is achieved through a variety of services geared towards a university-wide hybrid delivery model. The focus is on online and hybrid learning methodologies through training, consultation, and support for the pedagogically sound use of the LMS, clickUP, and the computer-based assessment

system, QuestUP, as well as the use of mobile apps. In order to achieve these services optimally, the group have to:

- Manage relationships with service providers for mission-critical systems such as Blackboard and QuestionMark;
- Regularly engage with the Department for Information Technology Services to implement strategically focused and cost-effective enhancements to the IT infrastructure in support of teaching and learning; and
- Ensure the operational efficiency of clickUP and QuestUP through regular updates. New and promising technologies were also investigated to determine their suitability for the UP context.

#ChooseUP Day

The E-Education team participated for the second time in the #ChooseUP day on 17 August 2019. The experience of the 2018 #ChooseUP day led to a change in the format of participation. The information about Hybrid Learning was included in the presentations of the FSAs, which reached a much wider audience than the booth of 2018. The booth on Hybrid Learning moved to the Aula Lawn and the same posters and Z-folds were used that were created in 2018. The five staff members who manned the booth distributed Z-folds with information about hybrid learning and the SPOC entitled 'At the Starting Line' to the potential first-year students for 2020.



#ChooseUP Day

Design and development impact on the quality of teaching, learning and assessment

Extensive instructional design support was provided to lecturers from across the University in the following initiatives: the online coursework master's project; development of apps; and development of the UPO:SPOC (Special/Small Private Online Course). Smaller projects in departments also received instructional design inputs from the group.

The move of technology towards mobile apps led to a need, within UP, to redevelop existing multimedia into mobile apps, and to develop new apps. The group worked on several mobile app products during 2019. The following four projects were completed:

Table 12: Completed Projects

Mobile App	Department	Audience
Biomechanics mobile app	Department of Occupational Therapy, School of Health Care Sciences, Faculty of Health Sciences.	Occupational Therapy curriculum.
The Hygiene Assessment System Checklist	Department of Paraclinical Sciences, Faculty of Veterinary Science.	Final-year Veterinary students who visit and inspect abattoirs.
The AACSB accreditation preparation app	Faculty of Economic and Management Sciences.	All lecturers within EMS who are part of AACSB accreditation process.
Hybrid Learning Self-Evaluation App	EI.	UP lecturers to reflect on their use of hybrid learning within a module.

Instructional designers continued with the development of four other apps:

- The 'Soil' Mobile App will be used in the Department of Plant Production and Soil Science, Faculty of Natural and Agricultural Sciences. The redevelopment of the existing multimedia on 'Soil' into an app continued in 2019. All six themes were developed, and the quality assurance process has been completed with a delivery date for the product set to be in February 2020.
- The 'Practical anthropometry' app for the Department of Human Nutrition, Faculty of Health Sciences is also a redevelopment of existing multimedia. This project was unique as part of the product was developed and will be used by a master's student for her research. The development that started in 2018 was completed in 2019, and feedback on the student experience showed positive results. The product will also be implemented in 2020.
- The 'Discovering Animal Diversity – a practical experience' mobile app that was deployed in 2017 was redeveloped in 2019 based on requests from the academic department. The product is currently being quality assured by the academic department. The Department of Zoology uses the app to replace certain components of the practical sessions of the module.
- The 'Maxillofacial Pathology Mobile' app is used by the Dentistry students. It has also been available to external (non-UP) dentists on the iStore for Apple users since 2017, but we experienced challenges with the Google PlayStore release. At first, Southern African countries could not open a Google PlayStore account. This changed in 2018, and EI allocated funds towards Grove IS to repackage the product for Android users. This was not completed in 2018, and in 2019 they compiled an APK, but it was too large to upload to the PlayStore. The company tried to solve this problem, but the funds for the development were insufficient to complete the project and the work was reverted to the E-Education team. Mr D Kriel spent a considerable amount of time investigating possible ways to reduce the size of the app, but the only solution was to rebuild it entirely. Due to the extensive time required for a complete rebuild, a decision was made to wait for the larger file uploads on the PlayStore that Google announced will be available "in the future".

clickUP

Instructional designers provided continuous support to lecturers with their clickUP modules. Table 13 provides statistics on the number of active clickUP modules developed for the past five years.

Table 13: Modules on clickUP 2014-2019

	2014	2015	2016	2017	2018	2019
UG modules	2,039	2,153	1,834	2,405	2,460	2,364
% UG modules	81.95	83.77	87.67	94.13	94.43	95.2
PG modules	945	946	977	1,213	2,245	2,263
Number of departments	118	101	122	116	115	115
Students accessing e-learning	45 127	45 775	45 730	44 936	46 701	47 124

E-Assessment

The hybrid model at UP includes the use of various electronic assessment opportunities for students to enable regular assessment and feedback of both formative and summative assessment. The University uses various systems to enable this core function, namely, QuestUP, clickUP, Turnitin, the assignments tools of e-publishers, and CompAssess.

QuestUP (QuestionMark Perception)

QuestionMark Perception, known as QuestUP at the University, is used for summative objective assessment. This system supports secure objective assessment through the creation of reusable question banks and automated marking. The statistics for the past five years are recorded in Tables 14 and 15.

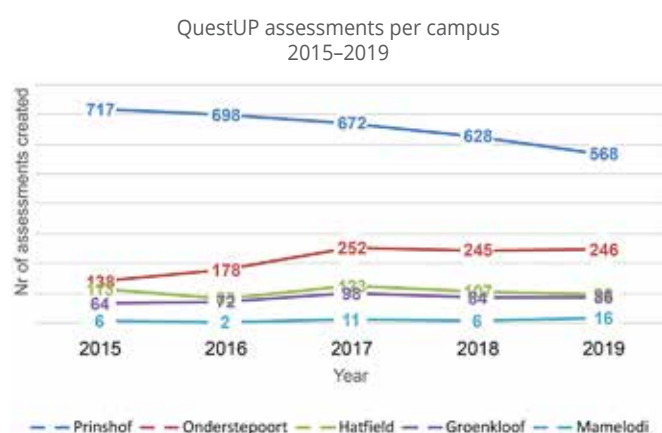
The Computer-Based Testing (CBT) team provides a service to lectures to enable tests administered through the QuestUP system. Figure 6 provides an overview of the number of QuestUP assessments per campus over the past five years. In 2019, there was growth in the number of assessments at the Mamelodi (63%) and Groenkloof (2%) campuses, but a decline at the Hatfield (-11%) and Prinshof (-11%) campuses. These declines can be attributed to four factors: some modules replaced their CBT assessments with other forms of assessment; several modules reduced their assessments to prevent over-assessment; the Department of Anatomy switched all their assessments from QuestUP to 'Riddle'; and there were fewer supplementary examinations in 2019.

Table 14: QuestUP assessment per campus

Venue	2015	2016	2017	2018	2019
Hatfield CBT labs	87	66	95	82	72
Hatfield IT labs	26	17	28	25	24
Mamelodi	6	2	11	6	16
Prinshof	717	698	672	628	568
Onderstepoort	138	178	252	245	246
Groenkloof	64	72	98	84	86
Total	1 038	1 033	1 156	1 070	1 012

Table 15: QuestUP assessments taken by students

Venue	2015	2016	2017	2018	2019
Hatfield CBT labs	13 592	7 412	12 609	11 900	25 190
Hatfield IT Labs	21 827	14 338	22 882	25 585	24 288
Mamelodi	2 860	837	2 663	3 276	4 910
Prinshof	44 178	48 491	48 435	45 241	45 309
Onderstepoort	12 027	11 751	16 219	19 707	20 931
Groenkloof	21 018	14 594	18 243	16 043	18 355
Total	115 502	97 423	121 051	121 752	138 983



Number of assessments created in QuestUP per campus from 2015-2019

Despite the decline in the number of assessments at the Hatfield and Prinshof campuses, various UP and faculty initiatives impacted the CBT team:

- There was a language policy requirement that Afrikaans be removed from all existing first-year questions in databanks. A contractor was appointed to assist with this task. All Afrikaans text in questions were removed from topics used since 2016 for all first-year modules and all first semester modules of second-year courses. In specific modules that require the use of Afrikaans in the questions, these remained.

The School of Medicine instituted an Assessment Quality Assurance Committee (AQAC) that required item analysis reports and a summary document for the block tests and first exams of all ten first semester blocks that use QuestUP, as well as the export of all question banks for two sixth-year blocks.

- The School of Medicine instituted a new moderation process and

instructed lecturers to only use 40% of the existing questions in any assessment. The CBT team had to assist lecturers to review their old questions and build new questions into the system for each assessment. This initiative strained the team, especially during the examination periods this year where several blocks did not work progressively during the year.

- The HPCSA accreditation for the MBChB degree resulted in various requests to export block tests, examination questions, and coaching reports for students from 2016-2019 for different blocks before the visit. During the visit, the accreditation committee requested item analysis reports for 13 blocks.
- The Department of Business Management (EMS Faculty) started using QuestUP for the assessment of four modules. Extensive question banks were built on three servers as the students wrote on the Hatfield, Groenkloof and Mamelodi campuses.
- Various departments at the Faculty of Education also increased their use of QuestUP.
- The BVetSc curriculum necessitates that many lecturers contribute to one assessment. During 2019, a new process was initiated where the academic departments collated all the questions and sent it in as one assessment rather than as individual lecturer contributions. This saved time for EI and ensured higher quality delivery of the assessments.

clickUP (Blackboard)

Lecturers also use several tools within clickUP to administer a variety of assessment formats through the grading of various online activities, eg discussions, blogs, wikis, and journals, managing submission and marking of assignments, and setting objective assessment items through the tests.

Table 16: Number of clickUP assessments

	2015	2016	2017	2018	2019
clickUP tests	2 957	4 428	5 383	5 389	5 926
clickUP assignments	2 940	4 225	4 360	4 447	4 968
Graded discussions	295	569	1 127	772	699
Graded wikis	148	203	196	154	161
Graded blogs	121	152	217	140	176
Graded journals	211	280	180	260	216
Turnitin assignments	2 981	4718	5861	5 358	5 639
McGraw Hill assignments	46	305	627	266	395
Cengage	67	228	172	484	527
Mobile assessments	77	65	44	34	28
Self and Peer Assessment	84	93	73	39	25
Total	9 927	15 266	18 240	17 343	18 760

Table17: Graded clickUP assessments taken by students

	2015	2016	2017	2018	2019
clickUP tests**	562 308	695 633	864 932	1 020 844	1 199 682
clickUP assignments	70 891	122 120	126 209	155 750	185 262
Graded discussions	680	2 808	1 505	2 257	8 792
Graded wikis	4 120	4 837	2 089	2 404	2 569
Graded blogs	2 065	2 674	2 320	2 673	2 995
Graded journals	1 123	584	973	2 258	4 159
Turnitin assignments	57 427	124 644	243 445	200 267	220 478
McGraw Hill assignments	29 910	198 292	219 628	74 274	308 046
Cengage	26 306	32 337	35 424	179 261	384 014
WileyPlus		2 225	9 841	10 145	9 529
Self and Peer Assessments	942	245	1 017	625	102
Total	755 772	1 064 279	1 507 383	1 650 758	2 325 628

** Includes self-assessment

Turnitin is used to verify the originality of student work through the detection of similarity between assignments and other documents. The resubmission function in Turnitin allows students to develop their academic writing through the similarity check and report as they learn how to paraphrase, summarise, and cite documents as part of an academic argument. The publishers of various textbooks, eg Cengage, McGraw Hill and WileyPlus provide electronic assignments that enable formative assignments that students use during their learning process.

While the **CompAssess assessments** increased from 38 to 44 between 2015 and 2019, the number of CompAssess assessments decreased from 38993 to 37555.

Continuing academic development

Grant from Carnegie Corporation of New York

The research conducted during the first year of the project indicated that there were varying degrees to which lecturers implement hybrid learning and, where it was not done well, it impacted students negatively. The data from the students highlighted several focus areas that the University must address. The insights gained through the research also led to the development of two resources in 2019, namely, the Hybrid Learning Self-Evaluation App, and the Hybrid Learning Field Guide. The aim of these products is to assist lecturers to reflect on their existing practices and create a benchmark of their own adoption. They may then use the report from the self-evaluation to create their own development path/process. The reports may also be used during performance appraisals and as part of a teaching portfolio.

D Scheepers, H Untiedt, D Kriel and E Drysdale created the content

of the Hybrid Self-Evaluation App by consulting and adapting three international products (the Blackboard Exemplary Course Rubric, Quality Matters Higher Education Course Design Rubric, and the Blended Learning Calculator of the University of Tasmania). The Self-Evaluation App uses eight dimensions as a structure for academics to reflect on their existing hybrid teaching and learning practices, self-identify their own levels within the eight categories, and record these results as a snapshot of a module. Lecturers from each faculty were invited to test the statements, and changes were made to reflect the contextual differences that are prevalent within the university and to provide more clarity on some of the statements. The feedback from the lecturers also indicated that they would appreciate examples of hybrid learning practices for each dimension. The grant allowed us to appoint Mrs E Drysdale to develop the app in Articulate Storyline.

We also used the grant to appoint Mr D Moore to develop a second product, the Hybrid Learning Field Guide, which complements the Self-Evaluation App. There was continuous communication between him and Ms D Scheepers to ensure that the product is relevant to the UP context. Readers of the field guide will find fresh ideas, summaries, and descriptions of good practices, as well as checklists for implementing them for each of the eight dimensions commonly found in tertiary hybrid learning environments. Both products are available under a Creative Commons license on the clickUP Help site (<http://eduvation.up.ac.za/hybridproject>). Ms D Scheepers showcased the Self-Evaluation App at the Flexible Futures conference, and at meetings held in six faculties (EBIT, Education, EMS, Health Sciences, Humanities and NAS.) It is envisaged that the long-term use of these products will not only create a balanced use of hybrid learning and develop lecturers, but also better prepare students for success.

While the focus of the products was on the UP environment, they were also adapted to be used by the whole of South Africa. Ms D Scheepers introduced these South-African products, known as the Blended Learning Self-Evaluation App & Blended Learning Field Guide, to the South African Higher Education community at the National Convening of Universities, Blended Learning 2019 Conference, at The Premier Hotel OR Tambo, Johannesburg, 30 May 2019. Subsequently, the University of the North West contacted us, and we had an online meeting on 12 June 2019 to discuss the use and adaption of the Blended Learning Self-Evaluation App for their own purposes. These products are available on the Blended Learning Resources website, which was created by the University of the Free State (<http://blendedlearningresources.co.za/blended-resources-self-evaluation/>), and were introduced to all national public and private higher education institutions through USAF and the Council on Higher Education, as well as to other African universities through SARUA.

National Community of Practice (UP2U) and other participation

The E-Education team participated in the National UP2U community of practice meeting in Bloemfontein at the University of the Free State on 4 October 2019. H Untiedt delivered a paper entitled 'Development of a self-evaluation app and field guide to support lecturers' own teaching quality, innovation and change' with a case study to involve the participants. A Smart, V. Nkosi, M Thukane, A Smart, and G Pretorius attended the meeting.



UP2U Conference

The following national contributions were made beyond the UP2U community of practice:

- E de Bruyn, N. Ncgobo, and E. Mostert met Dr van Staden, Head of the Department of Physiology at the Limpopo University on 29 May 2019 to discuss the computer-based testing systems and processes used at UP.
- E. Mostert and E de Bruyn met with Professor Herman van der Merwe, Dr Gerhard du Plessis, Dr Teresa Hattingh and Ms Adelle Lotter from North West University (NWU) to discuss computer-

based testing systems, processes, and the use of Questionmark and clickUP for online assessment at UP.

- A Smart participated as a convener at the International Science Expo (24-25 September 2019) in Birchwood, Johannesburg.

Priority courses

The E-Education group employs various strategies to develop lecturers' ability to use the e-learning environment, among other things: priority courses, faculty or departmental training sessions based on requests, as well as individual just-in-time training. The scheduled priority courses were presented throughout the year at the Hatfield campus. The summary of the attendee numbers and average feedback score per priority course is provided in Table 18. A different feedback instrument was used for the QuestUP and eLearning for Academics courses, these are therefore excluded.

Table 18: 2019 Priority courses with number of attendees and average feedback score per course

Workshop	Total attendees	Response rate	Average Feedback score
Digital lectures	38	86.67%	.95
clickUP Assist	47	100.00%	.91
clickUP Overview	65	82.20%	.98
clickUP Content	49	78.93%	.98
clickUP Assessment	64	54.00%	.92
clickUP Collaboration	47	82.90%	.98
clickUP Metrical	29	83.22%	.99
clickUP Grades course	78	85.31%	.99
Turnitin	38	92.86%	1.00
Turnitin Grading and Feedback	28	92.86%	.98
Trendy tools for cool lectures	56	94.49%	.99
QuestUP	48	-	-
eLearning for academics	27	-	-
Total	566		

As can be seen from Table 18, the highest number of attendees for 2019 came from the Faculty of Health Sciences, followed by the Faculty of Humanities. Ten percent of the staff who registered for the courses did not attend, while 3% of attendees did not register prior to the start of the course.

Table 19: provides an overview of the attendance of the courses per faculty for 2019

	Number that did NOT attend	Number NOT on the list	Library and E@UP / EI	EBIT	EMS	EDUCATION	Health Sciences	LAW	NAS	Theology	HUMANITIES	VET SCIENCES	Total attended
Number that attended	57	18	61	61	37	67	137	23	53	5	80	42	566
Percentage of total	10%	3%	10%	10%	6%	11%	24%	4%	9%	0.8%	14%	7%	

In addition to the priority courses, instructional designers presented 14 departmental training sessions to 130+ staff members on request. Six of these sessions were combined training by the education consultant and instructional designer within the faculty. Table 20 provides details on the content and duration of these sessions.

Table 20: lists the departmental training sessions for 2019

Course	Target audience	Nr of attendees	Team members	Dates	Duration
'Hybrid' training: clickUP tools	LST 110 lecturers and course co-ordinators	14	G Pretorius	22 Jan	3 hrs
clickUP tools, Tii & GC	Drama department	6	G Pretorius	5 Feb	4 hrs
Question analysis and interpretation of stats (Erika); Look at lecturers' MCQ questions (Irene and Erika)	Lecturers at Kalafong Hospital	9	I Lubbe and E de Bruyn	26 Feb	2 hrs
Question analysis and interpretation of stats (Erika)	Lecturers of Obstetrics and Gynaecology department	11	I Lubbe and E de Bruyn	24 Jan	2 hrs
Education	OPV 312 lecturers	6	J Maroga	12 Mar	1.5 hrs
Grade center, analytics and Bb Predict	Department of Marketing Management: lecturers	± 15	E Drysdale, P Mthembu, H Untiedt and G Jacobs	11 Mar	2 hrs
Library	Librarian role in clickUP	±15	H Untiedt	3 April	
Online assessment	Lecturers	2	M Thukane	16 April	2hrs
Question analysis and Interpretation of statistics	Weskoppies lecturers	14	E de Bruyn	24 May	3 hrs
Hybrid Learning Psychology course	Psychology lecturers	11	G Pretorius and M Lotriet	20 May	2 hrs
MCQ and Statistical Analysis workshop	Anaesthesiology	9	I Lubbe and E de Bruyn	12 June	2.5 hrs
MCQ and Statistical Analysis workshop	Anaesthesiology	9	I Lubbe and E de Bruyn	16 Aug	2.5 hrs
Assessment guidelines and settings; Respondus and Mashups	Sport Science	5	J Maroga, M Pienaar and G Jacobs	16 Aug	3 hrs
Use of clickUP undergraduate/postgraduate modules to share training sessions with students at the Faculty of Education.	Education information specialists	4	J Maroga and G Jacobs	5 Sep	2 hrs

Other online UP staff development

Mr J Slabbert provided support to Dr L Botha (from Human Resources) with the implementation of Lynda.com as an alternative professional development strategy within UP. Lynda.com moved to LinkedIn Learning and Mr Slabbert had to assist with the setup and test the new integration over the weekend of 7 July. The new LTI integration was only available in the USA and Mr Slabbert had to engage with both the LinkedIn Learning support team and the Blackboard team to move this integration to the European environment to enable the UP implementation. He also assisted with the enrolment of 50 new staff members to LinkedIn Learning during 2019.

Ms M Thukane consulted with Ms L Dharamraj of the Department of Information Technology Services to create some of their Information technology courses online. Ms Dharamraj decided to incorporate interactive videos for some of the training topics. They will pilot a few of these videos to determine the way forward. An ITS Online clickUP course was created and they started with the process of building the first course using it. The course will be accessible to staff members who will be attending the ITS training sessions, and will also serve as a resource hub where staff can obtain relevant information.

Student orientation sessions

The student orientation clickUP manual was reviewed and expanded. The online self-paced student orientation module for clickUP was implemented and 4 363 students used it in 2019. The instructional designers also provided student orientation sessions on request during the year. In 2019, there were 44 sessions attended by 3074 students.

Tutor training

ClickUP training was provided to tutors in the Faculties of Humanities, EMS and NAS. This year, nine sessions were presented where 100 tutors were trained.

UPO and student success

Mr A Smart assisted Dr H Byles with the development of the 2019 UPO modules. Various changes were made, including a study path difference for students who attended the first-year orientation as opposed to those who did not, the totals of tests, calendar due dates, and the removal of badges. He provided continuous support to the FSAs during the year with question/problem solving, he set up the FAQs to be sent to students regarding regular issues, and followed up on special request emails. Mr Smart also compiled a comparison between the 2018 and 2019 enrolments for all the UPO modules. This was given to Dr Byles, who identified modules

where under-enrolment occurred, and it allowed students to correct the problem. The development module for 2020 was also begun in 2019.

Other student support

The Helpdesk at Health Sciences continued to provide support to students of the faculty in 2019, as indicated below. The newly appointed incumbent resigned after eight months, resulting in the shift of the student support to the rest of the instructional designers at the Prinshof campus. The data of students who visited their offices were not recorded.

ClickUP E-Support Office

The E-Support Offices at the Hatfield and Prinshof campuses provided administrative support and just-in-time training to 5659 lecturers and administrative staff in academic departments. The clickUP help site is another avenue used to support users of the clickUP system. Collectively, in 2019, the number of e-mails received and just-in-time training provided by the E-Support Offices on the Hatfield campus was 5283. The just-in-time training (JIT) at Health Sciences was only available from January to August as the post became vacant when Mr Mahlangu resigned, hence the number recorded was 376. When necessary, other IDs assisted.

In-video assessment

The UP teaching and learning plan, Teach & Learn THE UP WAY, required the implementation of an in-video assessment platform that will enable lecturers to create student engagement and participation while watching videos in preparation for their classes. The E-Education team started with the project in August 2019 and created a criteria list for such a product, and identified eleven possible products through a Google search: H5P, edPuzzle, Kaltura, Panopto, TechSmith, Relay, McGraw Tegrity, VidGrid (iLos), Flipgrid, Playposit, HapYak, and Zaption. After an evaluation against the criteria, the decision was made to procure H5P as it integrates well with clickUP, is affordable, and is easy to use. It also provides contextual help, has five question types and branching within a video, is based on student input, and has other interactive activities in addition to in-video assessment. The product was implemented in November and the instructional designers started to develop a training course for lecturers in December.

Upgrading the CBT System

The implementation of the new QuestionMark NextGen OnPremise product continued in 2019; progress was dependent on two other projects within ITS: the Server Refresh Project and the Inter Campus Connectivity Project. Most of the work for 2019 resided with the ITS department. Dr W Beeken managed the project within the ITS

department and they completed the installation of QuestionMark NextGen OnPremise, configured the load balancer and Internet Protocol, as well as the Auto-launch script for the simulation tests. The simulations tests were carried out in December on all campuses after the re-examinations were finalised. Each of these implementations had problems, which delayed the process, but were eventually completed after QuestionMark provided support. The ITS team also provided business requirement specifications to the Middleware Team for development work on authentication/integration work to allow the student data to be automatically pushed to the NextGen environment so as to alleviate the manual processes and unnecessary problems with students' access to assessments.

The CBT team spent time on the new question database topic structures and signed off on this work package. They also decided on principles to guide the data clean-up process. The decision was made to 'retire' all unused questions older than January 2016. The data migration process was also discussed, and a decision was made to use a phased process in 2020 to allow normal service delivery while the questions are moved over into the new environment. Bytes Altron provided UP with a draft version of the CBT best practices processes and methods for OnPremise. The document was adapted by ITS and EI to reflect the correct processes within the institution.

The new OnPremise system will allow lecturers to be more autonomous in the setting of their computer-based assessments. This will require the (re)training of lecturers; QuestionMark insists that all users must be properly trained by a certified trainer. After an on-site meeting with representatives from Altron Bytes and

QuestionMark (Glen Hargate – Technical Team Lead; Patrick Miller EU/UK business development manager; Chelsea Dowd – Acting account manager) to discuss outstanding issues with NextGen and the training of UP staff, a decision was made that a 'train the trainer' model will be the best scenario for UP. Altron will provide this training to EI CBT team members in 2020. The CBT team will thereafter be responsible for the training of all QuestUP users.

ClickUP Mobile

Mobile apps enable engagement at any time while the users are mobile. The Blackboard Student App is a persona application designed for students. It allows the student to view course activities and events, complete and submit assignments and tests, check grades and academic progress in real time, receive notifications and join virtual classes in Collaborate. The new Blackboard Instructor App allows lecturers to interact with students from their mobile devices. The current version of the application allows lecturers to preview assessments and content, facilitate discussions, and create announcements. Integration with Blackboard Collaborate provides a seamless interface for lecturers to facilitate online sessions from a mobile device. In 2019, numerous new features and fixes were added to the Blackboard applications every month.

Almost a quarter (23.55%) of user interactions on clickUP were from a mobile or tablet device. Figure 7 provides an overview of the clickUP mobile tablet activities in 2019.

Table 21 indicates the detail of student activity using the clickUP mobile application. An interesting trend is the different item types that students accessed from their mobile devices.



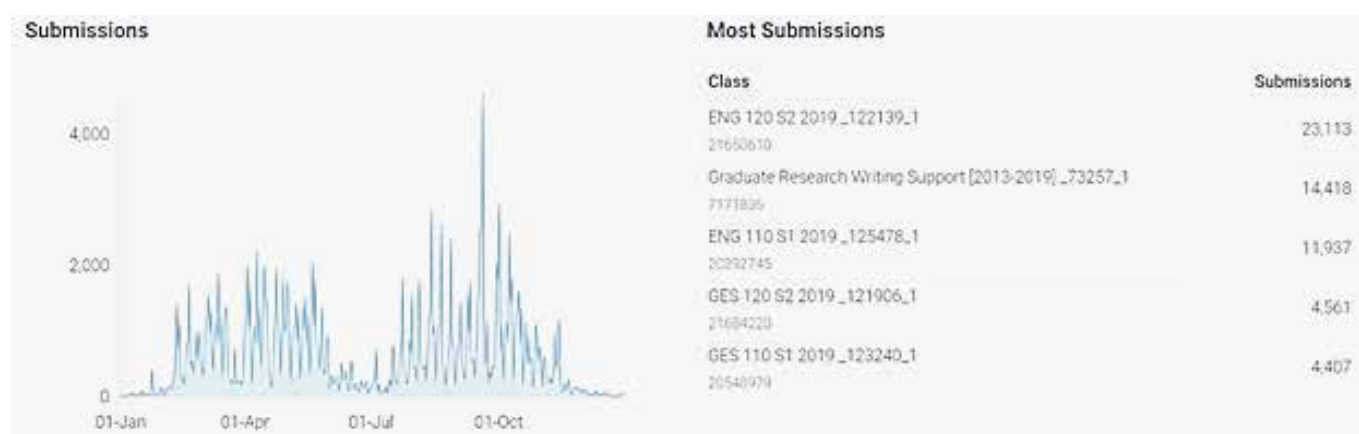
Figure 7: ClickUP mobile usage data 2019

Table 21: Student Activity

Mobile tool action	Interaction count	Avg minutes on interaction	User distinct count
View announcements	26 219 438	1,45	26 548
Access content item	6 345 838	5,56	25 151
View grades	8 872 187	2,12	26 352
View forums	6 009 768	2,86	26 108
View forum thread	70 319	3,33	6 173
View forum threads	45 825	2,42	7 343
Add forum thread post comment	2 506	0,06	943
Add forum thread post	1 532	0,06	959

Turnitin

The number of papers submitted to Turnitin increases annually. The use of Turnitin rose in 2016 in response to the #feesmustfall campus disruptions. Surprisingly, Turnitin users again increased in 2018, but decreased slightly in 2019, as shown in Figure 8. A concern is the limitations of the current Turnitin license as it requires the license administrator to frequently ask Turnitin to close active classes to manage the license. The license was increased in 2019.

**Figure 8: Turnitin usage stats**

Nearly half of the papers in 2008 had similarity scores of 25% and higher, corresponding to material published on the web or assignments submitted by other students. As high similarity scores might indicate the possible presence of plagiarism, UP started a drive to increase the originality of assessment papers through awareness campaigns and training. More UP lecturers use Turnitin to screen student assignments, as well as for marking and providing feedback. Table 16 shows the similarity reports from 2017 to 2019, and how the majority of papers incline towards lower similarities with a slight increase in high similarity.

Table 22: 2017 to 2019 Turnitin use: similarities

	Similarity Reports	Similarity 0-24%	Similarity 25-49%	Similarity 50-74%	Similarity 75-100%
Total (%) 2017	243,445	185,115 (76,0%)	38,320 (15,7%)	14,027 (5,8%)	5,983 (2,5%)
Total (%) 2018	307,706	224,132 (72,8%)	53,566 (17,4%)	18,617 (6,1%)	11,391 (3,7%)
Total (%) 2019	300,762	205,120 (68,2%)	62,394 (20,7%)	23,340 (7,7%)	9,908 (3,2%)

ClickUP

The University of Pretoria has been a client of Blackboard since 1998. In 2015, the University moved from a local hosted to a managed hosting environment. The quality of service that UP received as a managed hosting client convinced EI that the move to SaaS is the logical next step in our partnership with Blackboard. The move of clickUP to SaaS is a prerequisite for the implementation of the new version of clickUP. In December 2019, clickUP was upgraded to a continuous delivery environment.

Mr Johan Slabbert took responsibility for the management of the LMS and completed the preparation work required for the upgrade. The move to SaaS contributes to supporting our institutional teaching and learning, and student success strategies as it provides users with an online experience with which they are familiar. Also, SaaS will further reduce downtime as continuous updates can be implemented with zero or minimal downtime.

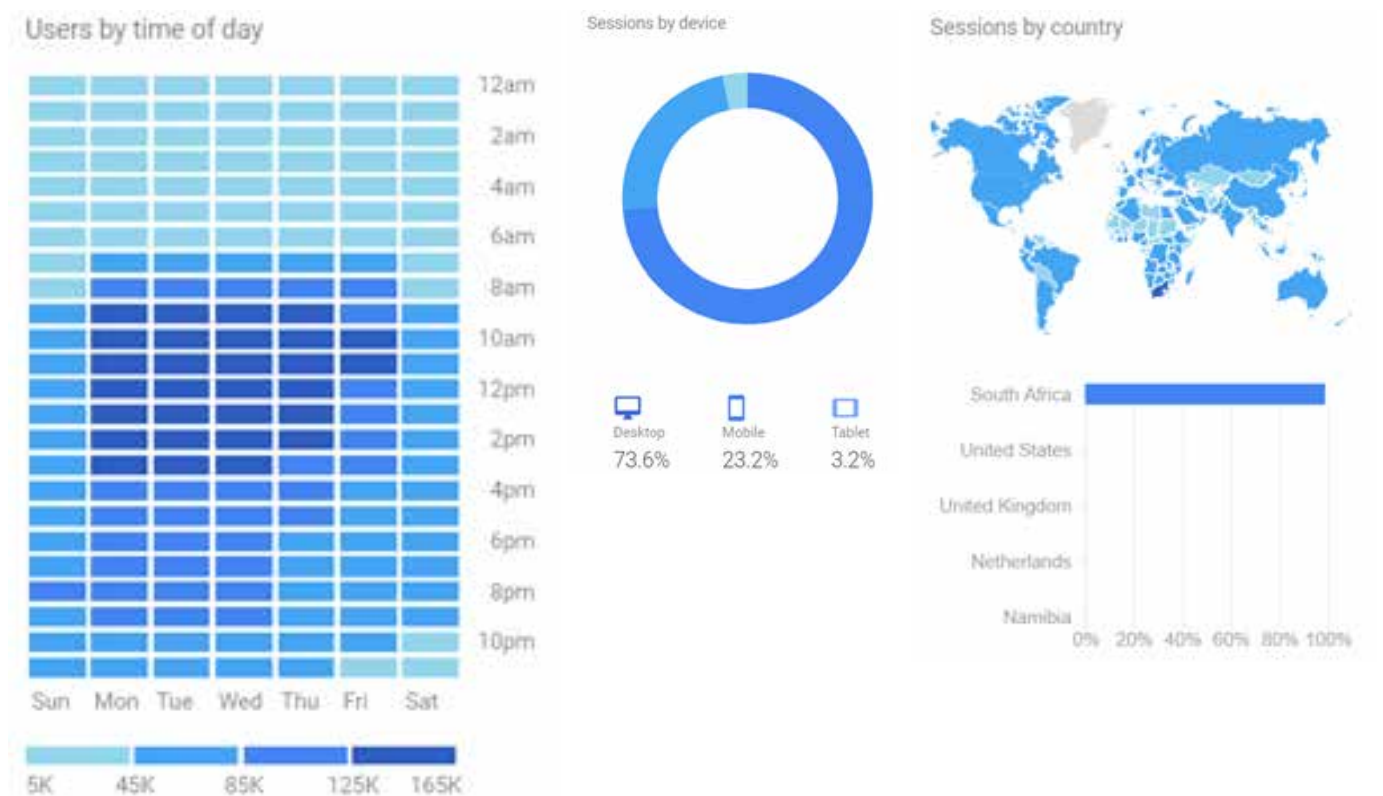


Figure 9: The use of clickUP in 2019



Figure 10: Google Analytics: clickUP use from January – December 2019

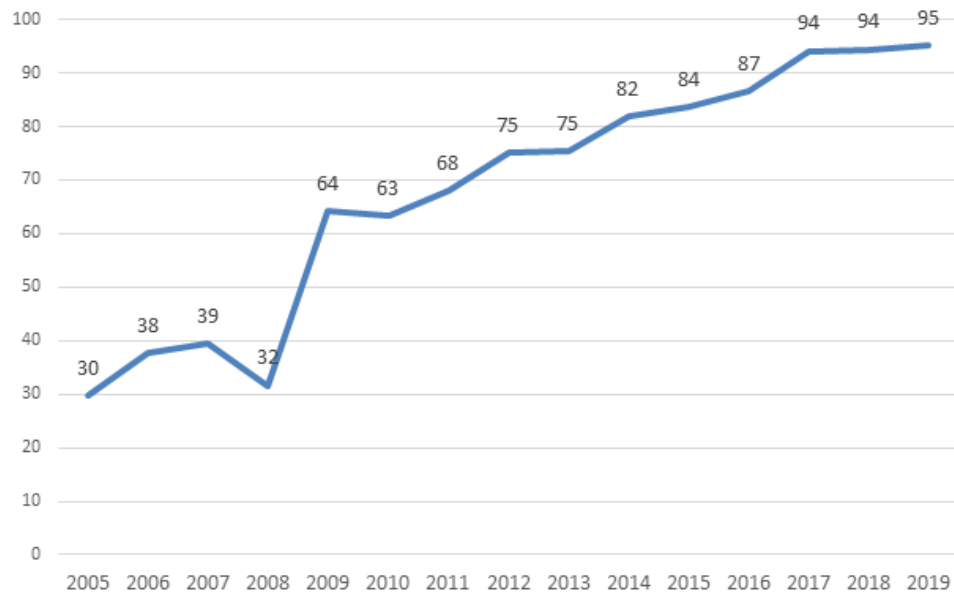


Figure 11: Trend of undergraduate modules use of clickUP

A positive trend visible in Figure 11 is the growth in the holistic use of clickUP, which emphasises its vital role in teaching and learning at UP.

The clickUP usage statistics showed a significant increase in the use of clickUP, yet the analytics for the learn data illustrate different levels of usage. Figure 12 shows the clickUP course archetypes data, which are based on algorithms developed through the Blackboard data science research of 3,374,462 unique learners in 70 000 courses at 927 international institutions. The UP data show contextual diversity in the ways in which clickUP is used. The course archetypes are:

- Supplemental – high in content but with very little student

interaction;

- Complementary – used primarily for one-way teacher-student communication;
- Social – high peer-to-peer interaction through discussion boards;
- Evaluative – heavy use of assessments to facilitate content mastery;
- Holistic – high LMS activity with a balanced use of assessments, content, and discussion; and
- Filtered out – unable to classify the course archetype.

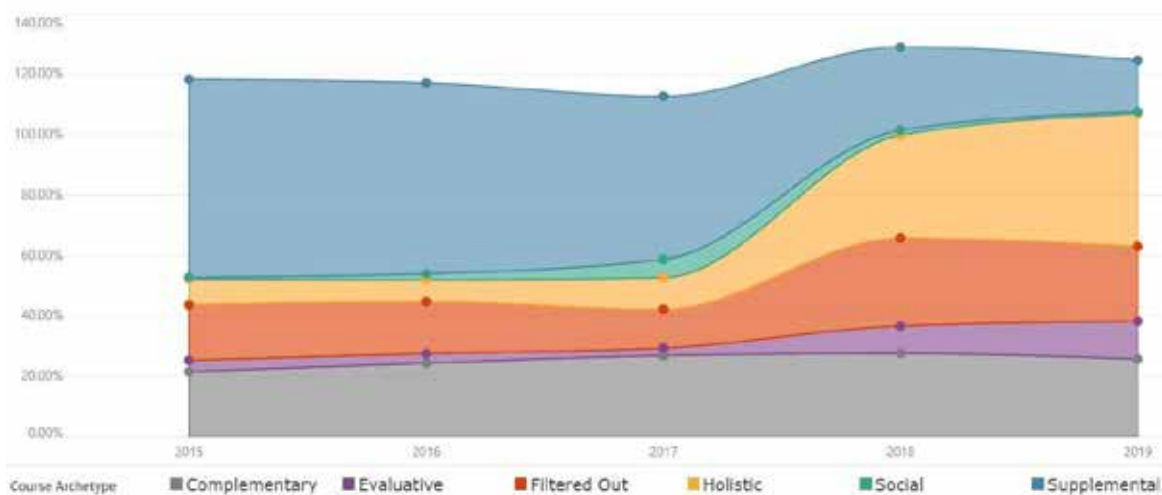


Figure 12: ClickUP course design as measured by validated archetypes

The analytics for the learn data from UP provide correlations between undergraduate student engagement in clickUP and their average final grades. Course access may not directly make a difference in student learning, but the learning and course design, course context, and role of the facilitator could impact its value to support student success. The following figures show a notable trend as ClickUP engagement correlates with higher average final grades for undergraduate students.

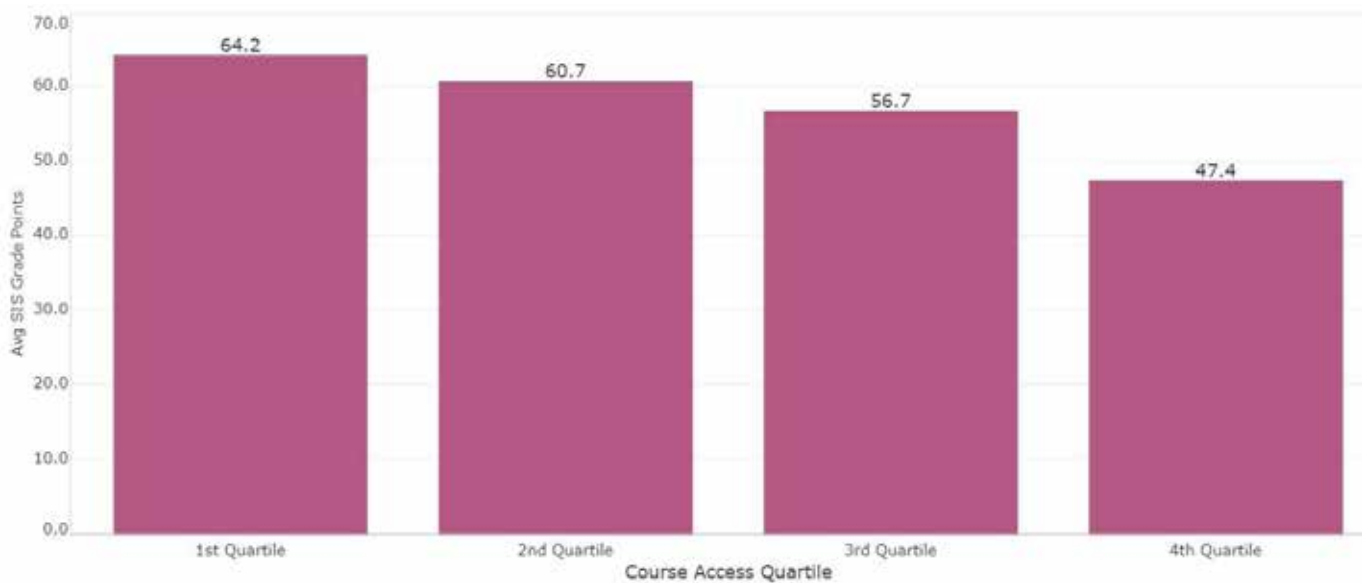


Figure 13: Course access quartile and average SIS grade

Figure 13 indicates the correlation between first-year course access in clickUP and the average final grade captured for all undergraduate modules in PeopleSoft. The Course Access Quartile dimension in AL distributes the course access into four groups where the first quartile is the highest and the fourth is the lowest. Figure 13 displays this in correlation with the average grade for each quartile. It is interesting to note that in 2019, the highest course access quartile group of first-year students had

nearly a 17% higher average grade than the lowest or fourth access quartile group. The data from 2016 and 2017 confirm a similar grade point average difference. A similar trend is visible in Figure 14, which portrays a comparison of the average final grade of all first-year undergraduate students in 2019 with the course minutes quartile, and indicates that students who have spent less time in their clickUP courses achieved a lower final average grade.

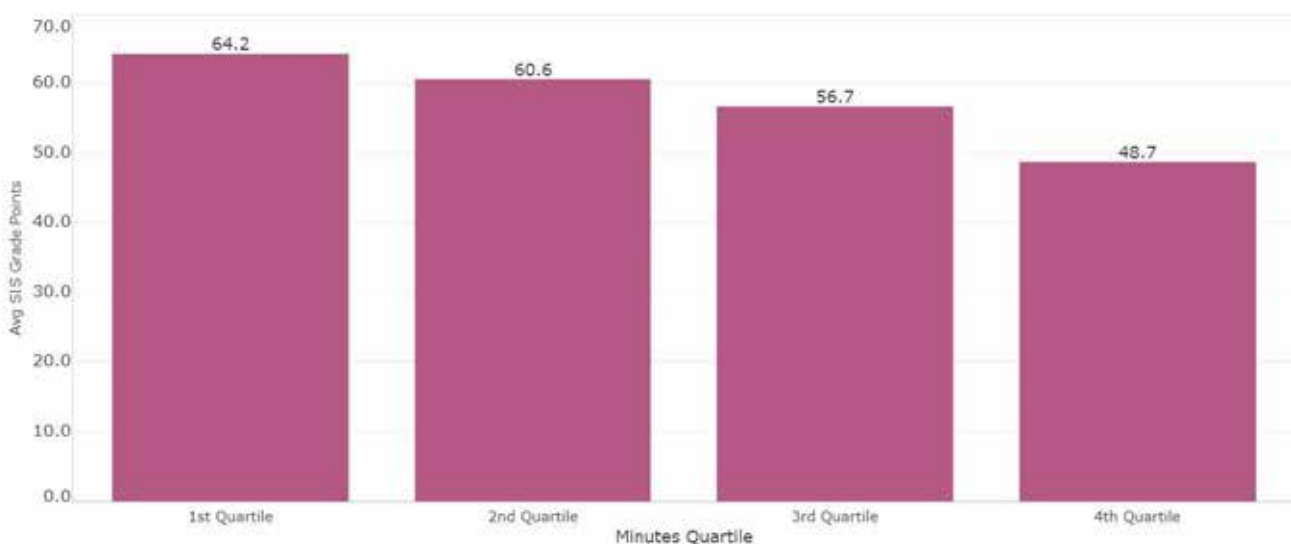


Figure 14: Comparison of the average final grade compared with the course minutes quartile

Blackboard Collaborate

The Blackboard Collaborate Ultra Experience is a synchronous video conferencing tool. It allows lecturers to add files, share applications, and use a virtual whiteboard to interact with students. Collaborate Ultra opens from a browser. Moreover, users do not have to install any software to join a session, and can access it from their mobile devices on a browser or through the Blackboard student application as students. The current version integrates seamlessly with clickUP and the Blackboard Student mobile app, can manage 500 simultaneous users, and includes a variety of features that have been specially designed to support online facilitation. These functions include a chatroom, whiteboard, interactive polling and the sharing of high-quality audio and video. The development team releases either new features or improvements every month to add to current features. Noteworthy progress was made in 2019 through improvements in the polling feature and allowing instructors to determine an attendee's relative ability to exchange audio, video, or app sharing during a session. A strength of Collaborate is the use of breakout groups. Improvements in 2019 included allowing moderators to share files with one or more breakout groups. In addition, the experience of using Collaborate in the mobile apps was enhanced and new and improved emojis were added. The increase in the use of Blackboard Collaborate in 2019 is visible in the following data.

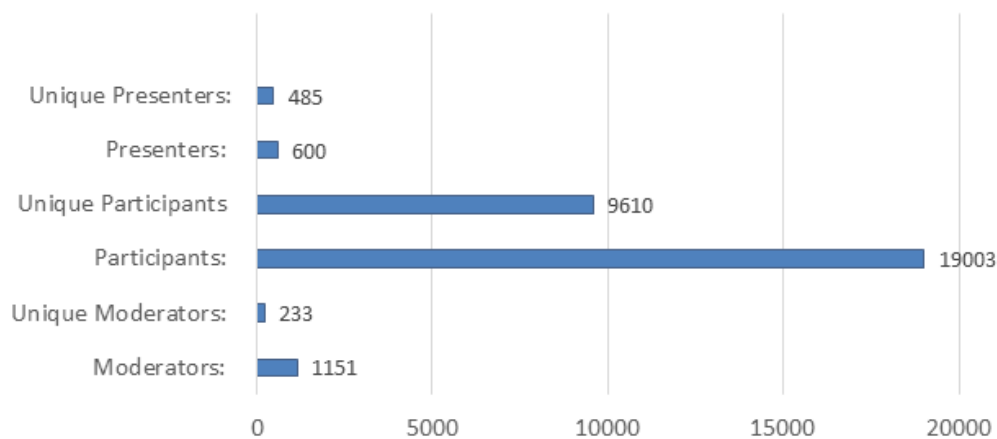


Figure 15: Number of attendees in Collaborate sessions in 2019

Collaborate allows lecturers to record their sessions. Lecturers made 567 recordings from 1091 sessions to allow students to review the sessions presented. Case studies of use include the following:

- In numerous faculties, it is used to stream and record lectures, provide tutor sessions, or assist with oral exams.
- Lecturers have also integrated Collaborate as part of a 'flipped classroom' approach where they provide content with voice recordings to their students to watch before attending lectures.
- Lecturers also use Collaborate to support students before they write a test or for consultation and postgraduate support.
- Students used Collaborate Ultra to do project presentations.
- Some lecturers invite guest speakers to expose students to industry leaders during lectures.
- Numerous postgraduate lectures were conducted using Collaborate.
- EI used Collaborate Ultra successfully to stream workshops based on requests, and to have weekly meetings with Blackboard consultants.

Third party content in clickUP

Blackboard has extended the services they are offering through agreements with publishing companies. Various academic departments are already benefitting from the advantages of these agreements with international publishers. In 2019, the following publishers provided support to lecturers, as well as access to their content on clickUP to students:

- McGraw-Hill: McGraw-Hill Connect and Create;
- Pearson: Pearson's MyLab/Mastering;
- WebAssign/Cengage/Mindlinks; and
- WileyPlus.

The value of third party content use is displayed in a tree map chart format in Figure 16. This shows the average undergraduate student item accesses as size in relation to the average item minutes in the colour value for all the clickUP content item types in all faculties in 2019.

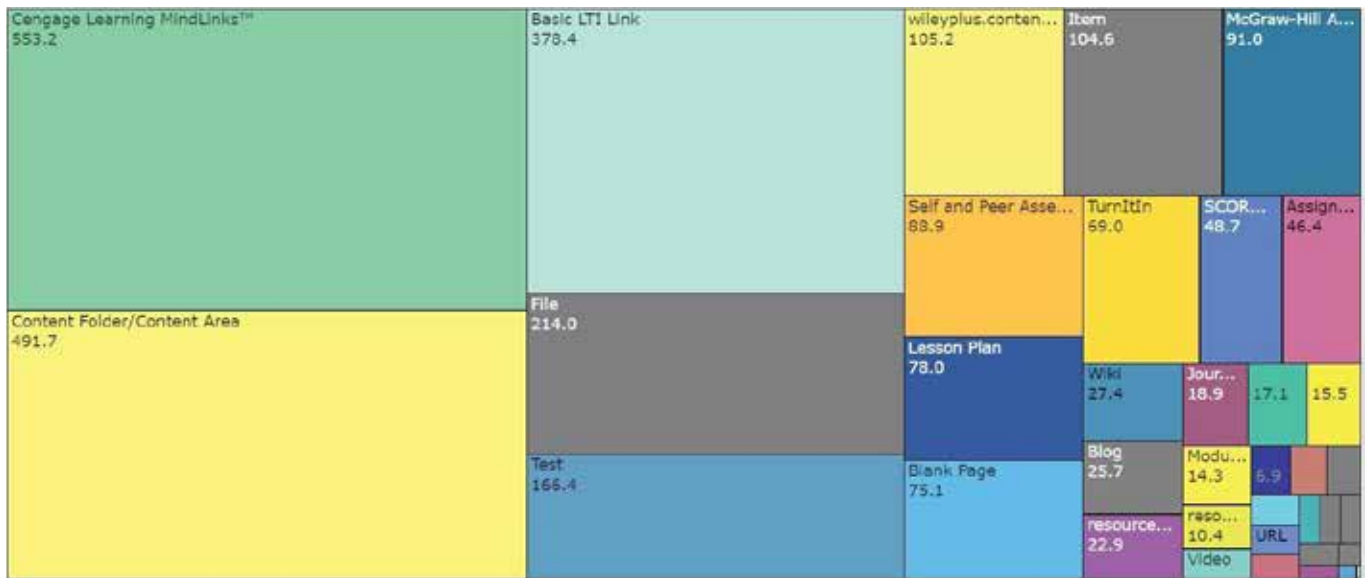


Figure 16: Item usage demonstrated in a tree map chart indicating the average item minutes in value in relation to average item accesses in size

Grade Centre integration

Ongoing development and testing sessions were done in 2019 to be able to implement the pilot testing of the intended integration. The aim was to extract grade data from the clickUP Grade Center (CGC) to PeopleSoft Campus Solutions (PSCS). A successful pilot was launched in the second semester in the Faculty of Natural and Agricultural Sciences. More than 40 modules uploaded their summative grades in clickUP to be integrated into PSCS. While technical problems were experienced, the PSCS developers

were able to solve most of the identified challenges. All technical limitations with regard to the number of simultaneous web service calls were solved through consultation. EI also developed a step-by-step fact sheet to assist lecturers to implement the process, as well as a fully online Grade Center module.

There was also an increase in the use of the Grade Center in 2019. Figure 17 shows the percentage use of the Grade Center per faculty for undergraduate modules.

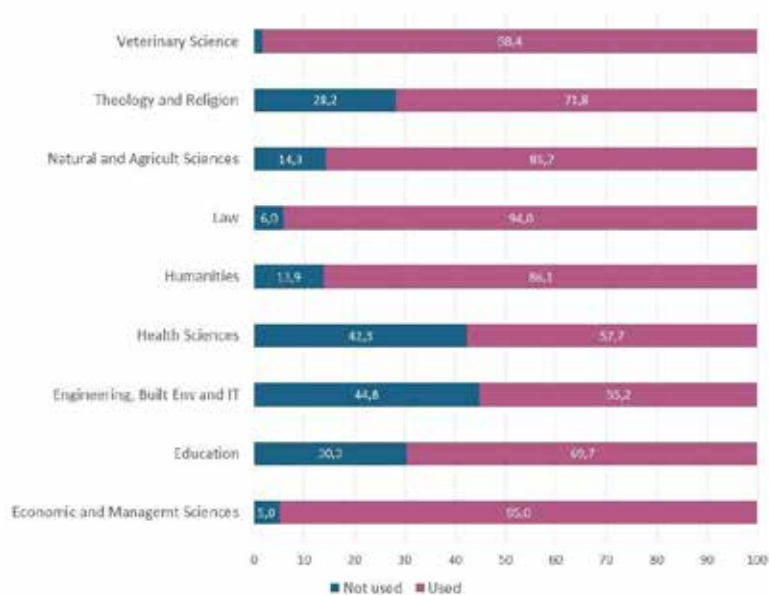


Figure 17: The impact of Grade Center use on student engagement by faculty

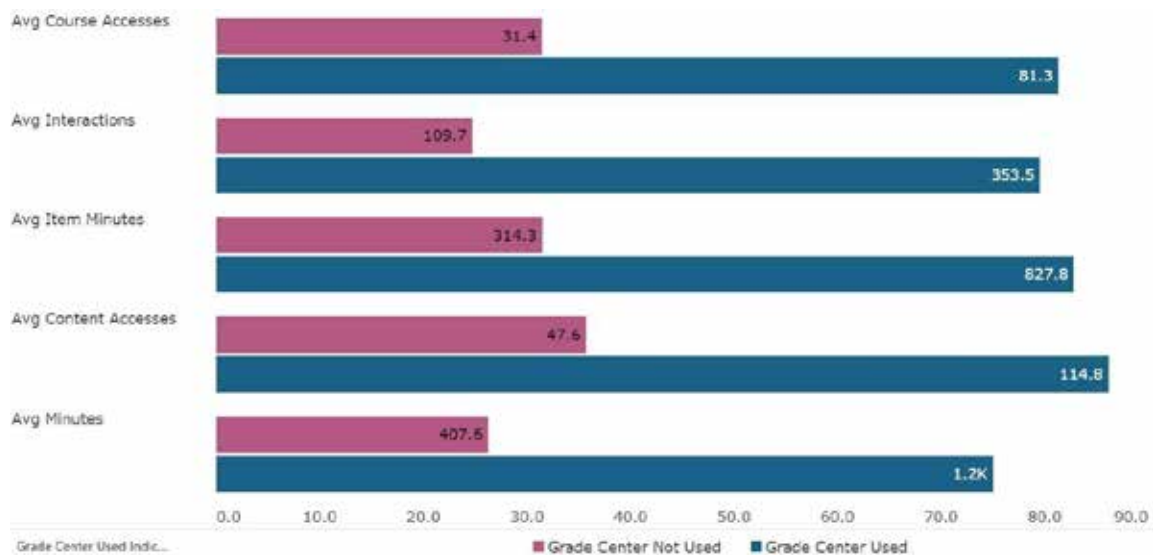


Figure 18: The impact of grade center use on student engagement

The use of the grade centre not only increases student engagement, as illustrated in Figure 18, but is also vital for the quality of the data in Analytics for Learn. The implementation of Blackboard Predict in 2019 provided added value through the ability to capture grades in the clickUP grade centre.

Learning Analytics: Blackboard Predict

The Department for Education Innovation (EI) worked with the Executive, Deputy Deans, HoDs, FSAs and instructional designers on what dashboards they required from Analytics to provide the most informative and motivating data for decision making. A strategic focus in 2019 was the support of the High-Impact Modules (HIMs) project, as well as the ABET accreditation in the Department of Informatics in the EBIT faculty. The HIMs project focused on a holistic pathway analysis of undergraduate modules with a pass rate of less than 75% and the enrolment of more than 500 students.

The release of a new Pyramid Analytics software version impacted the momentum gained in 2018 with the development of dashboards. The new version, Pyramid 2020, represents a significant advancement in their product roadmap, and provides a user-friendly interface that enables users to do sophisticated analytics to answer teaching and learning questions. Unfortunately, the migration to the new version required the redevelopment of the previous dashboards and reports, which took a considerable amount of time in 2019.

EI consulted Blackboard for support for Analytics for Learn, Blackboard Predict and the use of the Goals tool, and extended the Predict pilot to several departments in faculties. The University remains the only institution in the country to be able to provide

real-time data about the value and use of the LMS to support institutional teaching and learning projects and strategies.

Outputs:

- Developed reports for lecturers involved in the HIMs project. The reports focused on real-time data about students' progress in a course and included LMS activity, biographical data, and formative progress grades.
- We have developed reports to include aggregated data per department within faculties.
- The value of the indicated reports and formative tracking was dependent on the level of usage of the grade centre in the LMS. Numerous reports about the use of the LMS were redeveloped for faculties for reporting and planning purposes.
- Frequent upgrades of the software with new service packs allowed users access to enhanced and new features. These changes are possible due to the upgrade to Amazon Web Services Software as a service environment with scalable hardware and dedicated 24/7/365 support.
- The pilot of the Blackboard Predict Analytics software was extended in 2019. Presentations about the value and availability of predict data were done in faculties, departments, and at national and international conferences.
- Aggregated goals reports were developed for the Department of Informatics as evidence of the integration of the UP-Graduate Attributes, as well as the ABET outcomes.
- Ongoing consultation and training were provided by Blackboard consultants in support of the migration of the Pyramid Software

from the old to the new version, and the development of new reports.

- Blackboard predict instructor reports and FAS reports were delivered for the pilot instructors and the FAS in EBIT.

Various stakeholders have technology-enabled tools available to make data-informed decisions that lead to improved student retention and success.

The Institution, the Executive and senior management benefitted from the data. The Analytics for Learn data show that first-year students in the top quartile of clickUP-engaged users outperformed those in the bottom quartile by 15.4%, on average, in 2019. In 2019, more lecturers started to use the student success dashboards embedded in the LMS. For example, the retention dashboard was used by 459 instructors to monitor students based on set criteria. The instructor course analytics dashboards were used by 324 lecturers, while 1998 users with an instructor role used the grade center to capture formative grades. While

progress was made to increase awareness of the value embedded in the LMS, further coordination for a medium-term, institution-wide deployment is required before the desired outcomes will be visible at an institutional scale. The use of the predict data integrated into the LMS will resume in 2020. The prediction model implemented in 2019 for recall fail prediction improved to 64% for week 0 predictions. The recall fail prediction indicates how often the actual outcome is a fail and it was correctly predicted at week 0 of the course. The data model used is reliable and the project provides evidence of the value of the prediction data for early intervention. The challenge remains to increase awareness of its value and promote interventions based on its availability.

The data included in the prediction model aims to predict the probability of a student getting a score of 51% or higher in a module. Data from modules in the semester comparing formative semester test results with the prediction probability percentage per student confirm the data model reliability (see the example below).

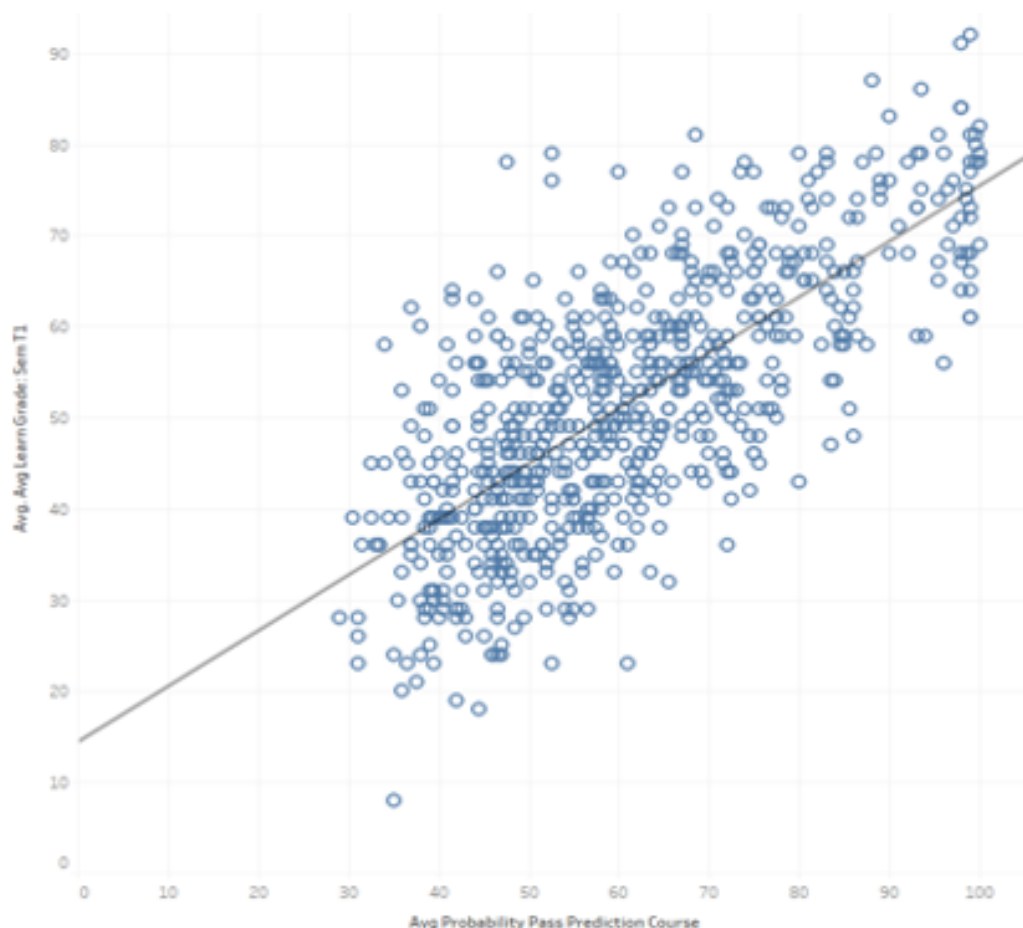


Figure 19: Module Semester Test 1

The **Faculties** benefitted as the overall use of the grade centre in undergraduate LMS modules improved from 66% in 2018 to 74% in 2018. The Faculty of Natural and Agricultural Sciences piloted the integration of summative grades from the LMS into the PeopleSoft Student Information System (SIS). Faculties will use the developed integration process in the SIS to provide approved and validated access for instructors to the LMS. The new process will increase the security in the grade management process, and it will adhere to required guidelines as demanded by institutional auditors.

Student Risk Reports

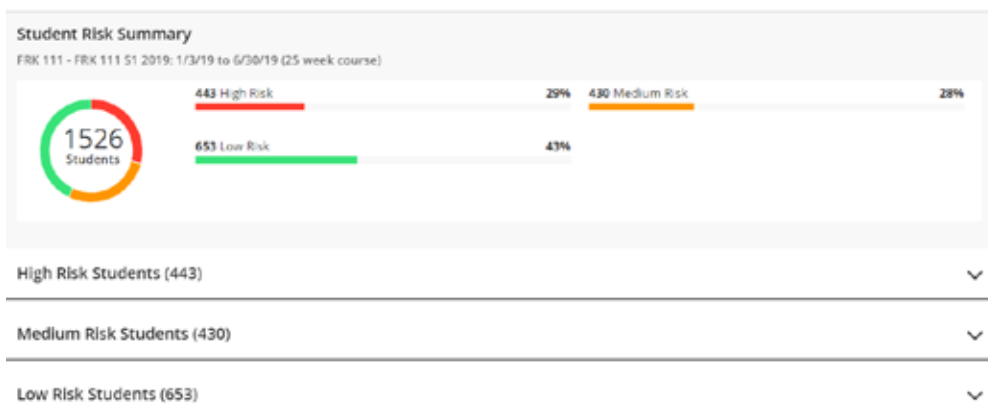


Figure 20: Dashboard

Within faculties, **departments** benefitted as numerous departmental workshops were held to improve the value of the availability of the dashboards in the LMS. The increased use in the grade center is a direct outcome of the visits and institutional discussions. Implementing a secure provision process of access will improve the use of the grade center,

which by default will improve the quality of the formative data used for the prediction of at-risk students. **Lecturers** benefitted through access to the dashboard in clickUP, which provided them with an overview of their students' risk profile. Figure 21 provides an example of a lecturer dashboard.

The Department of Informatics was able to provide the ABET accreditation team with aggregated data about the integration of the department. It was found that the course outcomes aligned with institutional student attributes for all the relevant courses. The reports indicate the level of course outcomes being in alignment with the indicated goals.

Goal Type	Goal	Avg Goal Score Percent
Programme Outcome	2019_ABET_01_PO_06 - 2019_ABET_01_PO_06: The Informatics graduate must understand that systems consist o...	59.4%
	2019_ABET_04 - 2019_ABET_04: (UPGA_03 and UPGA_06): Recognize professional responsibilities and make informe...	62.3%
	2019_ABET_04_PO_04 - 2019_ABET_04_PO_04: Recognize professional responsibilities and make informed judgm...	62.3%
	2019_ABET_06 - 2019_ABET_06: (UPGA_01): Support the delivery, use, and management of information systems wit...	34.8%
	2019_ABET_06_PO_01 - 2019_ABET_06_PO_01: The Informatics graduate must have a broad business understand...	34.8%
	2019_ABET_06_PO_06 - 2019_ABET_06_PO_06: The Informatics graduate must understand that systems consist o...	34.8%
Programme Outcome	ABET (New) 2019	58.8%
	2019_ABET_01 - 2019_ABET_01: (UPGA_02 and UPGA_05): Analyze a complex computing problem and to apply prin...	58.8%
	2019_ABET_01_PO_02 - 2019_ABET_01_PO_02: The Informatics graduate must have strong analytical and critical ...	58.8%
Programme Outcome	ABET (New) 2019	52.3%

Score Percent 20.8% 72.2%

Figure 21: Outcomes are aligned

Lecturers and **FSAs** collaborated on student support (and ultimately the students through targeted interventions). Positive feedback was received from the lecturers and FSAs as they indicated that the dashboard allowed them to monitor students in their faculty based on numerous specific criteria, including the breakdown of semester marks and the timeline of the marks. Additional biographical information allowed the FSAs to filter students based on, for example, risk levels, high school GPA, degree programmes, majors, and academic level and status. Pilot lectures provided additional support to students with high levels of risk. In one of the pilot modules, a small group of students received additional tutorials; they all passed their final examination.

The move of the AWS SaaS environment and the implementation of the improved Pyramid 2020 Analytics software allowed the University to develop reports using integrated machine learning algorithms, and it improved the scalability of the system, as well as its stability. The ETL time was reduced from between 15-20 hours per day to only 10 hours. The ETL improvement contributes to an increase in the use of the embedded analytical reports in the LMS.

Creative Studios and Communication Technology

Creative Studios and Communication Technology (CS & CT) provides strategic leadership for the design, development, and implementation of media in teaching

in both contact and online environments. The graphic studios on the Hatfield, Prinschhof and Onderstepoort campuses produce graphic designs for teaching and learning, as well as posters and animations. CS & CT collaborates with lecturers to design, film and edit short educational videos linked to teaching and learning. Graphic designers and videographers also work with the instructional designers and lecturers on multimedia design and development, and provide facilities and expertise on video conferencing to cater to teaching and learning, and the needs of the Executive. The photography service at Onderstepoort was terminated in June 2019 after the retirement of Ms Vermeulen, and the post was reallocated in EI.

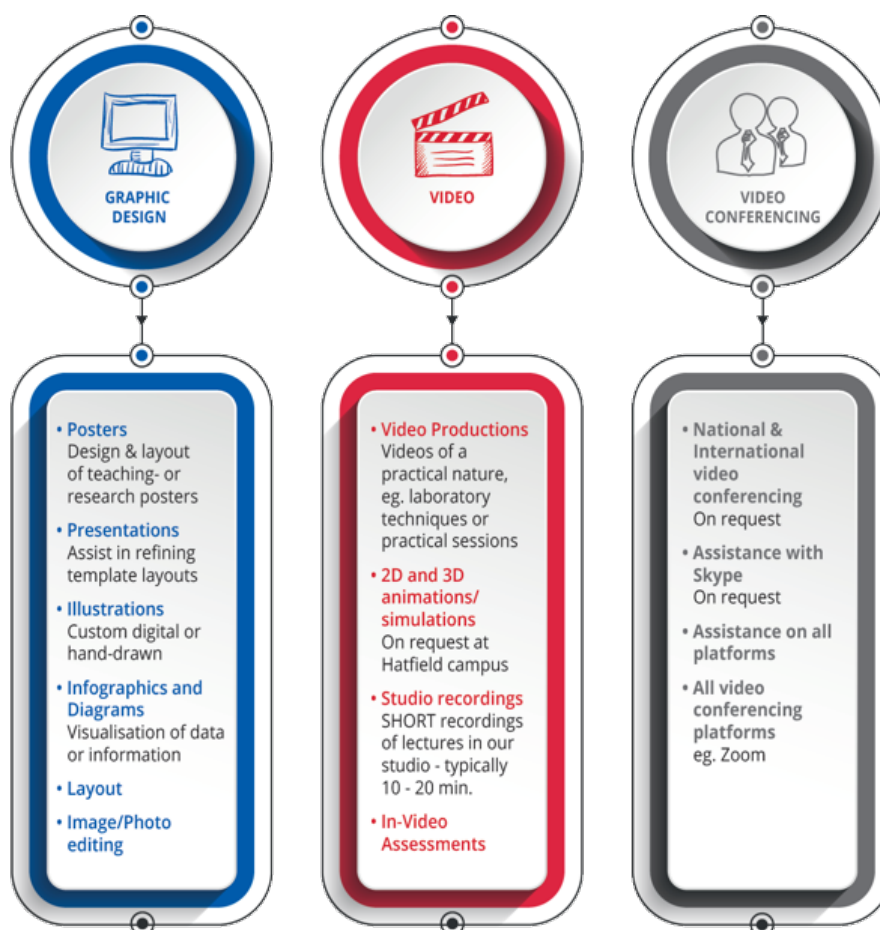


Figure 22: Composition of CS & CT

The Graphic Studio at the Hatfield campus experienced an increase of 27% in the demand for projects during 2019. This increase was mainly due to the fact that the Community Engagement section of EI did all their posters at the Hatfield Studio. Community Engagement (CE) partnerships are founded on the mutually beneficial exchange of knowledge and expertise between universities and communities. The 2019 University Social Responsibility (USR) week (7 to 10 October 2019) presented an opportunity for faculties and community partners to showcase projects that are of mutual benefit to all partners. Creative Studios (Hatfield) designed 120 posters in three months to showcase these partnerships and diverse interventions.

Creative Studios projects

The Creative Studios designers at the Prinshof campus completed 212 projects during 2019 for the Faculty of Health Sciences, which is more or less the same number as in 2018. A few interesting projects included:

- Dr Elzette Korkie (Department of Physiotherapy)

Local stabilisers of the trunk: detailed muscle and exercise illustrations were done by M Booyens. The illustrations were used in lectures to explain the core muscles of the trunk.

- Dr E Ghabrial (Department of Orthodontics)

Surgical treatment of cleft lip and palate Calgary: the illustrations were done by MD Mhlakaza, and were used for student learning material.

- Illustrations for Dr I Lawal (Department of Nuclear Medicine) were done by MD Mhlakaza and M Booyens. The illustrations consisted of cell formations, the brain, and receptors.

Projects were done for almost all departments in the Faculty of Health Sciences, including the Department of Anatomy, Nursing Science, Psychiatry, Internal Medicine, Obstetrics and Gynaecology, Odontology, and Physiology as our main clients.

The annual Health Sciences Faculty day was held in August. On this day, the Faculty gives researchers the opportunity to showcase their research. The theme was 'Research, teach and innovate towards better health.' Thirty-five posters were designed by M Booyens and MD Mhlakaza, and were displayed either as printed posters or as digital posters on a screen.

Mobile app development

In 2018, the Prinshof Studio started with the redevelopment of the Practical Anthropometry Mobile App, in conjunction with the instructional designers for the Department of Human Nutrition. This project was completed during 2019. Previously, the learning

content was supplied as a multimedia CD-ROM to students. The objective was to develop an interactive 'Hands-on anthropometry' smart-device application for Human Nutrition. Creative Studios Prinshof helped with the new 'look and feel' of this mobile application. The contributors to the app were:

- Prof Friedeburg Wenhold (Department of Human Nutrition): author and student co-supervisor.
- Erika de Bruyn (EI): instructional designer.
- Annemarie van Niekerk (Department of Human Nutrition): master's Dietetics student.
- Vanessa Kotze (Department Human of Nutrition): student supervisor.
- Marizanne Booyens (EI): graphic designer.

The app will be continuously available to the students as a reference tool during practical work (in the Skills Lab and at patients' bedside during work-integrated learning). It is expected to improve the practical application of the skills required in the modules NTA313 and NTA314.

The possibilities related to open access versus commercialisation will be investigated, as well as the possibility of using the app (or parts thereof) in related fields of study (eg Clinical Associates, Medicine, Physiology, Sport Sciences).

Dental Brown Bag Lunch

Creative Studios were invited to present a Brown Bag Lunch at the Dental Department in the Faculty of Health Sciences. The Dental Department aims to improve communication between themselves and other UP entities. M Booyens and A van Dyk presented '*What can Creative Studios do for you?*' The presentation included all CS & CT services and support at the Prinshof campus, the processes they need to follow to make use of the graphic design and video services, and examples of projects done. The presentation resulted in a greater uptake of our services by the Department of Dentistry. These projects range from videos, illustrations and posters for student learning material and assessments.

The Graphic Studio at Onderstepoort had an increase of 24% in the number of projects completed during 2019. The number went up from 91 projects in 2018 to 113 projects in 2019. The following two projects are examples of the work done at the Faculty of Veterinary Sciences:

- ONE HEALTH awareness day: as part of the Department of Veterinary Tropical Diseases' social responsibility programme, a school project was initiated amongst learners at a secondary school in Hluvukani (within the Mnisi community, bordering

on the Kruger National Park in Mpumalanga). This was done to create awareness about the One Health concept of healthy people/healthy animals/healthy environment. Posters and playing cards (illustrating the various components of each aspect in easily recognisable drawings) were designed by Estelle Mayhew to convey the sometimes complex concepts related to the One Health approach to disease control in a rural community. The learners, who were from different grades, enthusiastically participated in groups to produce posters of a high standard to clearly convey the message of One Health.

- The second project that needs mentioning was some illustrations of Cheetah, Walrus and Elephant skulls that were done to create a unique template for a presentation by Dr Steenkamp about maxillofacial dentistry. Dr Steenkamp was only the second veterinarian in South Africa to open a referral service related to veterinary dentistry and maxillofacial surgery. He works on animals of all shapes and sizes like dogs, cats, elephants, cheetahs, and bats.



Figure 21: An example of the graphic work produced for the project



Number of Graphic Projects Per Campus 2019

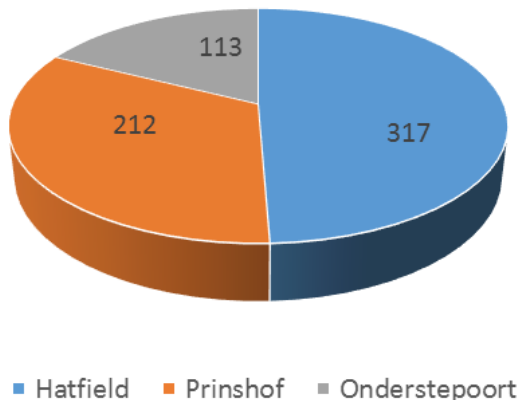


Figure 24: Graphic Projects

Video productions, video conferencing and Skype

At the Hatfield campus, more than 163 productions were done during 2019. Some of the more challenging productions were:

- A series of training videos on handling horses, cattle, and sheep in veterinary-related procedures for the Skills Lab and veterinary students at Onderstepoort;
- 2D and 3D animations for the Radiology unit at the Health Sciences Faculty illustrating the developing process of x rays;
- Videos for the Consumer Science Department to illustrate the complex technical procedure of determining the phenolic and tannin content in food products in chemical laboratories;
- Animated 2D graphs illustrating the visual dynamic relationship between different sources of a graph. This was done for the Maxillo-facial and Oral Surgery unit at the Medical Faculty;
- A video production for Professor Heinrich Willemse at the Afrikaans department discussing the influence of the Koi-koi and slave labour languages on the development of the Afrikaans language; and
- Two video series of students partaking in the mentor and tutorship programmes at the University.

Although the video staff members have offices at the Hatfield and Prinshof campuses only, they also support academic staff on all the other campuses. The following were some interesting videos produced:

A number of videos were produced for the Department of Science, Mathematics and Technology Education (SMTE) for the Faculty of

Education at the Groenkloof Campus. Green Screen Technology was used for a number of videos where a lecturer would be recorded in front of a green screen. The green background would then be replaced with other footage or slides provided. The topics discussed ranged from 'Planning the Lesson' to 'Post-lesson Reflection'. The courses were presented by Dr RD Sekao in the SMTE Department.

A range of PowerPoint slides with embedded audio files were also produced for the Department of Human Resources. The topics ranged from South African Labour Laws, Grievances, Labour Dispute Resolution in South Africa, to People Management and Strategic Human Resource Development. The presentations were presented by Mr Ronnie Nemaston, Mr Martin Mashaba, and Mr Basiami Disipi.

A large number of training videos were produced for the School of Health Systems and Public Health. from Quantitative Results and Climbing the Paper Mountain, to Reading and Writing Your Article, and Introduction to Economic Evaluation. The presenters were Professor Girdler-Brown, Cheryl Tosh and Astrid Turner.

Another very creative video was produced for a lecturer from the Department of Anatomy, Anya Konig, who constructed a clay model of the brain whilst being recorded. The video was filmed to clarify the different parts of the brain on a very practical level for anatomy students. Students would then be challenged to build or create their own models and learn the structures of the brain using 3D resources.

A total of 252 video conferencing and Skype sessions were held during 2019. Below is an indication of the number of lectures, examinations, interviews, and meetings that were facilitated.

Video Conferencing and Skype Sessions 2019

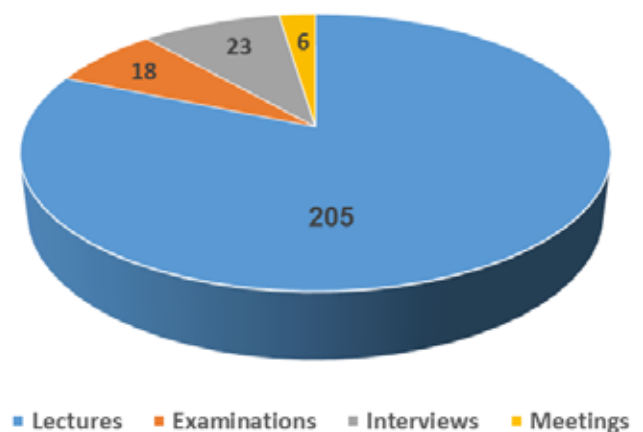


Figure 25: Video and Skype sessions

Higher Education Research and Innovation

The Higher Education Research and Innovation (HERI) unit is managed by Dr Juan-Claude Lemmens. The unit focuses particularly on institution-wide research into teaching, learning and student success. Furthermore, it provides strategic leadership in data-analytics for student success through the Tshebi committee. It also facilitates data analytics capacity institutionally in collaboration with BIRAP, faculties, and other support departments - including the technology to support data-driven decision making. The unit also manages the design, development, and implementation of institutional research to measure student academic readiness, student engagement, the quality of teaching, and the evaluation of various student-focused interventions to support data-driven decision making. HERI fosters the quality of teaching through the Student Feedback Instrument (SFI) and the Policy on Teaching Evaluation. The focus of this unit is also external as it collaborates with national and international associations on institutional research (SAAIR, HELTASA) and student success (Siyaphumelela).

Highlights and new initiatives

As part of the focus of the Tshebi committee, 20 modules were identified by faculties to be evaluated. The process included targeted interventions that aimed to improve module success rates. During the evaluations, the focus was on specific issues that impacted the performance of that specific module, namely, on curriculum, assessment, policies and practices, support services, communication, students, and lecturers. The Classroom Survey of Student Engagement (CLASSE), administered by the University of the Free State, was used to gauge the engagement levels of the students registered in these modules. The findings from the CLASSE reports, as well as feedback workshops were used, where possible, to improve teaching and learning practices with the aim of increasing student engagement.

The University of Pretoria partnered with the University of the Free State and entered into discussion with the IDSC to develop a Case Management System for the academic development of students. This system will be used by FSAs to capture the interactions with students, namely, face-to-face sessions and workshops. By the end of 2019, a beta version of the Learner Case Management system using the PowerHEDA interface was created, which will be implemented for use in 2020.

Review of the Student Feedback Instrument (SFI) and policy on teaching evaluation

The review of the SFI, led by HERI, started early in 2019. Subsequent to the desktop research on the developments in the field of Student Evaluation of Teaching (SET) or Student Evaluation

of Courses and Teaching (SECT), a consultative session was held internally with the key stakeholder, the Education Consultancy unit (EC). The purpose of the consultation was to share with the group information on the history of the SFI at UP, international developments in SET and SECT, and to discuss the envisaged process of the review of the SFI. It was agreed that a consultative university-wide task team was to be set up consisting of education consultants, instructional designers, and academic staff from the nine faculties.

Parallel to the process of soliciting the participation of academic staff at UP, a benchmarking process took place. Five South African institutions of higher education were contacted and informed of the benchmarking process, and were requested to share information with UP pertaining to their student evaluation of teaching. Three of these institutions complied with our request and shared their surveys with core and databank items and policies, if applicable. We also considered questions from two international institutions. The items in one of the international institutions' surveys were deemed suitable for programme evaluation by the SFI task team. The outcomes of the task team's consultative process were the following:

1. Better articulated and sequenced core questions.
2. The name change of the policy and tool from the Student Feedback Instrument (SFI) to the Student Feedback on Teaching Survey (SFTS).
3. The suggestion is for the SFI policy to change to a procedure on Student Feedback on Teaching (SFT), which is underpinned by the Policy on Teaching and Learning, as per executive advice based on the observation of an overregulated environment.
4. A reduction in the number of background questions from five to four.
5. An increase in the number of core questions from 11 to 13.
6. A highly nuanced qualitative question with the option of another broad, encompassing question.

In addition to adapting the SFI and the policy, EI embarked on the procurement of an online teaching evaluation system. The department, together with the Department for IT, conducted an open-tender process to source a preferred service provider. The successful service provider is Watermark Insights, with their EvaluationKIT. This online teaching evaluation system will be piloted in 2020 and, if successful, will be implemented for most formative and summative evaluations at UP.

Assessment and profiling of first-year students

HERI uses many sources to determine the factors associated with the retention or attrition of undergraduate students. This includes academic performance in high school, credit-load, and various dimensions on a structured questionnaire to assess this phenomenon; for example, the Student Academic Readiness Survey (STARS). Institutional information (for instance, on high-risk modules) from BIRAP is used to determine 'risk' at an individual, module and programme level. In 2019, Tableau was used to create dashboards and visual analytics to display the factors associated with student, module, and programme success.

The first-year experience, from an academic perspective, is measured by three different research sources of information (STARS, drop-out evaluation, and the cluster analysis). The information from the three sources is primarily used to identify students who could benefit from additional academic development, as provided by FSAs. The first of these instruments is the Student Academic Readiness Survey (STARS), a baseline test that identifies students with a need for academic, psycho-social (for integration into the University environment) and/or financial support. Most new students are surveyed during orientation week using the STARS.

As part of the second semester intervention programme, a cluster analysis was performed to identify students who had poor academic performance in the first semester. Cluster analysis is a primary statistical method for finding relatively homogeneous clusters of cases based on measured characteristics. The K-means algorithm clustering method was used to analyse the data. The variables that were used were the ratio of credits registered versus credits failed; the average mark for the first semester, and the ratio of modules registered versus modules failed. The data set was also split into sciences and non-sciences groups, and the K-means cluster analysis was performed on these two groups separately. The at-risk students were required to consult the FSAs and join extra tutoring during the second semester, especially if they were enrolled for HIMs.

Instead of administering the usual retention survey to students who discontinued their studies during 2019, a trend analysis was performed using student data sourced from the Department of Institutional Planning (DIP). The data from four cohorts (2015–2018) was used for this purpose. The conclusion highlighted the equivalence between the findings from the retention analyses over a decade and the trend analysis with student records from DIP. Given the low response rates from telephonic interviews and electronic surveys, we recommend that student records be used

to understand student trends in retention. This is a non-invasive, cost-effective method that could be conducted as required using data analytics tools.

The UP data analytics committee

The Vice Principal: Academic established an analytics team, Tshebi, in 2016, which focused on undergraduate student success. Tshebi is composed of faculty representatives (mainly Deputy Deans for teaching and learning), EI, ITS, Enrolment and Student Administration, Institutional Planning (sub-department Institutional Research and Planning) and Student Affairs. The focus of the committee for 2019 has been presentations by faculties and support departments using the PowerHEDA dashboards to build knowledge of how to use faculty data that are already accessible through PowerHEDA to all faculties. The first set of presentations yielded extremely sensible but also creative uses of the dashboards, so the training seems to be having some impact. These were in addition to the standard focus on the differential success rates of students, including graduation rates, progression, determinants of drop-out, and student engagement. The intended purpose of the data presented at this committee was to allow for knowledgeable discussion and decision making. Various systems, such as the Higher Education Data Analyser (HEDA), Blackboard Analytics for Learn and various statistical models, like Bayesian models and Cluster analyses, were used to produce reports for this purpose. The committee also focused on the HIMs project with presentations from a number of the stakeholders involved in the qualitative research into student well-being and the characteristics of successful students.

Student engagement research has been popularised by the launch of the National Survey of Student Engagement (NSSE) in the US, which has been in operation since 2000, which resulted in the formulation of the National Benchmarks of Effective Educational Practice (Kuh, 2001[3]). Both the South African Survey of Student Engagement (SASSE) and the Lecturer Survey of Student Engagement (LSSE) was administered in 2018 for the third time at the University of Pretoria. A feedback workshop was facilitated by UFS in April 2019 with EI's education consultants. The results were also presented at the Tshebi committee. Unfortunately, the participation rate remained low in 2018. With only 6% of all undergraduate students and 15% of all lecturers teaching undergraduate modules participating, this adversely affected the implementation of the findings.

Evaluation of student success initiatives

HERI manages the design, development, and implementation of

institutional research to measure the impact of student success interventions. The format of the 2019 Academic Orientation Programme (AOP) for first-year students was similar to that of 2018. It concentrated on certain aspects of the academic programme only, related to FLY@UP, and it was offered over a full week instead of one day only as in 2017. The aim of the questionnaire was to determine whether the programme attained the expected outcomes, to obtain information about how the students experienced the AOP, and to collect suggestions about how the programme can be improved. The survey was administered online as part of the orientation programme to all students who attended the AOP. The results show that the AOP achieved its overall objectives.

The peer mentorship programme is managed by the Department of Student Affairs. The purpose of the programme is to facilitate the transition from school to university in order to have students fully integrated into the university environment within the first semester of the first year. Three criteria were used to select students, namely, first generation, those who have enrolled for their second programme choice and have high financial needs, and students between the ages of 18 and 21. The programme also accommodates those students who voluntarily sign up to be a part of the programme. The programme was evaluated during 2019 using a survey developed for reporting to the Department of Higher Education and Training regarding the University Capacity Development Grant. The survey was administered to all mentees to evaluate their satisfaction with the programme. The results of the evaluations show that the mentorship programme is beneficial to the mentees.

The Siyaphumelela project concluded in 2019 with the submission of the bonus grant report, namely, the Nudging project, as well as a contribution to the Siyaphumelela Evaluation Report facilitated by SAIDE. The University of Pretoria was awarded the Siyaphumelela bonus grant, which will be utilised to foster data analytics capacity, and the procurement of targeted technology and related software.

The Career App.tizer was developed in 2015 and became operational in 2016. The Career App.tizer is a career exploration tool aimed at high school learners. As the name suggests, the app aims to get learners to start exploring different courses and careers offered by UP. The application was available on clickUP through the UP0 programme in 2019. Over 4000 students completed the survey during orientation, however, the tool will be discontinued in 2020. Since the Department of Enrolment and Student Administration has embedded a course exploration tool within the UP website for students, there is no need to duplicate the function.

High-Impact Modules (HIMs) project

The HIMs project is an initiative of the Tshebi committee to improve the module success rate of a selected number of modules. The HIMs project focuses on high-impact modules with a pass rate of below 75% and a student enrolment of more than 500. The purpose of the project is to provide a holistic evaluation of the modules with targeted interventions to increase the module success rate. In preparation for meetings for each module, Dr Lemmens and his team (HERI) gather historical data about the modules. During the task team meeting, an analysis is presented to understand the issues that impact the performance of the specific module, namely, in terms of curriculum, assessment, policies and practices, support services, communication, students, and lecturers. During the task team meetings, academic staff engage with EI staff from the Education Consultancy, e-Learning and HERI units.

The Deputy Deans nominated modules for the analysis of several factors that may have an impact on student performance. In total, 20 modules were selected, nine in the first semester and 11 in the second semester. The table below highlights the module improvement, however, modules have been de-identified for reporting purposes. Each module task team received a module report consisting of the module success rates over a number of years, as well as the performance of students from service programmes. Meetings are also arranged with each task team to discuss the student experience throughout the module, touching on aspects such as the curriculum, teaching and learning, assessment, student support, and the policies and practices that impact module success. At each meeting, the need for additional information is identified and permission is sought for interviews with students to gather qualitative information regarding the pressure points identified. In addition, the CLASSE (Classroom Survey of Student Engagement) is also administered to identify students' levels of engagement.

To date, the following activities have taken place:

- Six task team meetings were held in the first semester covering the nine HIMs modules.
- Ten task team meetings were held in the second semester covering ten HIMs modules.
- CLASSE was administered in nine modules in the first semester and ten modules in the second semester, including feedback on the results with possible actionable items for the lecturer/s.
- Focus group interviews were held with students from four modules.

Table 23: Levels of intervention in HIMs

	HIMS: Low touch	HIMS: Medium touch	HIMS: High touch
Target group	All modules	Modules with a pass rate < 75% and enrolment < 500	Modules with a pass rate < 75% and enrolment > 500
Nature of risk and the initiative	Low	Medium	High
Instrument (data)	BIRAP data	BIRAP data	BIRAP data
Identification criteria	All modules	Pass rate < 75% and enrolment < 500	Pass rate < 75% and enrolment > 500
Support/Intervention	<ul style="list-style-type: none"> • Provide Bb dashboards and PowerHEDA data 	<ul style="list-style-type: none"> • Use Bb dashboards and PowerHEDA data for decision-making purposes • Negotiated support from ECs and IDs • DD: T&L for internal (faculty level) discussion and intervention 	<ul style="list-style-type: none"> • Provide Bb dashboards, PowerHEDA data, formative evaluations with survey/ FGIs, data analysis, and pathway analysis • Negotiated support from HERI, ECs and IDs • DD: T&L for internal (faculty level) discussion and intervention AND Tshebi committee discussion

- Additional data was sourced for twelve modules.
- A survey was administered to students who discontinued modules before the exams—66 students responded to the survey.
- Additional meetings were held by most lecturers to learn more about Blackboard Predict and the improved use of clickUP.
- The education consultants from EI supported the lecturers with issues on assessment and constructive alignment, as required.
- Representatives from seven modules

gave feedback to the Tshebi committee and the issues raised there have been actioned.

General issues about the modules under review, but also other modules, have been raised at Tshebi and are being investigated further. These include module prerequisites, summer and winter schools, and the impact of service programmes on module performance.

The percentage point improvement in the average module success rate of the HIMs project in 2019, compared to 2018, was 14%. The impact of curriculum-related interventions will only be seen in 2020

and beyond. These include interventions related to the improvement of the programme structure, the articulation and alignment of modules, and reducing redundant and outdated module content. Other longer-term interventions include changing the admission requirements and the credits (notional hours) of programmes.

The way forward is to divide all undergraduate modules into three categories (see the table below) and base the intervention on the risks category of these modules. This will allow for the scaling of the HIMs project and to increase its future impact.

Community Engagement

The Community Engagement unit provides strategic leadership on community engagement with a view to identifying and implementing mutually beneficial projects through collaboration with faculties and students, and the nurturing and sustaining of partnerships with communities and community structures. They manage data related to communities and projects, among others, through an online community engagement management system (CEMS – access through portlet on the intranet) and negotiate community placement based on module outcomes or outcomes to be achieved through voluntary service. They ensure safe environments for students by nurturing community relationships, briefing students prior to them going on community engagement, both on the nature of communities and on security in communities; provide maps for safe access to communities; and monitor all sites regularly. The unit also liaises with national and international community engagement organizations including the University Social Responsibility Network (USRN).

Students do their community engagement in various ways around the campuses, working in schools, stimulating entrepreneurship, and addressing health issues, amongst others. As a major role player in areas around campuses, UP sees itself as the 'anchor' for urban development and renewal. The Anchor Strategy project aims to address urban decay around campuses by stimulating the areas economically and addressing social issues as well. Working in the precinct of each campus brings challenges not encountered in other communities. Work on the Hatfield and Mamelodi campus precincts provides opportunities for curriculum-related community engagement based on community development principles. A series of rehabilitation workshops was held for the street people in consultation with the Brooklyn Police Station. Most of the people subsequently left the streets and returned home.

As manager of the Community Engagement section, Ms Gernia Van Niekerk works with a small staff of three. The work has expanded from straightforward community engagement and development to include work-integrated learning in some faculties (Health Sciences, Education and EBIT). It needs to be stated that negotiating with businesses and employers requires different knowledge and skills from negotiating with communities.

Community engagement at the University of Pretoria is embedded in the overall vision statement of the University, which states that the University of Pretoria is committed to discharging its social responsibilities. UP's strategic objective of Community Engagement is to enhance and exchange knowledge, skills, and expertise in a collaborative manner between the University and society by:

- Establishing, implementing, monitoring, and evaluating

sustainable quality cooperative partnerships with communities and relevant service sectors, resulting in the sustainable improvement in quality of life and empowerment of the community concerned, as well as society in general;

- Integrating all forms of Community Engagement within the teaching, learning and research activities of the University; and
- Nurturing existing, and the promotion of new Community Engagement initiatives.

Community engagement (CE) and Work Integrated Learning (WIL) are embedded in the academic programme. These provide a deep learning experience for students, and foster the development of skills for managing relationships, problem solving and civic responsibility, which provide a competitive edge to students entering the world of work. In some cases, curricular community engagement was mandated by the professional or accrediting bodies. Community engagement modules include all WIL, as well as community-based learning and community-based practical work modules. All faculties were involved in community engagement and community development, although the nature of their involvement varied.

In 2019, more than 29 000 (95%) undergraduate students were involved in curricular community engagement projects. There are a total of 272 community engagement modules and they work on more than 1000 sites. In addition, veterinary students are involved in rural vaccination stations; and occupational therapy students work with parents and toddlers on the importance of play in children's development, not only as toddlers, but also for their future when they go to school.

The summary below provides an indication of the scope of curricular community engagement activities in 2019 that formed part of students' formal programmes:

- EMS (13 modules);
- EBIT (15 modules);
- Education (nine modules);
- Health Sciences (89 modules);
- Humanities (31 modules);
- Law (three modules);
- NAS (84 modules);
- Theology (two modules); and
- Veterinary Science (26 modules).

Voluntary social responsibility projects: in total, 5 520 students of more than 126 of our student organisations are involved in the following voluntary social responsibility projects:

- TUKSRES: 2 500 students;
- Nine Faculty Houses: 2 000 students;
- SRC – RAG: 20 students; and
- Other (bursary requirements, etc.): 1 000.

The Anchor strategy

The University of Pretoria sees itself as an anchor institution in its communities, with a direct effect on the local economy in terms of the safety and security, wellbeing, and sustainability of our people and environment. For example, Viva Village in Mamelodi's Alaska township is a multi- and transdisciplinary community engagement hub in which all faculties are involved, including Psychology, Social Work, Geology, Engineering, Health Sciences (Medicine, Nursing, Occupational Therapy, Physiotherapy, Nutrition and Radiology). They work together with residents, healthcare workers, and clinics to provide a holistic service. The same is done in the Zama-Zama and Plastic View informal settlements, and at the Pop-Up Clinic of Salvokop. The faculties identify common health issues and address these - from improving hearing through the 3D-printed middle ear transplants innovated at UP to addiction treatment, sustainable agriculture, and affordable nutrition.

Reliable House

This space in Park Street/Festival Street in Hatfield was a very negative space in close proximity to UP's Hatfield Campus. It was used as a dumping site, was a crime hotspot with drug dealing and prostitution taking place, and many homeless people were living there. In 2016, the CE Unit targeted the spot to turn it into a positive space. The homeless people renamed the place and it is now called Reliable House. The previously homeless people also renamed themselves and chose to be referred to now as 'change makers'. Work at Reliable House continued in 2019 as it was turned into a drug rehabilitation and training centre and almost all UP faculties are involved through their curriculum-related community engagement activities. This has become community orientated by: reducing the harm that is caused by using drugs (Nyaope) and alcohol, and helping the previously homeless people to develop or learn new skills for these 'change makers' to find work, with a focus on moral regeneration. Recommending free remedial action by encouraging 'change makers' to change voluntarily rather than being forced to change. Various faculties and departments work together at Reliable House. These include a focus on the following core values:

- Spiritual needs (Tuks Mission - Theology);
- Motivation and evidence-driven physical appearances and communication and consultation (social workers and psychology students – support groups);
- Health (Faculty of Health Sciences – health practitioners and students);
- Food gardens (NAS sustainable development);

- Infrastructure – TUT and EBIT civil engineering students – WIL; and
- Skills training – various.

Community partners

In addition to collaborations within the University, the Unit also works with a number of external stakeholders:

- COSUP – community support structure for people using drugs;
- Narcotics Anonymous (NA) – sharing their experience on how to manage the process of quitting drugs with a mentor;
- Alcoholics Anonymous (AA) – sharing their experience on the consequences of alcohol use and encourage people to quit drinking or to learn to drink responsibly;
- Churches – partnership with five different churches around Hatfield providing spiritual assistance to Reliable House;
- Peace Force Security Company – linking with security guards on crime prevention around Hatfield Plaza and surrounding areas; and
- Helping (external stakeholders – soup kitchen).

University Social Responsibility Network (USRN)

Currently, UP is the only African university in the global University Social Responsiveness Network - an international group of the top 15 universities in the world in this field - and is represented on the Talloires Network: international associations of universities committed to strengthening the civic roles and social responsibilities of higher education. The University Social Responsibility Network (USRN) has identified the month of October as USR month. This means that all USRN-member universities will demonstrate and highlight their commitment to social responsibility by showcasing their social responsibility activities during this month. The aim is to raise awareness about the positive work achieved by universities through social responsibility and community partnerships. These projects and programmes mobilise the expertise and resources of universities to address the myriad challenges facing our society.

In essence, university social responsibility refers to a range of curricular and co-curricular initiatives that aim to educate university students to be socially responsive and transformative leaders, and to mobilise the expertise and other resources of universities to address the myriad societal challenges currently facing the world.

Operations Office

The Operations Office (OPS), managed by Ms Elize de Waal, proactively uses skilled and experienced staff to support EI in terms of human resources, and financial and logistical matters to ensure that EI can function optimally. The core mandate of this support unit within EI is to promote, encourage and sustain best administrative practices by consciously striving to increase effectiveness and efficiency. The group consists of five people with a solid knowledge base in their field (logistics, technology, human resources, relationship skills, and finance) and the ability to adapt to new processes and systems. The degree of co-operation needed to function requires this office to nurture relationships with many other support departments at UP. The Reception at Hatfield campus provides a single point of control of entrances to EI, gives information for first-line enquiries, and receives deliveries. The Operational Office assisted with various big projects during the year such as the IT Building air conditioning upgrade project, new staffroom, two meeting/training venues, and a training room reception area. A significant number of staff and students have to report to Reception when coming to EI for tutor training, CPD, meetings or support sessions with Mastercard, the Dell Foundation, Sikelela, and FLY@UP. Reception and the OPS Office were also the contact point for students and staff during Orientation planning and the distribution of some equipment. The area also provides entrance to the IT Student residence office. Various students and lecturers make use of the video recording studio. Unexpected clients are first-year students who see this very friendly reception as a source of information during their first few hectic weeks on campus. EI also provides, equips, and maintains offices for donor staff from the Michael and Susan Dell Foundation (MSDF and Sikelela Scholars) and the Mastercard Foundation (MCF) and also provides an office for the FLY@UP project manager, ISFAP staff and occasional temporary student/staff linked to these programmes. About 13 additional staff members have been added through these projects.

Finance

The OPS Office assists with all the financial procedures, requests and forms as prescribed in the UP Policies and Procedures document. In 2019, the OPS Office handled the combined departmental operational and institutional budgets. In addition to EI operational, institutional, capital and IT budgets, the OPS Office managed a number of other budgets, some internal and others external. Of the internal budgets, some related to funds for training from the Human Resources Development Committee:

- Skills Levy Funding allocated to EI as part of the EI skills development. The manager of the OPS Office also serves as the secretariat for the EI Skills Developments Committee.

- The CIL novice lecturers and tutor training budget.

Other cost centres that the OPS Office assists or manages are the allocation of publication funds to individual publishers, and development funds. Other internal sources of revenue that combine internal and external funding relate to Community Engagement (CE) activities and budgets, such as transport, precinct development, community projects, and support of a limited number of vulnerable students. The OPS office assists with all financial transactions relating to CE budgets, including the CE excellence awards.

The external funds include the budgets for the Michael and Susan Dell Foundation, the Mastercard Foundation, the Siyaphumelela project of the Kresge Foundation, a research grant from the Carnegie Corporation of New York, the CE and Excellence Awards, the Flexible Futures Conference, DHET, and the Umalusi Development funds. We processed journals and claims for UP staff who received professional online development funding, as well as other ad hoc requests.

The OPS Office successfully overcame several challenges in identifying, aligning, and complying with UP policies throughout the PeopleSoft upgrades. The OPS Office ensured compliance with UP policies, rules and regulations with regard to the following financial tasks for EI: budget allocations, reports, requisitions, purchase orders, advances, expense reports, settlements, creditors, debtors, conferences, and travel and accommodation requirements (domestic and international).

As part of their regular work with the Creative Studios and Communication Technology section of EI, the OPS Office handled purchasing and cost recovery. The group has staff based at the Hatfield, Prinshof and Onderstepoort campuses.

Human Resources (HR)

The OPS office provides a complete and effective service to the Department in coordinating and managing internal human resource functions and liaising with the Department of Human Resources (HR). This includes appointments, financial governance, management and control of contract budgets, and all related human resources matters according to the University of Pretoria's policies, rules and regulations.

One of the HR challenges that the Recruitment Committee had to face for the recruitment of new staff was to ensure diversity in the UP staff profile. EI employs both permanent and contract staff for EI, as well as the Michael and Susan Dell Foundation, the Mastercard Foundation, the Siyaphumelela project of the Kresge Foundation, Sikelela Scholars, and ISFAP. The Operations Office was

effective in processing permanent, annual contracts, and ad hoc appointments. Where possible, vacant posts were filled by candidates from designated groups, ensuring a balanced equity profile in the department. The department achieved an appointment rate of EE candidates greater than 50%.

The OPS office also maintained and updated reporting lines for leave and performance evaluation on PeopleSoft. Campus and IT access and parking for contract appointments is done on the Permission Manager systems on PeopleSoft. Pedestrian and day visitor access is also done by the OPS office on the Visitor Invite Management system on PeopleSoft.

The HR temporary staff budget is determined in collaboration with the Director, and this includes the coordinating and administering of the contracts and remuneration claims of claim

appointments in line with UP policy. The head of the OPS liaises between HR and EI managers regarding the documentation for unfreezing posts, advertisements of vacant posts, appointments, post evaluations, as well as the confirmation of probation periods, updating of EI organograms, and maintaining the EI staff database.

The OPS office has an OHS representative for Occupational Health and First Aid training Level Three to assist with injuries, and assists with the completion of Injury on Duty forms and the compilation of reports for staff injuries. In addition, Ms Singh and Ms E. de Waal are members of the Department's Transformation Committee.

Logistics

Quality service is rendered in terms of internal and external client relations and links with the EI department, UP Departments, services, and divisions. The OPS office is responsible for all logistic and maintenance matters within EI. This responsibility includes office space, furniture, building projects, the use of assets, IT-related matters, occupational health and safety, security and key register, coordination of services needed from Facilities Management, the Department of Security Services, stationery, access control, the use and maintenance of the golf cart, photocopier machines (contracts and user access), water coolers, pest control, plant maintenance, and contracts. The OPS Office also manages and coordinates the five kitchens and the staff/training/seminar rooms at EI on the Hatfield Campus and facilitates work with contractors.

Research

Publications in Accredited Journals and Books

- Louw, I., & Thukane, M. (2019). Teaching and learning sciences in times of disruption: blended learning in action. *Journal for New Generation Sciences*, 17(2), 31-43.
- Malambo, P., Van Putten, S., Botha, H., & Stols, G.H. (2019). Dysfunctional functions: the case of Zambian mathematics education students. *EURASIA Journal of Mathematics, Science and Technology Education*, 2019, 15(1).
- Potgieter, M., Pilcher, L., Tekane, R.R., Louw, I., & Fletcher, L. (2019). Lessons learnt from teaching and learning during disruptions. In M. Schultz, S. Schmid & G.A. Lawrie (Eds.), *Research and Practice in Chemistry Education* (pp.89-108). Springer. <https://doi.org/10.1007/978-981-13-6998-8>
- Roets, L., Janse van Rensburg, E., & Lubbe, J.C. (2019). Faculty's experiences of a formal mentoring programme: The perfect fit. *African Health Sciences*, 19(2), 2237-2242.
- Turner, A., Lubbe, J.C., Wolvaardt, L., & Napoles, L. (2019). Navigating curriculum transformation: Charting our course. *Full Conference proceeding publication. Co-presenter. Poster presentation. HEAd conference, Spain, June 2019.*

Book Chapters

- Botha, A. et al. (2019). Finalist for the e-Learning Excellence Awards Competition and presented case study at 18th European Conference on e-Learning (ECEL). Aalborg University, Copenhagen, Denmark. 7th-8th November, ECEL2019. The case study was published in the Book: An Anthology of Case Histories (November 2019). Implementing an online tool for teamwork assessment in real time: A faculty initiative across disciplines. Page 21-39. ISBN: 978-1-912764-48-8

Conference Proceedings

- Inglis, H., Botha, A., Hechter, J., Le Roux, D., Smuts, H., Van der Merwe, A. (2019). Using a diagnostic test to inform and improve teaching for first year engineering students. *Extended abstract published in the proceedings of the Eighth Research in Engineering Education Symposium, Cape Town, 10-12 July: Page 865-867.*
- Jordaan, M., & Jordaan, D., (2019). Diversity in groups – students' reflection. In: B. Kloot (ed.), *Research in Engineering Education of the South African Society for Engineering Education. Cape Town (peer-reviewed), 10-12 July 2019* 2019b. SASEE, pp. 123 - 131.

- Korkie, E., & Lubbe, J.C. (2019). (Co-presenter in absentia) Video essay: an alternative assessment method. *PLR5-3084. WCPT Congress. Geneva 10 – 13 May 2019.*
- Lubbe, J.C., & Korkie, E. (2019). Video Essay, an alternative assessment approach. *SAAHE, Bloemfontein, 26 June 2019.*
- Lubbe, J.C., Turner, A., Wolfaart, L., & Napoles, L. (2019). Rising to the challenge of curriculum transformation: One school's STAR journey to operationalization. *Flexible Futures Conference, 10 – 11 September 2019.*
- Lubbe, J.C., Turner, A., Wolfaart, L., & Napoles, L. (2019). Rising to the challenge: embarking on a 'star' journey to operationalize Curriculum transformation. *SAAHE, Bloemfontein, 28 June 2019.*
- Muller, E., & Botha, A. (2019). Assessment "as learning" in an extended engineering degree programme: implementing iPeer LMS feature to evaluate peer participation in teamwork. *Extended abstract published in the proceedings of the Eighth Research in Engineering Education Symposium, Cape Town, 10-12 July, pp. 855-858.*
- Nel, C., Korkie, F.E., & Lubbe, J.C. (2019). Four pillars of clinical supervision: an insider's perspective. *Flexible Futures Conference, 10 – 11 September 2019.*

Conference Papers

International Conference Papers

- Botha, A., & Zulch, B. (June 2019). A South African Construction Economics Department evolved into a blueprint for quality programme assessment through its leadership and collaboration. *AALHE2019 (Association for the Assessment of Learning in Higher Education) – Ninth Annual Assessment Conference, St Paul, Minnesota (proceedings to be published in March 2020).*
- Botha, A., Newberry, R., & De Villiers, C. (2019). Assessment Is Global: Developing a Program Effectiveness Model for South Africa. *AALHE2019 (Association for the Assessment of Learning in Higher Education) – Ninth Annual Assessment Conference, St Paul, Minnesota (proceedings to be published in March 2020).*
- Haupt, S., & Badenhurst, S. (2019). Study on collaborative learning for undergraduate students using iPeer. *Academicworld International Conference, Hotel Verde, Cape Town Airport (article published in conference proceedings).*
- Haupt, S., & Badenhurst, S. (2019). Appraising peer collaboration using the iPeer on-line tool. *South African International Conference on Education (SAICEd) 2019, Manhattan Hotel, Pretoria.*

Haupt, S. (2019). Factors affecting innovation adoption in a Higher Education Institution. *The 2nd International Conference on Advanced Research in Teaching and Education (ICATE), Vienna, Austria (paper to be published in 2020).*

Jordaan, D. (March 2019). The use of descriptive and predictive analytics to support student success at the University of Pretoria. *Blackboard MEA Teaching and Learning Conference 2019, Dubai, United Arab Emirates.*

Jordaan, D., & Stols, G. (July 2019). The value of descriptive and predictive evidence-based student success interventions: It is not only about the data! *Paper presented at the BbWorld 2019 Conference, Austin, Texas, USA.*

National Conference Papers

Detken Scheepers reported on student perspectives of online/blended learning as academic continuity solution during #FeesMustFall campus disruptions through a paper presented at the 13th annual International Technology, Education and Development Conference (INTED 2019), Valencia, Spain on 11 March 2019. An article by I Louw and M Thukane is also in press with the Journal for New Generation Sciences on the results for the NAS faculty.

Du Plessis, W., & Botha, A. (2019). Automated Generation of Complex Problems and Their Detailed Solutions for Examinations. A practitioner's paper. *Flexible Futures Higher Education Conference: Impactful teaching between clicks and bricks. Future Africa, Pretoria, 9-10 September 2019.*

Haupt, S. (2019). Quality Promotion Conference hosted by the CHE. *CSIR International Convention Centre, Pretoria, South Africa, 26-29 February.*

Jordaan, D. (2019). The purpose and power of predictive and descriptive learning analytics. *Flexible Futures Higher Education Conference: Impactful teaching between clicks and bricks. Future Africa, Pretoria, 9-10 September 2019.*

Jordaan, D. (2019). University of Pretoria use of AWS Services. *AWS Summit, Cape Town. 11 July 2019.*

Kebalepile, M.M. (2019). The use of complex data sets to describe changes in student risk profile over time and the description of factors related to the said risk profile changes. *Paper presented at the Southern African Association for Institutional Research Conference (SAAIR), Tshwane University of Technology, Nelspruit, Mpumalanga, 5-7 November.*

Lemmens, J. (2019). Improving student success through module evaluations. *Paper presented at the Flexible Futures conference, Future Africa, University of Pretoria, Pretoria, 9-10 September 2019.*

Lemmens, J. (2019). University of Pretoria: Evaluating the Nudging campaign. *Paper presented at the Siyaphumelela conference, Johannesburg, 25-27 June 2019. (<https://siyaphumelela.org.za/documents/5d2462e30a356.pdf>)*

Louw, I., Potgieter, M., Kikianty, E., & Mmadi, M. (June 2019). Solving the problem of tertiary math: a team effort. *Workshop presented at the Siyaphumelela conference, Johannesburg, 25-27 June 2019.*

Mthembu, P., & Fouche, K., (2019) Using graphics as a pedagogy to explain complex ideas in enhancing students understanding: 21st Century learning. *Higher Education Learning & Teaching Association of Southern Africa Conference: Pedagogies in Context. Rhodes University, Grahamstown, 27-29 November 2019.*

Nthontho, M.A., Maroga, M.J., & Mohlakwana, M.A.U. (2019). Digital literacy in a hybrid learning environment. *Education Association South Africa (EASA), University of Limpopo, Polokwane, 13-16 January 2019.*

Conference Poster Presentation

Adam, S., van Rooyen, M., & Lubbe, J.C. (2019). Do we assess what we teach? *Poster presentation, SAAHE, Bloemfontein. 27 June 2019.*

Makgabo, C., & Maroga, M.J. (2019). Using technology to enhance the teaching and learning of African languages. *Future Africa Centre, University of Pretoria. Pretoria, 9-10 September 2019.*

Mostert, K., Nel, C., Korkie, E., & Lubbe, J.C. (2019). Four pillars of clinical supervision: An insider's perspective. Co-presenter in absentia. *Poster presentation. PO-C-05-SUN1, WCPT Congress, Geneva 10 – 13 May 2019.*

Turner, A., Lubbe, J.C., Wolvaardt, L., & Napoles, L. (2019). Navigating curriculum transformation: Charting our course. Co-presenter in absentia. *Poster presentation, HEAd 2019, Spain, June 2019.*

Research Reports

Haupt, S. (2019) *Transformation questionnaire research report for the Faculty of Economic and Management Sciences.* Department for Education Innovation. Unpublished resource.

Haupt, S. & Mostert, E. (2019). *Longitudinal research report for the Faculty of Veterinary Science.* Department for Education Innovation. Unpublished report.

Jordaan, D. (2019). *The use of clickUP in Faculties. Learning Analytics reports.* Department for Education Innovation. Unpublished reports.

Kebalepile, M.M. (2019). *Evaluation of the First Year Experience: 2019.* Department for Education Innovation. Unpublished report.

Kebalepile, M.M. (2019). *Faculty Student Advising: Sem 1, 2019 data (PowerPoint)*. Department for Education Innovation. Unpublished resource.

Lemmens, J. (2019). *SASSE summary results from 2014 – 2018 (PowerPoint)*. Department for Education Innovation. Unpublished report.

Lemmens, J. (2019). *Tshebi module report (PowerPoint)*. Department for Education Innovation. Unpublished report.

Lemmens, J. (2019). *University of Pretoria: Siyaphumelela nudging campaign*. Department for Education Innovation. Unpublished resource.

Lemmens, J., & Kebalepile, M.M. (2019). *STARS: three-way comparison (PowerPoint)*. Department for Education Innovation. Unpublished report.

Mphanda, E. (2019). *2019 Academic Orientation report*. Department for Education Innovation. Unpublished report.

Mphanda, E., & Lemmens, J. (2019). *A trend analysis of the salient reasons for discontinuation: 2015–2018*. Department for Education Innovation. Unpublished resource.

Sehlapelo, H.P., & Lemmens, J. (2019). *Review of the Student Feedback Instrument (SFI)*. Department for Education Innovation. Unpublished resource.

Postgraduate Master's and Doctoral Students

De Kock, C. (2019). *Learning analytics: an overview and comparison of classification algorithms*. Submitted for examination in November 2019 and awarded in January 2020 for MCom Statistics. Dr. R. Ehlers (Supervisor) and Dr. J. Lemmens (Co-Supervisor).

Membership of Associations/Research Bodies

Botha, A. Association for Assessment of Learning in Higher Education (AALHE, USA): Member and active collaborator on the ASSESS ListServe.

Botha, A. National Institute for Learning Outcomes Assessment (NILOA)(USA): Member.

Lemmens, J. Southern African Association for Institutional Research: Immediate-Past President.

External Workshops Presented

Botha, A., Newberry, R., & Bailey, S. (April 2019). *Implementation of the Blackboard Goals area and Analytics for Learn for learn workshop*. Cape Town: Centre for Innovative Educational Technology (CIET), e-Learning Centre, District Six Campus, CPUT.

Botha, A. (May 2019). *Enterprise Course: Implementation of Blackboard Goals Tool for as a programme improvement initiative*. Cape Town: Centre for Innovative Educational Technology (CIET), e-Learning Centre, District Six Campus, CPUT.

Jordaan, D., & Lemmens, J. (May 2019). *Learning Analytics Workshop*. Cape-Town: CHEC Learning Analytics Course.

Lubbe, J.C. (November 2019). *University of the Free State Teaching Portfolio*. Bloemfontein: University of the Free State.

Lubbe, J.C. (December 2019). *Paray School of Nursing. Workshop on Assessment blueprinting*. Bloemfontein: Paray School of Nursing.

Lubbe, J.C. (December 2019). *Paray School of Nursing. Workshop on Curriculum-mapping*. Bloemfontein: Paray School of Nursing.

Awards

Booyens, M. First prize for Best Poster at the South African Association of Health Educationalist Conference: Designed by Marizanne Booyens (Experiences of first-year nursing students at the University of Fort Hare, Eastern Cape, South Africa, during home visits).

Booyens, M. First prize in the Clinical Sciences category at the UP Health Sciences Faculty Day: Designed by Marizanne Booyens (Predisposing factors for Injury: A study on South African elite male youth football players).

Booyens, M. First Prize in the Open Category at the SA-ACAPAP Conference: Designed by Marizanne Booyens (Introduction to the MEGA project: Towards improved primary care mental health screening and services for children and adolescents in South-Africa and Zambia).

Botha, A. Association for Assessment of Learning in Higher Education (AALHE) Student Travel Award Grant of \$1 000.

Mans, H. Best first-time poster presentation at the 48th Annual Conference of the Parasitological Society of Southern Africa: Designed by Hettie Mans (Molecular detection of tick-borne haemoparasites in cattle and buffalo samples from Mashonaland West and Masvingo Provinces, Zimbabwe).

Newspaper articles and magazine publications

Gilbert, P., & Jordaan, D. (2019). *University of Pretoria Benefits From e-Learning in the Cloud*. Available: http://www.connectingafrica.com/author.asp?section_id=761&doc_id=753538&&utm_source=facebook&utm_medium=social&utm_campaign=ca-content-Pretoria-university-eLearning.

Jordaan, D., & Maseko, F. (2019). How the cloud is creating the classroom of the future. *IT News Africa*. Available: <https://www.itnewsafrika.com/2019/07/how-the-cloud-is-creating-the-classroom-of-the-future/>

Jordaan, M., & Jordaan, D. (2019). *Developing social responsibility skills for the future workplace*. Innovate. Pretoria: Graduate School of Technology Management (GSTM).

Mahllokwane, J., & Jordaan, D. (2019). Tuks is SA's first university to migrate some systems to Amazon cloud. *Pretoria News*, 20 June 2019. Available: <https://www.iol.co.za/pretoria-news/tuks-is-sas-first-university-to-migrate-some-systems-to-amazon-cloud-26826762>

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