Department for Education Innovation

2022

A N N U A L
R E P O R T

UNIVERSITEIT VAN PRETORIA
UNIVERSITY OF PRETORIA
YUNIBESITHI YA PRETORIA

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*Investing in the future
by embracing academic innovation
in teaching and learning today.*

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1 Executive summary

The vision of the Department for Education Innovation (EI) is to create synergy in developing innovative education environments for student learning. The Department for Education Innovation (EI) is largely a lecturer-facing department that is committed to leading change management in teaching and learning. It also provides continuous pedagogical professional development that enhances academics as university teachers.

EI has been recognised and awarded for its work on multiple occasions in the past. In 2022, two teams from the department won the prestigious International Anthology Catalyst Awards. The first-year, three-tiered Orientation Programme won in the Optimizing Student Experience category, while the High Impact Modules Project won in the Student Success category. Additionally, both the Learn the UP Way video and the Learn the UP Way Online animation won Silver at the MACE Awards.

The main priorities for the Department for Education Innovation (EI) in 2023 align with the strategic goals of the University of Pretoria. Although the focus of EI is to enhance access and successful student learning (Goal 1), the Department also strengthens the University's research and international profile. This is done through its management and promotion of the Scholarship of Teaching and Learning (SoTL) grants, as well as the organisation of the Flexible Future Conferences. Internally, we foster and sustain a transformed, inclusive and equitable University community and aspire to optimise resources and enhance institutional sustainability. The EI Department administers several grant funds in addition to its operational budgets. EI also plays a key role in strengthening the University's social responsiveness through the Community Engagement Unit.

Goal 1:
Enhance access and
successful student learning

Teaching excellence: The first step towards enhancing student success is to provide quality teaching and learning opportunities. This is done by using quality, relevant and updated curricula and assessments. UP's teaching model, TEACH The UP Way, is student-centred, inclusive, technology-enabled, self-directed, inquiry-based, assessment-driven and flipped learning. EI's efforts in this regard are exemplified in the documents "TEACH The UP Way" and "Student success at UP". The University's hybrid teaching and learning model, TEACH The UP Way 2022, offered students the best of both worlds, online and contact and was designed to enable them to succeed at university and in life beyond university. The University of Pretoria uses the Blackboard Learn LMS (branded as clickUP) and Blackboard Mobile as fundamental technologies to support hybrid learning. Students can thus access content from the Bb app, participate in discussions, participate in virtual Blackboard Class Collaborate classes and view their grades.

Teaching and learning digital platform: Combining the latest technological advances with good-quality pedagogical training and support creates new possibilities. It also provides the opportunity to develop authentic, flexible, individualised, adaptive and active learning environments. The University has implemented technology to support its hybrid teaching and learning methodology and digital strategy. This is embedded in flipped-learning methods to ensure that students come prepared, that they complete pre-class assessments, engage in class and consolidate their knowledge after class. The Learning Management System (LMS), with a 100% availability in 2022, provides the core of the digital teaching and learning platform. The platform also includes: textbook/eBooks; OER; publishers' courseware authoring tools; and H5P in-video assessment for the preparation phase; TurningPoint clicker app and Class Collaborate for classroom engagement; QuestUP (Cirrus Assessment); clickUP (Blackboard); Turnitin; e-publishers' assignment tools; CompAssess; and Numbas for the consolidation phase. Additionally, the University uses multiple systems to prevent online plagiarism and cheating, such as Turnitin and Proctorio, as well as Gradescope for AI-assisted grading. Impact by Instructure change management software was also implemented in 2022 to provide support and drive digital transformation and adoption through LMS-integrated messaging and technology usage insights. Other utilised platforms that support teaching and learning include Watermark Course Evaluations & Surveys and Anthology Milestones or Badgr for digital credentialing.
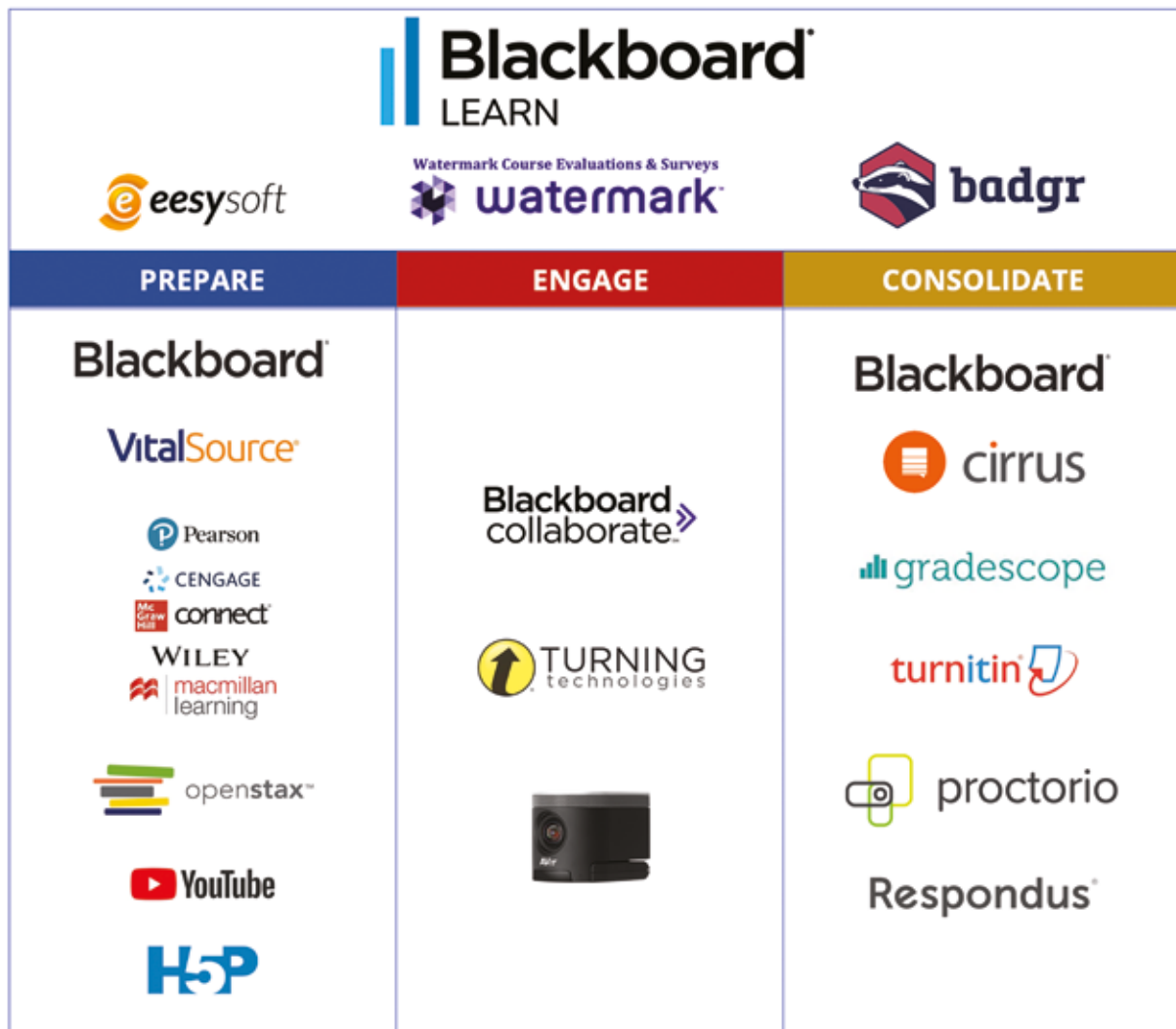
Figure 1.1: UP digital teaching and learning ecosystem

Professional development and training: The aim of the professional development programme for academic staff is to develop a combination of pedagogical knowledge and technological skills. This is necessary in order to integrate appropriate technology into teaching while addressing the complex nature of staff members' academic knowledge. By attending continuing professional development courses, lecturers develop teaching, facilitation and assessment skills, which will increase student engagement and ultimately lead to student success. The professional development programme (CPD) is tailor made to support and develop academics at different career stages. These stages include that of an emerging scholar with an interest in following an academic career; a newly appointed academic or someone in the early stages of their career; an established academic who has already developed a significant teaching and research capacity; or an academic leader. In 2022, the CPD offerings were made available online. Examples of these offerings include the Academic Induction Programme; Developing study guides; Inquiry-based learning; Learning theories for the digital age; Career portfolio; Feedback to students; Planning a learning opportunity; Purposeful questioning; Accountable assessment; and Objective assessment. The E-Education group employs various strategies to develop lecturers' autonomy in the use of institutional

e-education systems. Courses such as clickUP Overview, clickUP Content, clickUP Assessment, clickUP METRICAL, clickUP for administrators, In-Video Assessment (H5P), Trendy tools for cool lectures, clickUP Grade Center, Turnitin and Turnitin grading and feedback are presented in facilitated and stand-alone online formats. Despite the full lockdown period in 2022, 691 staff members attended the virtual synchronous courses in 2023. The stand-alone online courses' completions declined by 78% as compared to 2021, with 33 completions in 2022 as compared to 147 completions in 2021.

Student feedback: An electronic Lecturer Evaluation System, known as Watermark Course Evaluations & Surveys, was implemented in 2020 to improve the quality of teaching and learning. The system enables students to provide feedback on the effectiveness and quality of teaching. In 2022, 18 SFTS projects were administered to 2,107 modules, with 3,164 lectures enrolled for their modules throughout the year. A total of 87,423 responses were received out of 367,180 enrolments, resulting in an average response rate of 23.81% for the year.

Student support and success software: UP's student success-related technologies consist of three categories: identification (clickUP risk analysis, analytics course reports, survey

platforms); support (support information hubs, dashboards and nudges, reports, case management systems); and communication (enhanced accessibility, support information hubs, contextual clickUP support, communication tools). The Department for Education Innovation aims to create a more inclusive and supportive environment. The department also strives to broaden students' access to learning material by using Blackboard Ally to enhance digital content for access and learning and to help institutions build a more inclusive learning environment. Bb Ally was launched in the first semester of 2022. Bb Ally improves the student experience by assisting students in controlling course content with usability, accessibility and quality in mind. In 2022, the UP Department of African Languages assisted with the Zulu translation, while Bb Ally is also available in Xhosa and will soon be available in Sepedi. In 2022, approximately 72% of the students used alternative formats provided by Bb Ally. In 2022, the department piloted

ConnectYard, an integrated communication software that enables teaching staff to reach students on their devices using their preferred messaging channels: text, social media, or email. This eliminates the need for lecturers to access students' phone numbers and allows them to manage groups outside clickUP. Additionally, the Impact by Instructure change management software was implemented in 2022 to provide contextual support inside clickUP. Anthology REACH is a comprehensive, integrated planning and advising student success platform. In 2022, the Department for Educational Innovation (EI) also started investigating the use of Anthology REACH as a Student Relationship Management (SRM) system to support student success and retention. This could enable the advising team to manage the student success processes and improve the institution's communications, planning and tracking tools from one central hub.
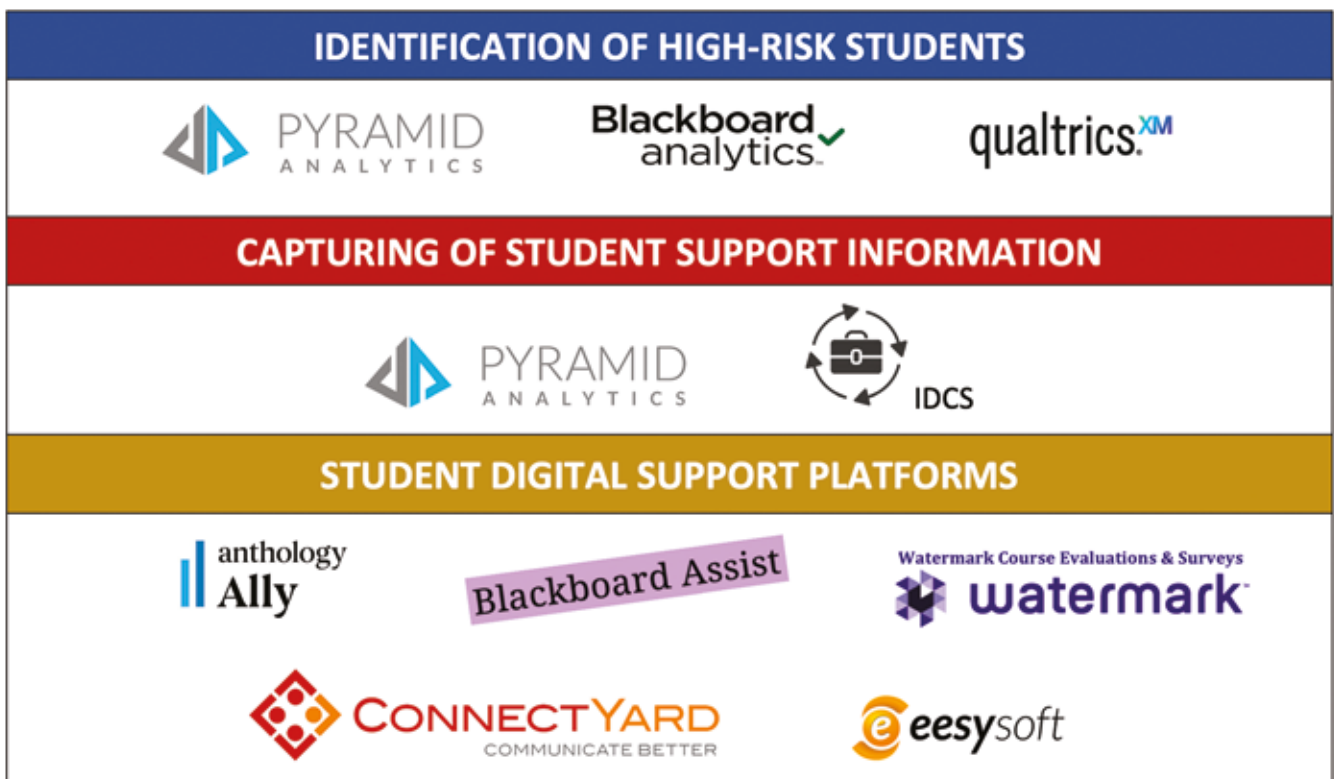
Figure 1.2: UP digital student support ecosystem

FLY@UP campaign: The FLY@UP campaign aims to enhance undergraduate-level student academic success by promoting various initiatives and resources. In 2022, the FLY@UP social media platforms were used consistently to share vital information, key dates, UP support services' offerings, contact details and interactive content. Both the Instagram and Facebook pages were growing every day, with a total of 5,400 followers on Instagram and 6,800 followers on Facebook. Additionally, in 2022, the campaign introduced a thrift store pop-up where students could shop for thrift clothes for free and collaborated with Spec-Savers Hatfield to provide an estimated 300 students per semester with new reading glasses. The second semester of 2022 saw the reintroduction of the FLY@

UP ambassador programme, with nine ambassadors hired to assist the coordinator in sharing the FLY@UP message and to help with on-campus activations and content creation. Four newsletters were also distributed to students via social media and clickUP to inform them about the UP support network and to provide the necessary information for specific quarters of the year.

Advising: The University employs Faculty Student Advisors (FSAs) who report to the Deputy Deans of Teaching and Learning in each faculty. They are overseen by the Advising Manager in the Department for Educational Innovation. The primary role of FSAs is to provide co-curricular support to students, such as advising on module selection, goal setting,

university life adjustments, time management, study methods, stress management and career exploration. In 2022, FSAs held a total of 27,891 advising sessions with students and conducted institutional and faculty-specific workshops on these topics, with a total of 161 in-person workshops and 56 video workshops. They also held eight Community of Practice (COP) meetings to make decisions on handling specific cases, workshop delivery methods and capturing sessions on the Learner Case Management (LCM) system. Furthermore, FSAs introduced Professional Development meetings in 2022, with four sessions held to improve the professional development of the entire group. The University further introduced a new initiative to formalise the role of peer advisors. Their primary duties are to assist students with basic advising questions and to serve as a resource that provides a bridge between students, FSAs and available campus resources. In 2022, 2,721 students consulted and were assisted by peer advisors through WhatsApp Messages, emails, walk-in consultations, or face-to-face appointments.

Tutoring: In 2022, a comprehensive guideline document for tutors was developed outlining existing policies and procedures for recruiting, supervising and incentivising tutors. This was widely adopted by the faculties, leading to the creation of an updated faculty tutor coordinator database. This document also improved enrolment and completion rates for the institutional initial tutor training and marking course. As a result, each tutor was required to present a certificate of completion in this training before their appointment could be finalised. The online course, which takes approximately four hours to complete, is divided into two parts: the basics of tutoring (two hours) and online tutoring (two hours). A total of about 589 tutors were appointed across the nine academic faculties and 565 successfully completed this training.

Academic Orientation Programme for first-year students: The Academic Orientation Programme for first-year students includes a pre-orientation online module, an on-site Academic Orientation Week and an eight-week online faculty-based extended orientation course (University of Pretoria Extended Orientation - UPO). In 2022, a total of 5,645 students completed the pre-orientation and 5,459 are now registered UP students. Overall, 82.5% of students registered during the orientation period attended the academic orientation week and reported that they felt welcome, knew where to find support and were ready for the academic demands of university life. All students are required to complete the seven-week online extended orientation programme, UPO, presented in the LMS. This is where the modules are constantly monitored and students are motivated to engage with and complete the module through regular (weekly) nudges. An average pass rate of 86.5% was achieved in 2022 for the UPO. To identify students at risk, UP administers the UP Readiness Survey (UPRS) in the first week of the academic year. In 2022, a total of 6,977 first-year students completed the survey, a participation rate of 81% of first-time first-year students. The results showed that 32% of the students needed assistance with time-management skills, 30% needed

help with study skills and 27% needed support with test-taking skills.

Data and learning analytics: The value of access to descriptive and predictive data is demonstrated through the University of Pretoria's capacity to use real-time data on students' teaching and learning activity in the LMS. The effective use of data allows the University to use learning analytics' early alerts to prevent possible future problems, support students effectively and enhance student success rates. The University uses the Pyramid Analytics software package to collect data and develop user-friendly, student success dashboards for management and lecturers. Students are also able to access numerous data reports in clickUP and set up notifications to receive information when events occur in clickUP. Lecturers can activate the Bb Analytics for Learn Student Report and make it available to students within each course, allowing them to compare their activity and progress with their peers in the same course. Additionally, each undergraduate course provides access to Student Risk Reports under the Evaluation in the Course management links. This provides an integrated dashboard at the aggregated and individual student levels. To encourage self-reflection and allow students to assume agency over their learning, recent improvements to the Blackboard notification settings were implemented to allow students to be notified if their activity or grade decreases compared to that of their peers; this is an automated process. Students also receive push notifications in clickUP, via email and on the clickUP mobile application when new content is available.

Student success dashboards: To enhance the effectiveness of student success interventions, the University developed Pyramid student success dashboards for FSAs, deputy deans and Heads of Departments (HoDs) to support module and programme analytics, which deputy deans use for decision making. The department also supported the High Impact Modules (HIMs) project with statistical analyses and data visualisations, resulting in the University receiving an international award, the Anthology Catalyst Award in the Student Success category. Additionally, a Learning Analytics Dashboard was developed for FSAs to identify first-year students who may benefit from academic advising. This was done using the Blackboard learning data of all undergraduate students. Furthermore, an online workshop was developed in 2022 to guide module review teams. In 2022, regular training and updates on Tableau, a data visualisation software, were provided to FSAs through standing agenda items at the Faculty Advisers' Community of Practice meetings. The head of the Higher Education Research Institute (HERI) also attended these meetings to present any new changes and to answer any questions the FSAs may have had regarding the dashboards. This ensured that the FSAs were continuously informed and able to effectively use the system in their role of providing academic support to students.

Goal 2:
Strengthen the University's research, international profile and global engagement

Flexible Futures Conference: The 8th Flexible Future Conference was a two-day hybrid conference held on the 24th and 25th of August 2022. The theme of the conference was Society 5.0: Towards human-centred and digitally enhanced education. There were 60 presentations and 223 people registered for the conference. The conference feedback was, in general, very positive, with an overall rating of 4.2 out of 5 and a rating of 4.6 for the first in-person day.

UCDP Scholarship of Teaching and Learning grants: In 2022, the University received 42 applications for Scholarship of Teaching and Learning grants, of which only 25 were funded due to limited funding. Each grant holder received R20,000. As a result, a total of 5,794 students benefited indirectly from the SoTL projects in 2022.

EI publications: Please see Section 5 for a summary of EI research publications and contributions.

Goal 3:
Foster and sustain a transformed, inclusive and equitable university community

In an article in The Chronicle of Higher Education, Supiano (2018) explains how traditional teaching deepens inequality (disadvantaging black and Latino students). She suggests a way to address it: "Inclusive teaching has two main components: putting more structure into a course, giving clear instructions so that all students know what to do before, during and after class; and thoughtfully facilitating class discussion so that everyone can participate." The University of Pretoria's teaching and learning model could be described as a technology-enabled, flipped, inquiry-based, assessment-driven teaching model. The model shifts the instructional sequence by assuming three phases in teaching and learning, namely (a) Preparation before class, (b) Engagement in class and (c) Consolidation after class.

The Institutional Climate Survey shows that the EI department has a transparent and inclusive environment for staff. The feedback from EI staff was generally positive, with an overall mean score of 3.73/5.00 or 71.9%. A mean of 3.20 was used to distinguish between positive and developmental areas.

Goal 4:
Enhance institutional sustainability

EI managed and maintained positive relationships with the Mastercard Foundation Scholars Program (MCFSP), the Ikusasa Student Financial Aid Programme (ISFAP) and the Michael and Susan Dell Foundation (MSDF). These are externally funded bursary programmes that follow a sustainable student support model. These programmes expand the capacity of the University to broaden academic access and success for academically talented youth from low socio-economic backgrounds.

The Mastercard Foundation Scholars Program is in the ninth year of its first ten-year partnership with the University (2013–2023). The MCFSP scholars receive financial support, which includes tuition fees, medical aid, accommodation, meals, books,

allowances, stipends and travel costs. In addition to ensuring that the scholars complete their studies in the minimum amount of time, the programme team provides therapeutic, psychosocial and academic support. By 2022, a total of 356 Scholars (315 degrees completed) had been supported with a ten-year grant that was worth over $21 million. In 2018, a further $100,000 entrepreneurship fund was added to the grant to develop the scholars' entrepreneurial skills.

The MSDF provides support to two different programmes at the University of Pretoria: The Dell Young Leaders (DYL) Programme and the Sikelela Scholars Programme (SSP). The two programmes have consistently seen success, with a high percentage of students completing their degrees and obtaining employment. These programmes aim to support and empower low-income students (primarily first-generation university students on National Student Financial Aid System - NSFAS) who have shown grit and resilience to overcome adversity. This allows these students to make it to graduation, successfully enter employment and create pathways out of poverty for themselves, their families and their communities. By 2022, the DYL programme supported a total of 613 students with a programme graduation rate (eight-year) of 83% for early cohorts, a retention rate of 96% and a placement rate of 97%. The SSP leverages the existing University resources and technology to address non-financial barriers to student success. The total number of awards by 2022 tallied to 747, which will increase to 897 with the introduction of the 2022 cohort. With a total of 270 graduates (in 2022), there has been a 99% retention rate since the programme's inception in 2016 and a 96% persistence rate (in 2022) for scholars who haven't graduated, but are still on track to earn degrees.

The Ikusasa Student Financial Aid Programme (ISFAP) is designed to support the so-called 'missing middle' student – a student who does not qualify for NSFAS based on family earnings, but does not have adequate financial resources to pay university tuition fees. The inclusion of the 2021 cohort in the ISFAP@UP programme brought the number of ISFAP grant recipients to a total of 247. The wrap-around support includes a laptop, financial support, as well as academic, wellness and mentorship support through dedicated programme managers.

Goal 5:
Strengthen the University's social responsiveness and impact on society

The University is fully committed to the three pillars of higher education: teaching, research and community engagement. Community engagement has been fully integrated into teaching, learning and research as a strategy. The University has endeavoured to promote a culture of social responsibility by introducing community engagement as a compulsory credit-bearing component of several undergraduate academic programmes offered by the University. UP is working with more than 1,000 community partners and is involved with more than 3,000 projects annually. Although numbers might change annually, approximately 300 modules and 15,000 students were involved in community engagement activities in 2022.

2 Introduction

The Department for Education Innovation (EI) provides strategic leadership for implementing innovative Higher Education teaching and assessment methodologies, educational technologies and data-driven solutions. This is done through consultation, professional development, training and support provided to teaching staff. The services provided by EI are primarily teaching staff facing. The department is committed to leading the changes in management in teaching and learning, as well as providing continuous pedagogical professional development that enhances academics as university teachers. The EI department provides a range of pedagogical professional development opportunities, including innovative teaching methodologies, teaching and learning technologies and data-driven solutions. The teaching staff in each faculty is student-facing and plays a major role in student success through their practice, which impacts teaching excellence, quality assessments and relevant curriculum design and transformation.

Photo by Marvin Meyer on Unsplash

The vision statement of EI is to create synergy between the disciplinary and pedagogical knowledge of teaching staff with the goal of developing and ameliorating innovative education environments for optimal student learning. We believe that we need to empower academic staff to embody and support the institutional goals. This is achieved by equipping them with the required skills and knowledge, not only to be effective facilitators, but also to be passionate about teaching, student learning and their role as key contributors to the scholarship of teaching and learning.

EI is a national and, in some instances, an international leader in educational technology, teaching, assessment, community engagement, instructional design, graphic design, academic development (staff and students) and student success initiatives. The Department's deep knowledge and understanding of and skills related to hybrid teaching place it in a perfect position to develop, train and support teaching staff. Our vision statement is to create synergy in developing innovative education environments for student learning. Each of the EI units work at different levels, these are as follows:

- UP Institutional work: working across faculties based on expertise.
- Faculty: work and support within dedicated faculties per staff member and departments.
- EI Department: administration, reporting, internal work (e.g. documents, projects etc.).
- Own professional development.

The Department's focus and structure is shown in more detail in Figure 2.1 below.

DHET-UCDG funding

(Director)

- SoTL grants
- Flexible Futures Conference

Community Engagement

Training and liaising with Faculties to integrate curricular community engagement to:

- Optimise academic outcomes regarding community engagement
- Sustain and maintain partnerships with communities
- Ensure developmental impact on communities
- Maintain the Community Engagement Management System (CEMS)

E-learning

(Deputy Director: E-learning)

Evaluate and piloting new EdTech Implementation, support and training:

- clickUP
- Bb Collaborate & recordings
- E-assessment: Turnitin & QuestUP
- e-books / OER's
- Clicker App
- In-video assessment
- Online proctoring

Data analytics team (HERI)

- Tshebi HIMS project (low, medium & high)
- At-risk students identification:
  ◊ UP Readiness Survey
  ◊ Learner analytics / HEDA

Faculty interventions:

(Deputy Dean T&L)

Community Engagement Support

Modules

HIMS modules

Lecturers & tutors

Student feedback: formative & summative evaluations

Students

1st year students

At-risk students

NSFAS students

African students

Missing middle students
Accounting, Actuarial, Medicine, Engineering

Student success

(Deputy Director: Academic development)

Academic support for all students
- FLY@UP support & events
- Faculty Student Advisors (FSAs) coordination
- Tutors training & coordination
- Online student feedback evaluations
- Academic Orientation Programme

Financial & wrap-around support
- Dell Foundation (MSDF)
  ◊ Dell Young Leaders (DYL)
  ◊ Sikelela Scholars (SSP)
- MasterCard Foundation (MCF)
  ◊ MCFP
  ◊ Entrepreneurship
- Ikusasa Financial Aid (ISFAP)

- Measuring the impact of interventions:
  ◊ Case Management System (FSAs)
  ◊ Orientation Evaluation
  ◊ FSAs & Tutors

Education Consultancy

- Development, support and training:
  ◊ Curriculum
  ◊ Teaching & Learning
  ◊ Assessment
- Induction for new staff
- Support faculty teaching activities
- Implementing OERs

Creative Studios
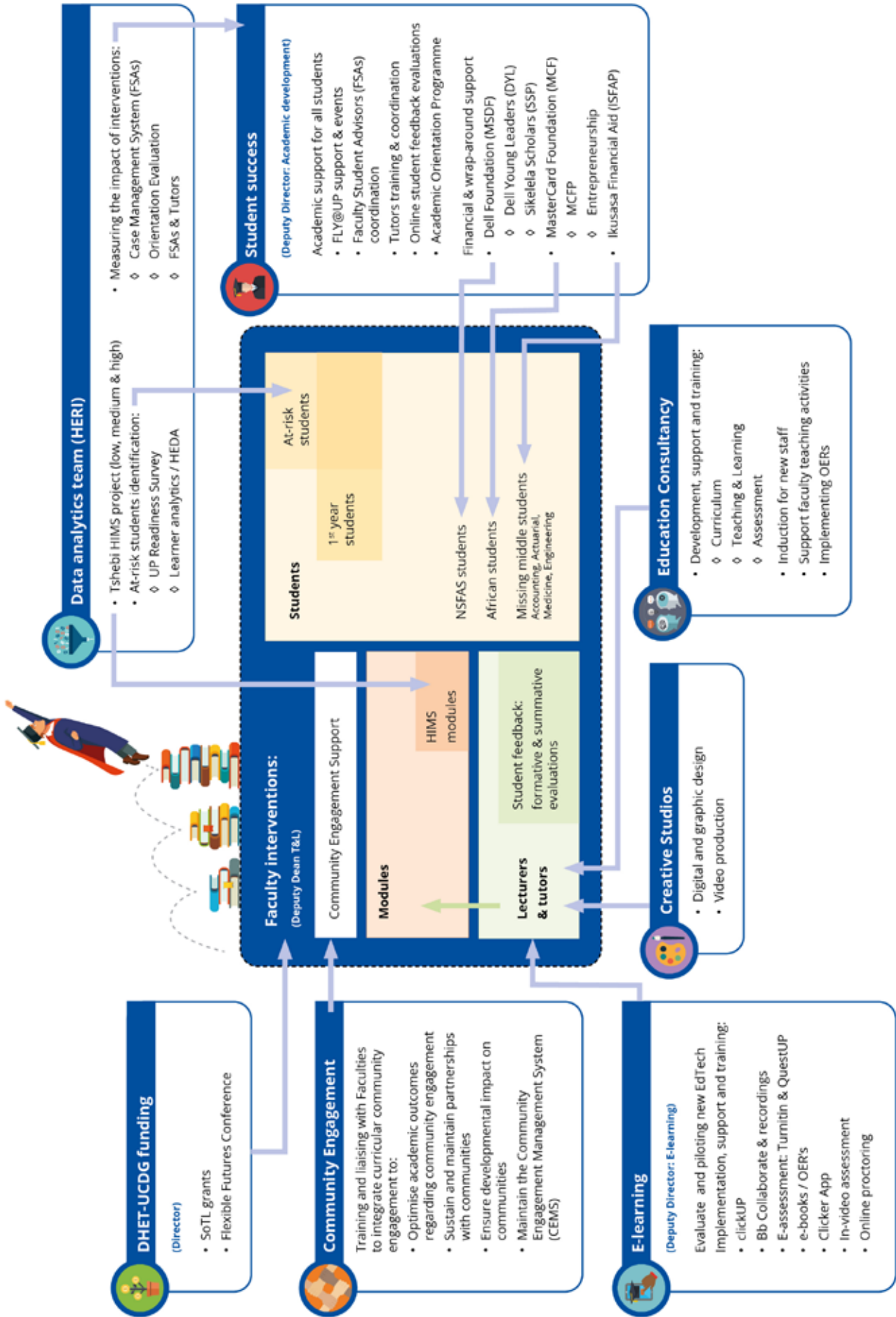
- Digital and graphic design
- Video production

Figure 2.1: The Department's focus and structure within the University

Lastly, EI manages the Scholarship of Teaching and Learning (SoTL) grants to catalyse teaching and learning innovations. The Department also organises the annual Flexible Futures conference, where academic and support staff can showcase their research to enhance the quality of teaching and learning and student success at UP. Another important aspect of EI's work is providing the University with a teaching and learning digital ecosystem, as well as a student success digital ecosystem.

Highlights and awards

The UP computer-based testing team was able to successfully implement an online assessment platform (Cirrus). As a result, the Chief Executive Officer of Cirrus co-presented, showcased and published this implementation as an example of best practice at an international conference. Two teams from the Department won the prestigious International Anthology Catalyst Award in 2022. The awards programme recognises and honours innovation and excellence in the global community of practice. The first-year, three-tiered orientation programme won an award in the Optimizing Student Experience category, while the High Impact Modules Project won an award in the Student Success category.

In 2019, the University of Pretoria (UP) introduced a new teaching and learning model, Teach & Learn The UP Way. The model shifts the instructional sequence by assuming three phases in teaching and learning, namely (a) Preparation before class, (b) Engagement in class and (c) Consolidation after class. This teaching model places UP in the perfect position to develop the skills that students need to function effectively in the fourth industrial revolution (4IR). This model encourages students to prepare independently for each class, but also to engage and critically discuss issues in class. Studies on the 4IR have identified the following skills and values as essential: adaptability; career navigation; self-directed learning; lifelong learning; the ability to solve complex problems using a multi-disciplinary approach; critical thinking; innovation (creativity); teamwork (collaboration); environmental awareness; a productive work ethic; ethical reasoning; intercultural awareness; and digital fluency. Both the Learn the UP Way video and the Learn the UP Way Online animation won Silvers at the MACE Awards in 2021.

As a result of the COVID-19 pandemic and subsequent lockdown, UP had to suspend all contact classes and teaching and learning had to continue online from 2 May 2020. However, owing to

its existing hybrid teaching and learning model, the University was well-positioned to offer classes online and put in place continuity plans for teaching online when it was not possible for students to be on campus. The successful change over to online teaching was a result of EI's continuous efforts in the years preceding the pandemic, as well as the extensive consultation, training and support provided during the lockdown period to empower teaching staff to continue with their online teaching. The University of Pretoria was also ranked as the top university in South Africa by the StuDocu World University Ranking in 2021. The survey gives students the chance to grade their institutions on, amongst others, the quality of their remote operations during the pandemic.

In 2021, the Department implemented additional educational technology to support online learning and assessment, namely, Proctorio, Gradescope and Cirrus Assessment. Proctorio integrates into both clickUP tests and Cirrus. It further uses advanced machine learning and facial detection technology to deliver accurate, reliable exam proctoring. Gradescope is a feedback and assessment tool that dramatically reduces the pain and time associated with grading exams, homework and other assignments. This tool helps lecturers to administer and use AI to grade all online or in-class assessments. The cloud-based Cirrus Assessment system replaced the QuestionMark Perception product that was used for computer-based testing. During this project, the previous five databases (with more than 200,000 assessment questions) were consolidated into a single database. This made integrations with the PeopleSoft system and clickUP Grade Center possible.

UP is the first African higher education institution to implement the Bb Ally software to make the University's digital courses more accessible to all students. This software enables students with learning disabilities and second-language students to improve their academic performance. The adoption of Bb Ally fosters an inclusive learning environment. As such, the use of Bb Ally aligns with the University's policies regarding equality and its commitment to embracing diversity. Bb Ally is a revolutionary solution that integrates seamlessly into clickUP, making digital course content accessible to a greater diversity of students. It automatically checks digital files for accessibility issues. It further generates alternative formats, including HTML, ePUB, audio and electronic braille, which are engineered to work better with assistive mobile devices and study tools. Ally also provides feedback to instructors to improve the accessibility of their course material. While the focus is on content accessibility, all students, including first-generation students, could benefit from accessing learning content in alternative formats. Students with inconsistent internet access can use offline, low-bandwidth formats. Those with undiagnosed learning disabilities could further benefit from downloading an audio MP3 format file to read and listen to content. Bb Ally was piloted at UP in 2021 among a small group of students and academics for a few months and launched in the first semester of 2022. Academic staff used the software to improve the accessibility

of their digital learning content and as a catalyst to create more equitable opportunities for all students. In 2022, the UP African Languages Department assisted with a Zulu translation, while Bb Ally is also available in Xhosa and will soon be available in Sepedi. In 2022, it was observed that approximately 72% of the students used alternative formats provided by Bb Ally.

Drs Byles and Mathabathe from EI were awarded the Alliance for African Partnerships grant by Michigan State University (MSU). The grant funded a reciprocal knowledge exchange project framed around strengthening MSU and UP student success initiatives. The project entailed UP staff visiting MSU and the MSU staff reciprocating and visiting UP in 2022. The visits provided an opportunity to establish networks and exchange ideas and expertise, particularly around academic advising. Following the visit from the MSU delegation, an online webinar around student wellbeing was held between the academic advisors at MSU and UP. This project was able to advance the internationalisation agenda of UP.

The EI team

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 student academic development. The various sectors collectively contribute to the production of outstanding teaching and learning so that students are supported to succeed in their studies.

The Department for Education Innovation (EI) is mainly a lecturer-facing department. As such, EI drives student support by providing leadership training for the implementation of innovative methodologies, teaching, learning technologies and data-driven solutions. This is done by training and supporting our lecturers to prepare students for their future workplace or for further studies. Lecturers must ultimately take responsibility for student success through their teaching excellence, quality assessments and relevant curricula. EI offers institution-wide workshops and priority courses to enhance hybrid teaching, learning and assessment. The courses are interactive and focus on educationally sound principles, as well as the implementation of appropriate technology within the context of each discipline and module. Only two of the 68 EI staff members (excluding the externally funded donor programmes) focus on student-facing academic success initiatives. Although EI is a professional staff-facing department, it houses the FLY@UP student awareness campaign coordinator. This is funded by the Deputy Vice Chancellor's (DVC) office, but is housed in the EI Department. Figure 2.3 below presents the structure of the Department for Education Innovation in detail.

Figure 2.2: The EI team

Legend:
- CONTRACT WORKERS
- LINE MANAGERS
- VACANT
- CO-ORDINATORS

Director: Department for Education Innovation
PROF GERRIT STOLS

Senior Management Assistant
MS PALESA NGWENYA

Consultant: CE & UCDP (50% 50%)
PROF ANA NAIDOO

Senior Administrative Officer
MS MAAPOTLE PHAHLANA
(INTERN: MS XIVONO MTILENI)

Manager Community Engagement
VACANT

Project Facilitator
MR ALBERT MATLHEKETLHA

Community Engagement Liaison Officer
MS LONGIWE MAHLANGU

Head Education Consultant
DR EUGENE MACHIMANA

Head: Specialist Researcher
DR JUAN-CLAUDE LEMMENS

Senior Researcher
VACANT

Senior Researcher
VACANT

Operational Manager
MS ELIZE DE WAAL

Senior Administrative Officer
MS ANGELA BEKKER

Senior Administrative Assistant
MS ASHANTI SINGH

Deputy Director: Media and E Learning Development
MR DOLF JORDAAN

Group Head: E-Learning
MS DETKEN SCHEEPERS

Educational Tech Project Manager: E Learning
MR JOHAN SLABBERT

Senior ID
MR ALASTAIR SMART

Senior ID
MR DENNIS KRIEL

Senior ID
MS JACKY MAROGA

Senior ID
MS GABY PRETORIUS

Junior ID
VACANT

ID
MS GRETCHEN JACOBS

Senior ID
MS MPHO THUKANE

ID
KINGSLEY SEBAKE

E-Learning Project Manager (50% EC, 50% ID)
DR EL-MARIE MOSTERT

Senior ID
MR VELLY NKOSI

Administrative Assistant CBT
MR MARK SIAS

Administrative Assistant CBT
MS THINO RAJAB

Senior ID (c)
MS ESTELLE DRYSDALE

E-Learning Project Manager
MS ERIKA DE BRUYN

E-Learning Project Manager
DR HANNELIE UNTIEDT

Senior ID
MS NOMATHEMBA NGGOBO

Administrative Assistant CBT
MS YOLANDA KWEYAMA

Senior Administrative Assistant (ClickUP helpdesk)
MS EPHODIAH MDLULI

Group Head: Creative Services and Communication
MR ALMERO DU PISANI

Senior Manager: Creative Studio Hatfield
MS HETTIE MANS

Senior Videographer
MR ANDRE DU PLESSIS

Senior Videographer
MS DINIKA MISTHRY- CHUNILALL

Graphic Designer
MR KEITH MANKGANE

Graphic Designer
MS RITA DAVE

Senior Manager: Creative Studio Prinshof
MS MARIZANNE BOOYENS

Senior Videographer
MR ANTON VAN DYK

Senior Graphic Designer
MS MMATLHAPI MHLAKAZA

Senior Manager: Creative Studio Onderstepoort
MS ESTELLE MAYHEW

Group Head: Education Consultant
DR SANET HAUPT

Group Head: Education Consultant
VACANT

Education Consultant
MR ALFRED HLABANE

Education Consultant
MS ELMIEN VAN AMEROM

Education Consultant
MS FAITH MATHIBEDI

Education Consultant
MS MARENA LOTRIET

Education Consultant
DR MARIUS PIENAAR

E-Learning Project Manager (ID 50%, EC 50%)
DR EL-MARIE MOSTERT

Education Consultant
MS GAIL BARRY

Education Consultant
MS ANNERI MEINTJIES

Clerical Assistant (50% EC)
MS EULENDA SHOKO

Deputy Director: Academic Development
DR KGADI MATHABATHE

Senior Teaching Support Services Co-ordinator
MS ESTHER MPHANDA

Senior Learning Enhancement Manager
MS HLENGIWE SEHLAPELO

Clerical Assistant Gr II
MS ZANELE MSHIKA

Project Manager: DYL Program (c)
MR KATLEGO THINDISA

Senior Student Advisor: DYL (c)
VACANT

Interns Senior Student Advisor: Sikelela (c): 8
M PHALA
SE NTHLANE
F SWANA
LR LETAOANA
N NTSEBEZO

Administrative Officer (c)
MR LEBOHANG SEBILOANE

ISFAP PROJECT MANAGERS (c)
X 4

Senior Admin Officer
MS LERATO SETHOGA

Programme Manager MCFSIP
DR GRACE RAMAFI

Academic co-ordinator Postgraduate
DR EFIE ISIKE

Academic co-ordinator: Undergraduate (c)
MS BONOLO LETSHUFI

Counselling psychologist (c)
MS ELOISE LAW-VAN WYK

Project Co-ordinator (c)
MR LENNOX WASARA

Recruitment & Liaison Officer (c)
MR SIFISO KHUBONI

Senior Admin Officer Accounting (c)
MR LEAGA LESUFI

Administrative Officer (c)
MS NANDY THEKA

Manager: Academic Advising
DR HESTIE BYLES

Project Co-ordinator FLY@UP (c)
MS TAYLA JONKER

Peer Advisors
VARIOUS STAFF

Faculty Student Advisors
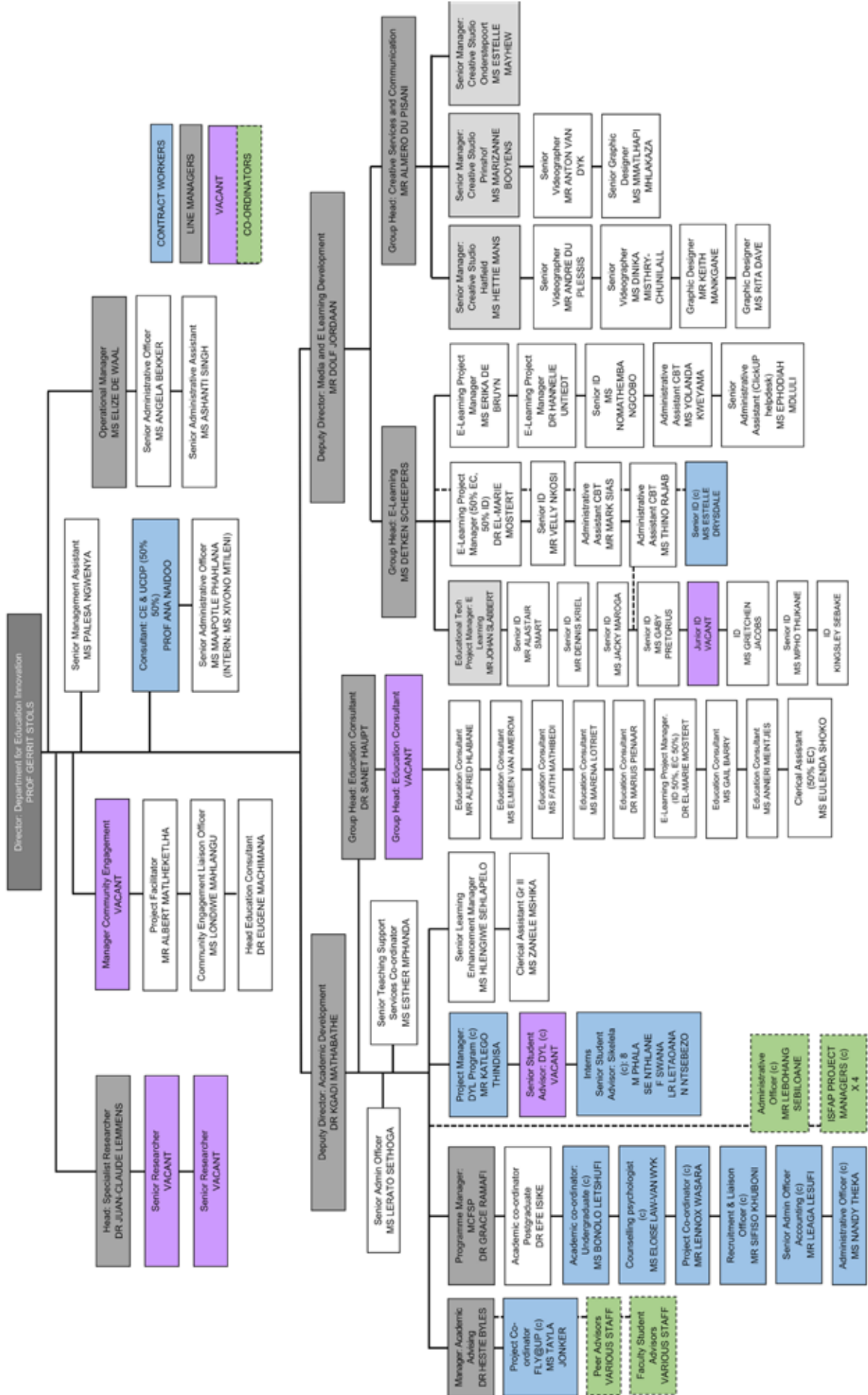VARIOUS STAFF

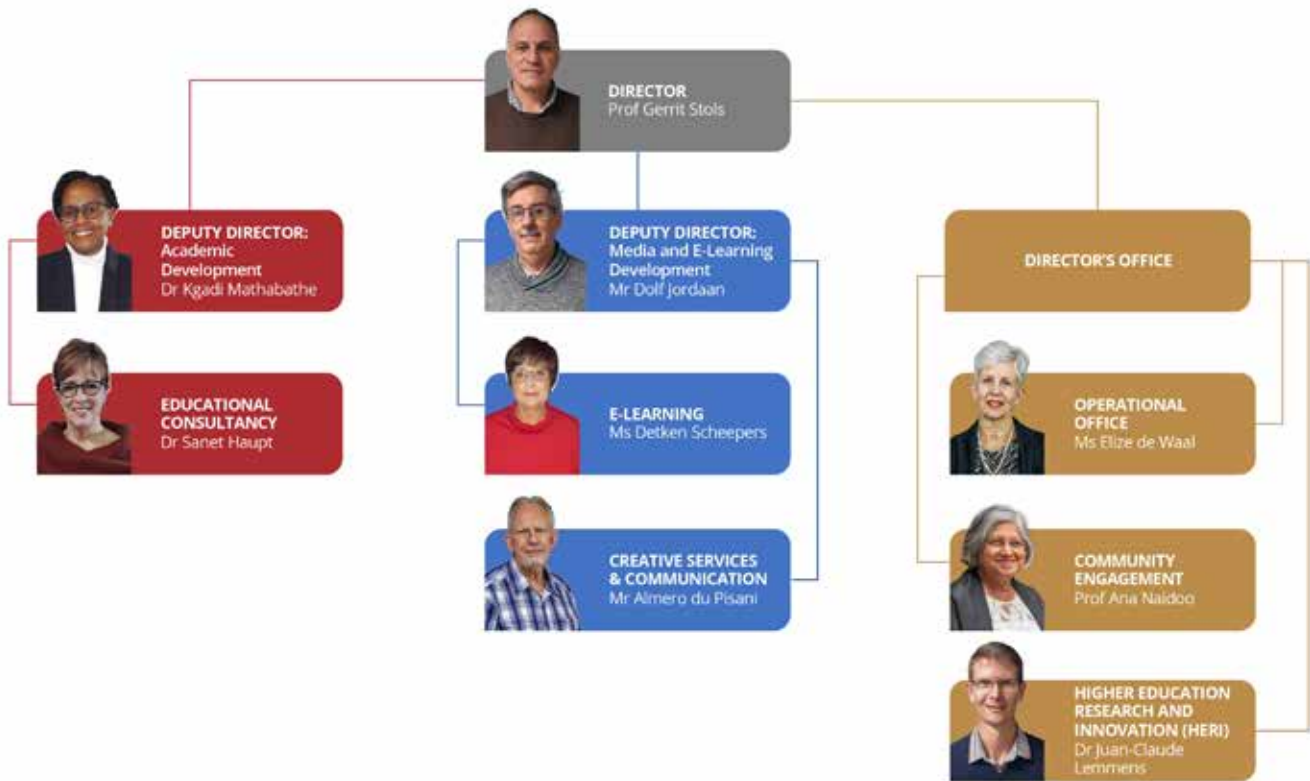*Figure 2.3: The structure of the Department for Education Innovation*

Figure 2.4: The structure of the Management Committee

Management team

The Department is led by Professor Gerrit Stols and is divided into two sub-directorates, each with its own deputy director. They are: Mr Dolf Jordaan (E-Learning and Media Development) and Dr Kgadi Mathabathe (Academic Development). The Unit Heads include Ms Elize de Waal (Operations Office), Almero du Pisani (Creative Studios and Communication Technology), Dr Sanet Haupt (Education Consultancy), Ms Detken Scheepers (E-Education), Dr Juan-Claude Lemmens (Higher Education Research and Innovation) and the acting manager, Prof Ana Naidoo (Community Engagement). Lastly, Ms Daisy Ngwenya is the Senior Management Assistant.

The Operational Office team

The support of the Operational Office team is required 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 three 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 cooperation needed to function requires this office to nurture relationships with many other support departments at UP. The Reception at the Hatfield campus provides a single point of control to the entrances to EI, gives information for first-line enquiries and receives deliveries. The Operations (OPS) Office assists with all of the financial procedures, requests and forms, as prescribed in the UP Policies and Procedures document.

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, the management and control of contract budgets and all related human resources matters according to the University of Pretoria's policies, rules and regulations.

The OPS Office, led by Ms Elize de Waal, employs skilled and experienced staff to support EI. The Senior Administrative Officer is Ms Angela Bekker, while there is a second, currently vacant Senior Administrative Assistant post, which was previously held by Ms Ashanti Singh, who resigned in December 2022.

Figure 2.5: The Operational Office Team
Back row, left to right: Daisy Ngwenya, Elize de Waal
Front row, left to right: Angela Bekker, Ashanti Singh

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, the 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 also facilitates work with contractors.

Higher Education research and innovation

The Higher Education Research and Innovation unit, led by Dr Juan-Claude Lemmens, recently created two senior researcher positions, which were filled for commencement in the first quarter of 2023. The unit focuses on using learning analytics to improve student success and graduation rates through the Tshebi committee and the development of learning analytics dashboards for student advising. It works with the Department for Institutional Planning and other departments to institutionalise data analytics capacity. The unit merges data from various sources to develop dashboards for FSAs, including the administration of the UP Readiness Survey (UPRS), Blackboard engagement data and data from the Learner Case Management system and the Higher Education Data Analyzer platform.

Academic development and student success team

Figure 2.6: Academic development and student success team
Back row, left to right: Hlengiwe Sehlapelo, Kgadi Mathabathe,
*   Hestie Byles, Tayla Jonker*
Front row, left to right: Lerato Sethoga, Esther Mphanda,
*   Juan-Claude Lemmens*

Dr Kgadi Mathabathe, the Deputy Director of Academic Development, is responsible for leading the strategic direction of academic development for both students and lecturers. This is done in alignment with the University of Pretoria's vision, mission and strategy, with a particular focus on student success. Dr Mathabathe oversees the Education Consultancy, FLY@UP, academic orientation, student advising and student feedback system, as well as coordinating teaching assistant programmes. Additionally, she provides oversight for externally funded programmes.

The Senior Teaching Support Services Coordinator (Institutional Tutor Coordinator), Ms Esther Mphanda, began her role at the beginning of 2021. Part of the coordinator's role includes managing and overseeing the various teaching support staff programmes. The Manager of the Student Feedback on Teaching system is Ms Hlengiwe Sehlapelo. Student feedback on the general quality of teaching and learning is regarded as one way to improve teaching and learning practices and curriculum planning. The Manager of Academic Advising, Dr Hestie Byles, has oversight of the 24 FSAs, who report to the Deputy Deans: Teaching and Learning in each faculty. UP has ten FSAs who are permanently employed, one for each of the nine faculties, as well as the Mamelodi Campus. In addition, Dr Byles also coordinates the Academic Orientation programme for first-year students. The FLY@UP activity coordinator, Ms Tayla Jonker, is also housed in the Department for Education Innovation and is responsible for raising awareness among students regarding the importance of completing their degrees in the minimum amount of time. Ms Zanele Mshika, a Clerical Assistant, is currently helping with the student feedback system, while Ms Lerato Sethoga, the Senior Admin Officer, is supporting the orientation and providing administrative support for the externally funded programmes.

Education Consultancy (EC) unit

The Education Consultancy unit provides strategic leadership and change management for curriculum, teaching, learning and assessment innovation. It also offers continuing opportunities for teaching development to build UP's capacity to implement an inquiry-based teaching approach. This allows UP to explicitly or systemically valorise teaching as a critical determinant of student success. Lecturers participate in ongoing professional development, experimentation and reflection on their work. They are therefore connected to campus-wide, national and scholarly conversations about teaching and learning. Here, the main focus is on the Department of Higher Education and Training's (DHET) implementation of the South African Framework for Enhancing Academics as University Teachers. An intricate matrix model is followed, where each Education Consultant (EC) is assigned to a faculty. In the faculties, under the leadership of the Deputy Dean: Teaching and Learning (T & L), ECs build relationships with faculties, schools, departments and Teaching and Learning Committees (TLCs). They also engage with individual academics in order to deliver on the group's key performance areas. They contribute to updating

Figure 2.7: Education Consultancy (EC) team
Back row: Marius Pienaar
Middle row, left to right: Eulenda Shoko, Gail Berry, El-Marie Mostert, Elmien van Amerom, Alfred Hlabane
Front row, left to right: Marena Lotriet, Faith Mathibedi, Anneri Meintjes, Sanet Haupt

policy guidelines, procedures and teaching-related documents of each specific faculty. In their function in EI, ECs are tasked with nurturing, supporting and developing academics' capabilities in their role as university teachers. This is achieved through teaching and learning advice (consultations), teaching practice (peer) reviews, support material development (Open Education Resources, study guides, assessments) and in collaborating through Scholarship of Teaching and Learning (SoTL) projects. Other responsibilities further include providing initial and continuing professional development opportunities for curriculum development, teaching, assessment and content for institutional teaching support staff development. The professional development opportunities offered include courses that assist academics to build their academic/teaching portfolios. This is required for permanent appointment, promotion and applications for T&L awards. In this way, academics are recognised and rewarded for their work as university teachers.

The Education Consultancy (EC) unit, headed by Dr Sanet Haupt, started 2022 with five ECs, each assigned to a specific faculty.

During 2022, the group had three vacancies, two of which had been filled during the latter part of the year. Another EC was on disability leave for most of the year and ended up resigning in December. The lack of an assigned EC to all faculties allowed for the ECs to work across different faculties on projects. Even though the year was challenging given the redistributed workload, the group achieved major goals. They were also fortunate to appoint two sterling individuals in two of the vacant positions: Anneri Meintjies (Health Sciences) and Gail Barry (Engineering Built environment and IT - EBIT). The EC positions in the Faculties of Economic and Management Sciences and Natural and Agricultural Sciences are currently vacant. A new head for the EC unit, Dr Rejoice Nsibande, will assume the role in April 2023 as part of a proactive succession planning process.

e-Education team

Mr Dolf Jordaan is the Deputy Director: e-Learning and Media Development. As a result, he is involved at a high level in successfully implementing the hybrid model of teaching and learning. He plays a leading role within the University at

Figure 2.8: E-Education team
Back row, left to right: Johan Slabbert, Dennis Kriel, Detken Scheepers and Velly Nkosi
Middle row, left to right: Alastair Smart, Erika du Bruyn, Hannelie Untiedt, Dolf Jordaan, Estelle Drysdale, Donald Tive and Mpho Thukane
Front row, left to right: El-Marie Mostert, Nomathemba Nqcobo, Thino Rajab, Ephodia Mdluli, Jacky Maroga, Gaby Pretorius and Gretchen Jacobs

Figure 2.9: Creative Studios and Communication Technology Team
Back row, left to right: Almero du Pisani, Andrè du Plessis
Middle row, left to right: Anton van Dyk, Estelle Mayhew, Keith Mankgane, Rita Dave
Front row, left to right: Mmatlhapi Mhlakaza, Hettie Mans, Marizanne Booyens, Dinika Mishtry-Chunilall

a strategic level in moving the University forward in a virtual learning and assessment environment.

The e-Education group is managed by Ms Detken Scheepers and comprises 3.5 e-learning project managers, 10 Instructional Designers (IDs), four computer-based testing specialists and two clickUP help desk officers. There are different portfolios within the group where colleagues are often involved in different capacities. The majority of IDs are involved in two portfolios.

The e-Learning professional development team consists of Hannelie Untiedt (Project Manager), Jacky Maroga, Estelle Drysdale, Alastair Smart, Mpho Thukane, Dennis Kriel, Detken Scheepers, Johan Slabbert and Kingsley Sebake. Mr Johan Slabbert is the Project Manager, Educational Technology and also oversees the support provided to staff. The support office is managed by Gretchen Jacobs on the Hatfield Campus and by Ephodiah Mdluli at the Prinshof Campus. The assessment team consists of El-Marie Mostert (Project Manager), Gaby Pretorius, Erika De Bruyn, Noma Ngcobo, Velly Nkosi, supported by Mark Sias, Yolanda Kweyama and Thino Rajab as computer-based testing assistants.

This unit provides change management and innovative leadership to build the University's capacity to implement a hybrid approach. They implement, monitor and evaluate curricular, teaching, assessment and learning platforms, systems and policies for the University. Additionally, they provide staff development and implement upgrades to existing and new educational technology. The implementation of these upgrades requires significant time and ongoing changes due to the upgrades in institutional software. The successes achieved in the use of educational technologies would not

have been possible without the timeous and efficient support provided, not only to lecturers, but also to administrative staff and students. This support requires frequent consultation with other professional and support services departments, as well as technical support staff from vendors. A decentralised service delivery model enables the e-learning group to provide services to three campuses, namely, Hatfield, Prinshof and Onderstepoort. A hybrid service delivery model exists to support the Mamelodi and Groenkloof campuses from the Hatfield campus. The project managers manage the following portfolios in the group:

- e-Learning professional development;
- Computer-based tests;
- Support; and
- Multimedia/app development.

Creative Studios and Communication Technology team

The Creative Studios Unit helps lecturers to enhance access and successful student learning through excellent teaching media. This is achieved by creating engaging audio and visual material and supporting lecturers in the application of this media in their teaching, learning and assessment activities in the class, as well as online. Creative Studios and Communication Technology (CS&CT) provides strategic leadership for designing, developing and implementing teaching media in both contact and online environments. The Hatfield graphic studios, supporting the Prinshof 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 IDs and lecturers on multimedia design and development. They also provide facilities and expertise in video conferencing to cater to teaching and learning, as well as to the Executive's needs. The unit provides strategic leadership in the design, development and implementation of teaching media in contact and online environments.

CS&CT is represented on three UP campuses. These facilities are managed by Ms Marizanne Booyens (Prinshof studio), Ms Estelle Mayhew (Onderstepoort studio) and Ms Hettie Mans (Hatfield studio), all of whom report to Mr Almero du Pisani. On the Prinshof campus, Ms Marizanne Booyens and Ms Mmatlhapi Mhlakaza are the team's graphic designers, while Mr Anton van Dyk is the video producer. At Onderstepoort, there is only Ms Estelle Mayhew, who is a graphic designer. At the Hatfield campus there are three graphic designers: Ms Hettie Mans, Rita Dave and Mr Keith Mankgane. There are also two video producers at the Hatfield Campus: Mr Andre du Plessis and Ms Dinika Misthry Chunilall. The video and graphic staff render services to all campuses on a matrix management model.

Community Engagement team

The management of community engagement at an institutional level is the mandate of the Community Engagement Office in EI, supported by the Community Engagement Management System (CEMS) database. This unit collaborates with a range of internal stakeholders. As the majority of students involved in community engagement earn credit towards their degrees, lecturers, faculties and students are therefore the primary stakeholders. The other significant stakeholders are external communities, governmental, non-profit organisations, as well as the private sector. The CE unit in EI and/or faculties are responsible for the following:

• Providing each student with a suitable opportunity or project that is related to their specific academic field. This opportunity or project must meet the specific outcomes of the module based on community engagement while solving community-

identified problems. These opportunities are provided by the community or, during the COVID-19 pandemic, were created on UP's own sites as part of the anchor project around the Hatfield Campus;
• Capacitating the student to do the project (all modules have a theoretical module that precedes, is part of, or runs parallel to the practical experience);
• Providing each student enrolled for these modules with a suitable and safe site where they can do their community-based work;
• Providing such supporting material and/or equipment as students may require to execute the project; and
• Providing suitable transport to the site, if and when required. This is often the biggest challenge and the most costly item owing to the lack of safe public transport.

The staff in the CE office are responsible for ensuring that the Community Engagement Policy is implemented, that students are briefed and kept as safe as possible and that sites of learning are found and regularly quality assured. Any activities undertaken must align with the learning outcomes that the students must achieve. The policy explicitly addresses the issue of the relationship between communities and the University as partners in the process. The protocol of the CE policy addresses the safety of staff, students and community members. Maps of safe routes to sites of learning are provided on the Community Engagement Management System (CEMS) where students and staff can download them. Moreover, students are briefed on security before starting their CE modules.

The Acting Manager of the Community Engagement Unit is Professor Ana Naidoo. The staff members supporting her are: Albert Matlheketlha, Londiwe Mahlangu and Dr Eugene Machimana. Dr Eugene Machimana rejoined the group in 2022. These staff members support the community engagement work of the faculties: Dr Eugene Machimana (VET, HUM, EDU), Londiwe Mahlangu (EMS, EBIT, NAS) and Albert Matlheketlha (LAW, THEO, HEALTH). These staff members can be seen in Figure 2.10 below.

Figure 2.10: Community Engagement Team
Left to right: Londiwe Mahlangu, Anna Naidoo, Eugene Machimana and Alfred Matlheketlha

The Mastercard Foundation Team

In its final year of a 10-year partnership with UP, the Mastercard Foundation Scholarship Program (MCFSP) continues to offer scholarships to high-achieving African students interested in studying at undergraduate or postgraduate levels at the University. The Foundation focuses on academically talented, yet economically disadvantaged young people in Africa. It specifically targets students who will contribute to the transformation of the continent through their knowledge, skills, attitudes and values, as evidenced by their leadership. In addition to their academic programmes, community service, internships and entrepreneurial skills are essential components of the programme.

The programme Manager, Dr Grace Ramafi, is responsible for overseeing the overall management of the Mastercard Foundation Program at the University. The Senior and Postgraduate Academic Coordinator, Dr Efe Isike, is responsible for providing academic advising, monitoring and liaison with faculties, as well as mentoring and referral services for postgraduate students. The Undergraduate Academic Coordinator, Bonolo Letshufi, is responsible for selecting modules, assisting students with course selection, providing academic advising, monitoring, liaising with faculties, mentoring and referral services. Eloise Law-Van Wyk, the Counselling Psychologist, provides academic counselling and psychosocial support to students. Lennox Wasara serves as the Project Coordinator for Entrepreneurship and Community Engagement, while Sifiso Khuboni is the Recruitment and Liaison Officer. Mr Khuboni is responsible for developing student recruitment strategies, marketing and data management. The Senior Administrator and Accounting Officer is Leaga Lesufi and the Administrative Officer is Nandy Theka.

Figure 2.11: The Mastercard Foundation Team
Back row, left to right: Sifiso Khuboni, Bonolo Letshufi, Efe Isike, Lennox Wasara
Front row, left to right: Eloise Law-van Wyk and Grace Ramafi

Figure 2.12: Dell Foundation Team
Katlego Thindisa and David Thompson

The Dell Foundation Team

The Michael and Susan Dell Foundation (MSDF) provides support to two different programmes at the University of Pretoria: The Dell Young Leaders Programme (DYL) and the Sikelela Scholars Programme (SSP). These programmes support and empower low-income students (primarily first-generation university NSFAS students) to graduate and secure meaningful employment.

Katlego Thindisa is the Programme Manager for the Dell Foundation Team at the University. David Thompson, who served as the Program Associate, has left the unit as of the end of 2022, being replaced by Ms Tebuhleni Nxumalo in 2023.

3 Excellence in teaching and learning

The Department for Education Innovation (EI) provides strategic leadership for implementing innovative higher education teaching and assessment methodologies, educational technologies and data-driven solutions. EI is mainly a lecturer-facing department and is committed to improving teaching and learning. Effective student learning requires a learning environment in which students actively participate to take control of their learning. UP's teaching and learning model could be described as technology-enabled flipped learning that is self-directed, inquiry-based and assessment-driven.

TEACH The UP Way

This model shifts the instructional sequence by assuming three phases in teaching and learning, namely: (a) Preparation before class, (b) Engagement in class and (c) Consolidation after class.

This teaching model places UP in the perfect position to develop the skills that students need to function effectively in the 4IR. It encourages students to prepare independently for each class, but also to engage and critically discuss issues in class.

As a result of the COVID-19 pandemic, the UP had to suspend all contact classes from the beginning of May 2020 and continue with mainly remote teaching and learning until the end of the first semester in 2022. The University decided to retain the key elements of its hybrid flipped-learning model, *Teach and Learn: The UP Way* because this model works well with remote teaching and learning. It requires extensive non-classroom-based activities for both lecturers and students. The vast majority of lecturers and students managed to move with confidence and fairly seamlessly into the remote teaching and learning mode.

Table 3.1: TEACH the UP Way

PREPARE before class	ENGAGE in class (±30% of notional hours)	CONSOLIDATE after class
Students prepare before class using traditional textbooks, eTextbooks, PDF and Word files, videos, or publishers' learning systems. Students could watch a class recording (a previous class recording or a new recording) in tandem with using a textbook. The preparation phase also includes a formative assessment, e.g. in-video assessment or a clickUP test.	Students engage in inquiry-based activities, such as developing ideas, exploring consequences, justifying solutions, having discussions and solving problems. Inquiry-based learning (i.e. teaching by questioning, not by telling) enables students to think, communicate and justify their ideas. Furthermore, the use of clickers ensures that all students actively participate in class sessions and monitor their own understanding.	Creating opportunities for students to reflect, integrate and restructure their knowledge after class is critical. This could include the chance to prepare for summative assessment, working on an assignment, watching a class recording and reflecting on it, drawing a concept map, making a summary, working on a project, or applying knowledge to solve an integrated complex problem.

PREPARE
before class

SELF-STUDY & FORMATIVE ASSESSMENT

± 25% of notional hours

clickUP

LEARNING MATERIAL

Paperback, e-textbook, OER, articles, or Publishers' courseware

LECTURE RECORDINGS

Previous class recording, new recording, or narrated PowerPoint

AND

FORMATIVE ASSESSMENT

clickUP test, assignment/quiz
In-video assessment
Concept map
Cheat sheet

ENGAGE
in 'class'

INQUIRY-BASED LEARNING

Challenging questions, in-depth discussions, complex problems

± 30% of notional hours

FACE-TO-FACE

Think/write-pair-share   Clicker app

LIVE-ONLINE

Polling   Breakout groups   Chats

LABORATORY/PRACTICALS

COIL

Collaborative Online International Learning

CONSOLIDATE
after class

REVISE & APPLY

± 35% of notional hours

CLASS RECORDINGS

SUMMATIVE ASSESSMENT

Tests/exams
clickUP test
CBTs (QuestUP)

ASSIGNMENTS

clickUP & Turnitin

PROJECTS/PORTFOLIOS

WORK INTEGRATED LEARNING & COMMUNITY ENGAGEMENT

Figure 3.1: The University's flipped-learning methodology

Prepare before class

Quality instruction requires students to come to class prepared as this enables new teaching to build actively on existing knowledge. Students can prepare for class using traditional textbooks, e-textbooks, PDF and MS-Word files, videos, or publishers' learning systems. Formative assessment before class enables students to monitor their own progress and assists lecturers to understand where students are in their understanding and to design instruction accordingly. Formative assessments could help both lecturers and their students to monitor their understanding and can help students learn to take control of their learning, thus preparing them for lifelong learning. Technology enables us to assess student preparedness in many powerful ways, e.g. online tests and in-video assessments.

Engage in class

Although the new generation of students seeks information independently and on-demand, they want human interaction and opportunities to discuss their views and concerns. Inquiry-

based learning enables students to think, communicate and justify their ideas. The information gathered as a result of activities before class can and should be used to formulate a few challenging questions/class assignments that could lead to in-depth discussion. Research shows that inquiry-based learning motivates students, stimulates critical thinking and creates opportunities to develop a deeper understanding of concepts. In terms of preparing students for the Fourth Industrial Revolution (4IR), inquiry-based learning has the potential to improve students' critical thinking, problem-solving skills, creativity, teamwork, intercultural communication and collaboration. Interaction in face-to-face lectures can be achieved in various ways. The use of a student response system (Clicker app) to capture responses provides lecturers with data, not only about class attendance and engagement, but also about student understanding (formative assessment). The feedback from the system also provides students with instant feedback about their understanding in an anonymous and non-threatening way.

Consolidate after class

It is critical to create opportunities for students to reflect, integrate and restructure their knowledge after class. This could include the opportunity to prepare for a summative assessment, work on an assignment, watch a class recording and reflect on it, draw a concept map, make a summary, work on a project, apply knowledge to solve an integrated complex problem, or watch the rec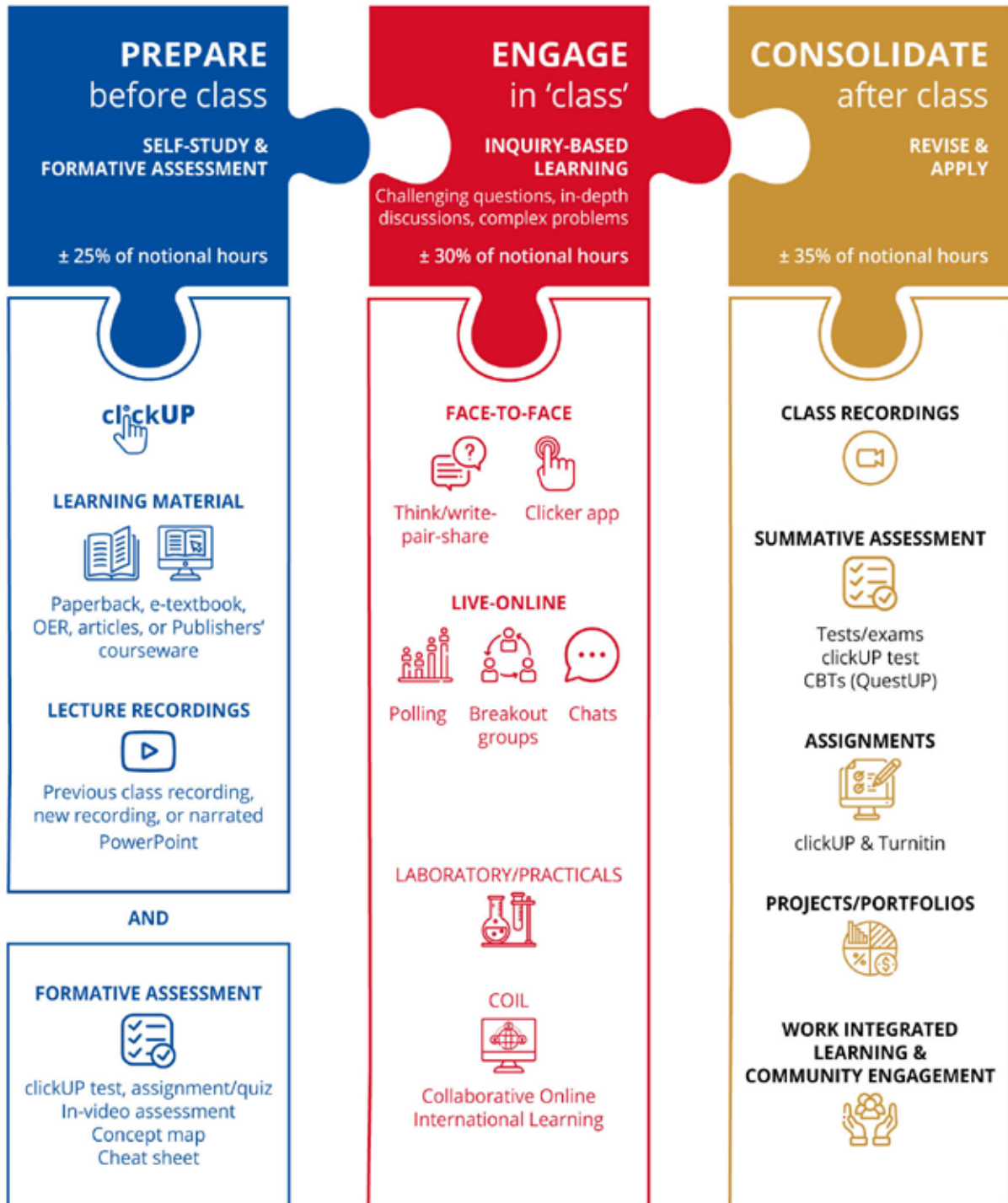ording of the lecture again. Various tools and approaches can be used for assessment. Technology-enhanced and/or online assessment is just one of many possibilities, e.g. Blackboard LMS assignments, Turnitin assignments and Cirrus Computer-Based tests. The University also uses Gradescope to help lecturers to administer and use AI to grade assessments. Gradescope allows instructors to automatically group similar answers and grade all the answers in each group at once. Proctorio integrates with the Blackboard (LMS) and Cirrus tests and uses advanced machine learning and facial detection technology to deliver accurate, reliable exam proctoring.

Laboratory work and practicals can support learning by providing an opportunity for students to experiment practically, discover important concepts and help to develop teamwork skills. They are an important part of learning in science, engineering and Health Sciences. Practical work also introduces students to discipline-related, work safety precautions and rules. An important part of the University's consolidation process is curricular-related, Work-Integrated Learning (WIL), as well as community engagement (CE) fieldwork. The University understands WIL to be a method of learning that integrates theory with practices from the work environment within a purposefully designed curriculum. WIL is a compulsory and essential component of some professional qualifications offered at UP and plays a fundamental role in contributing to the competencies that graduates must develop to enter the work environment. Project-based learning is another form of inquiry-based learning where students work together on a

complicated inter-disciplinary problem, inside or outside the classroom, over a more extended period and in diverse groups. In terms of preparing students for the 4IR, this has the potential to improve their teamwork abilities (human connection, social skills and community), critical thinking, problem solving, collaboration skills, intercultural awareness and digital fluency. Given its unique base of knowledge and skills, the University of Pretoria is in an ideal position to apply that expertise to solving the problems identified by communities. Most of the community engagement at the University is curricular - that is, students earn credits towards their degrees while applying their knowledge in the service of the community. These community engagement opportunities provide an in-depth learning experience for students, while specifically benefitting the communities in which they work. Such opportunities foster the development of skills for managing relationships, problem solving and civic responsibility, offering a competitive edge for students entering the world of work.

Community Engagement

The University is fully committed to Community Engagement (CE) as it is embedded in teaching, learning and research as a pillar of higher education. UP differentiates between university social responsibility, partnerships with local government, business and industry, non-curricular community engagement and curricular community engagement. The latter is the focus of the EI Department. The University's curricular CE may be regarded as a flagship initiative given its scope, management and impact. As a matter of strategy, CE has been formally integrated into teaching, learning and research. Community engagement is credit-bearing, making it more sustainable as it is programme-based and has clear outcomes and rigorous assessment. Engaging with society and communities is a core University function that flows from UP's teaching and research functions. Our approach to community engagement is framed by the institutional Policy on Community Engagement, which is applicable to all members and structures of the University community. It recognises that we are integral to our host communities and affirms the importance of communities and civil society in the broader sense. The policy guides and shapes our CE programmes and their integration into core and support functions. It is aligned with our strategic priorities, ensures ethical conduct and serves as the basis for operational decision-making and practices.

All faculties are involved in CE and community development, although the nature of their involvement varies. Through CE, we demonstrate civic responsibility and citizenship, linking the best research and teaching skills, of both staff and students, to the specific needs of diverse communities. Such needs are informed by the affected communities themselves and our approaches are underpinned by a philosophy of mutual benefit. In a two-way relationship, we partner with stakeholders, valuing and respecting their inherent capacity, beliefs, perspectives and dignity. Our contributions give effect to the public good role of universities and at the same time, we draw benefits from

communities' embedded knowledge and ideas. Student life and the attributes developed through the processes of service and engagement are enriched, contributing to their holistic development as well-rounded and socially conscious graduates and citizens. In collaborative research activities between researchers, communities and social partners, application scholarship produces disciplinary or transdisciplinary knowledge that is beneficial to the community, researchers and the University.

Various structures enable a tiered and consistent approach to CE, while enabling translation to discipline-specific contexts. The Senate Committees for Teaching and Learning and Research and Postgraduate Education provide direction and oversight for CE in their respective areas of accountability. Each faculty has a Community Engagement Committee, or includes CE as a standing item on teaching and learning and research committees. Residences have committees for CE, as do student societies and the SRC. UP also hosts a broad multi-stakeholder Community Engagement Forum.

CE is integrated into the curriculum and is a key aspect of ongoing curriculum transformation. All faculties have determined their range of modules that incorporate CE, with about 300 modules across the University having a CE component. In certain undergraduate programmes, obtaining sufficient CE credits is a compulsory requirement. The students are working with more than 1,000 community partners and are involved with more than 3,000 projects annually. The University and the community (lecturers, students, CBOs, NPOs, etc.) are at various levels of awareness, knowledge and skills along the CE competence continuum. The main partnerships lie between the University (its campus community comprising its students, staff and alumni) and the communities of Mamelodi, Eersterust, Pretoria North, Pretoria West, Pretoria Inner City (including Sunnyside and Hatfield). Communities are consulted on aspects of CE in the process of curriculum planning. Additionally, students and academics undergo orientation prior to engagement and the learning focuses on engagement processes, interventions and outcomes. CE activities and learning outcomes within specific modules are aligned with students' potential career paths.

Although numbers might change annually, approximately 300 modules and 15,000 students were involved in CE activities in 2022. The University's insurance policy covers up to 3,000 students a day in the field - there are rarely any incidents and even fewer claims because communities realise the value of the students' contributions and have been known to drive off people attempting theft of a student's vehicle, for instance. Students apply their knowledge and skills to solve problems in partnership with local communities, who have identified the problem in their environments themselves. Student learning is highly contextualised for the South African situation and includes elements geared at developing social responsibility. Students learn how to work with the leaders in mostly marginalised and underserved communities, whether the inner city, the precincts around the campuses, or townships and informal settlements. However, they also provide their knowledge and skills to museums, the zoo, animal sanctuaries, local farmers and business start-ups, for instance. Students help to solve immediate problems and to transfer and develop skills for communities to solve problems independently in the future. Most CE activities at the University are credit-bearing in the curriculum and students cannot graduate without showing evidence of achieving the outcomes of particular modules through CE. Formal assessment is also required and this can be formative as well as summative.

The University's digital teaching and learning ecosystem

An important aspect of EI's work is to provide the University with a digital teaching and learning ecosystem, a digital student success ecosystem and a digital learner analytics ecosystem. UP is combining the latest technologies to support its teaching and learning methodology and to develop scalable, flexible, interactive and active learning environments. Aside from the LMS, Blackboard Learn (clickUP), the University's technology is embedded in a flipped-learning methodology. This ensures that students come to class prepared, complete pre-class assessments, engage in class and consolidate their knowledge after class. The University's hybrid teaching and learning model offers students the best of both worlds - online and contact - and is designed to enable them to succeed at university and in life beyond university.

Table 3.2: The University's digital teaching and learning ecosystem

PREPARE before class	ENGAGE in class	CONSOLIDATE after class
Textbook / eBooks	Clicker Mobile App	Assessment platforms
E-textbook platform	Bb Class Collaborate	Class recordings
OER platform		Plagiarism software
Video platform		Online proctoring
Courseware authoring tools		ePortfolios
H5P in-video assessment		
Learning Management System (LMS): clickUP – Anthology Learn and Anthology Mobile		
Student feedback platform: Watermark Course Evaluations and Surveys		
Change management and student support platform: Impact		
Digital credentialing platform: Anthology Milestones or Badgr		

Figure 3.2: An illustration of the UP digital teaching and learning system

Impact change management software was implemented in 2022 to provide contextual support inside clickUP. The effective use of the platform drives digital transformation and adoption through LMS-integrated messaging and technology usage insights.

Figure 3.2 illustrates the University of Pretoria's current teaching and learning digital ecosystem.

clickUP (Blackboard)

The University of Pretoria uses the Blackboard Learn LMS (branded as clickUP) and Blackboard Mobile as fundamental technologies to support hybrid learning. The University renewed its contract with Anthology (Blackboard) for another five years, beginning in 2021. The return to in-person teaching and learning in the second semester of 2022 provided an opportunity to compare clickUP data during COVID with data from 2022 and usage changes between the first and second semester. The observations from undergraduate students' clickUP usage trends include:

• There was a decline in course activity in the second semester of 2022 compared to the first semester. This must be considered in the context of online teaching in the first semester and a return to in-person teaching in the second semester of 2022.
• Overall course activity measurements revealed a significant increase since 2017, however, during COVID, there was a decline in mobile course access via the Anthology App. This increased again in the second semester of 2022.
• The data for first-year students showed a correlation between clickUP activity and academic performance, but this was not consistent across all years, programmes and faculties.
• There has been a shift in the time of day that students use clickUP since 2020. This trend continued in 2022, with students tending to access clickUP earlier or later in the day.
• The data also indicated a moderate correlation between student and instructor interactions per course per faculty. Nonetheless, a similar trend in monthly engagement between students and instructors is linked to the academic cycle.
• The increase in assessment submissions is directly related to the COVID-19 pandemic and the growth is also visible in the different assessment tools available in clickUP. The assessment submissions declined in the second semester of 2022.
• The average semester and exam grades had weak to low moderate correlation. The low correlation may be contextual, but raises questions about the focus and quality of assessments in some cases.
• There was no significant difference between the clickUP activity of first-year students from different ethnic groups and school quantiles. However, Indian students were often more engaged in clickUP than other ethnic groups.
• NSFAS students were more engaged with content and course items at the institutional level in 2022, even though their average minutes, submissions, interactions and course accesses were similar to other students.

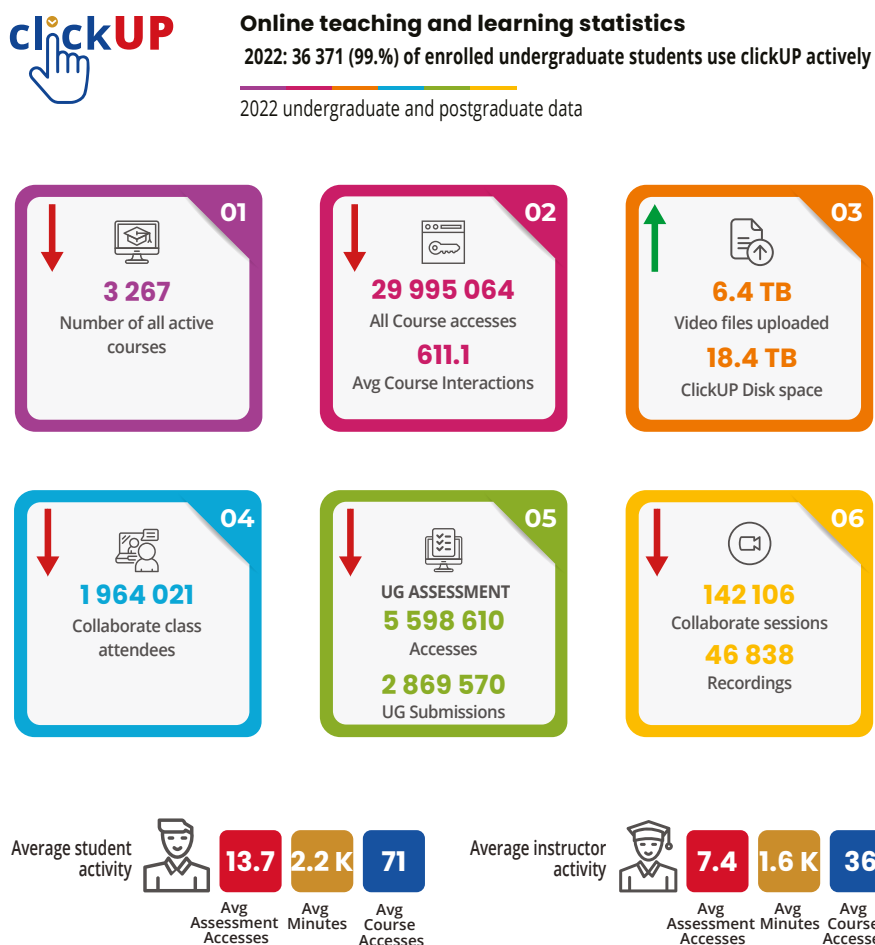Figure 3.3 provides an overview of clickUP usage in 2022:

Online teaching and learning statistics

2022: 36 371 (99.%) of enrolled undergraduate students use clickUP actively

2022 undergraduate and postgraduate data

01 **3 267** Number of all active courses	**02** **29 995 064** All Course accesses **611.1** Avg Course Interactions	**03** **6.4 TB** Video files uploaded **18.4 TB** ClickUP Disk space
04 **1 964 021** Collaborate class attendees	**05** **UG ASSESSMENT** **5 598 610** Accesses **2 869 570** UG Submissions	**06** **142 106** Collaborate sessions **46 838** Recordings

Average student activity — **13.7** Avg Assessment Accesses | **2.2 K** Avg Minutes | **71** Avg Course Accesses

Average instructor activity — **7.4** Avg Assessment Accesses | **1.6 K** Avg Minutes | **36** Avg Course Accesses

Figure 3.3: An overview of clickUP usage in 2022

Figure 3.3's clickUP usage data for 2022 shows an increase in the number of active courses, but a decline of 3% from the previous year. There were 6% fewer course accesses and less than 23% course interactions in 2022. However, there was a significant increase in content uploaded to clickUP, which led to an increase in disk space usage. Additionally, there was a decline in Bb Class Collaborate usage (virtual classes) in the second semester of 2022 and overall compared to 2021. Undergraduate students' assessment accesses decreased by 23% and there were 32% fewer assessment submissions in 2022. Furthermore, Class Collaborate sessions decreased by 42%, which resulted in a 42% decrease in the number of recordings in 2022. The data above was only made possible through the support provided by the IDs within the Department for Education Innovation. The e-Education team continued to use the 2022 Alerts course for communication purposes. The 'StepUP' newsletters informed lecturers about new changes in the clickUP system and were shared frequently throughout 2022.

A major accomplishment in 2022 was the stability of the clickUP environment, with an average performance index of 92% and 100% availability. EI also introduced Impact, which aids in the adoption of clickUP by providing contextual support for instructors and students, as well as valuable data on users' adoption of clickUP's features. It also allows users

to submit support requests directly to the e-support office. A variety of campaigns were launched to inform users of clickUP developments, such as the campaign to download alternative Ally content formats, which reached 70% of users. The table and graph below show instructors' application of tool groups in clickUP.

Table 3.3: Instructors' application of tool groups in clickUP

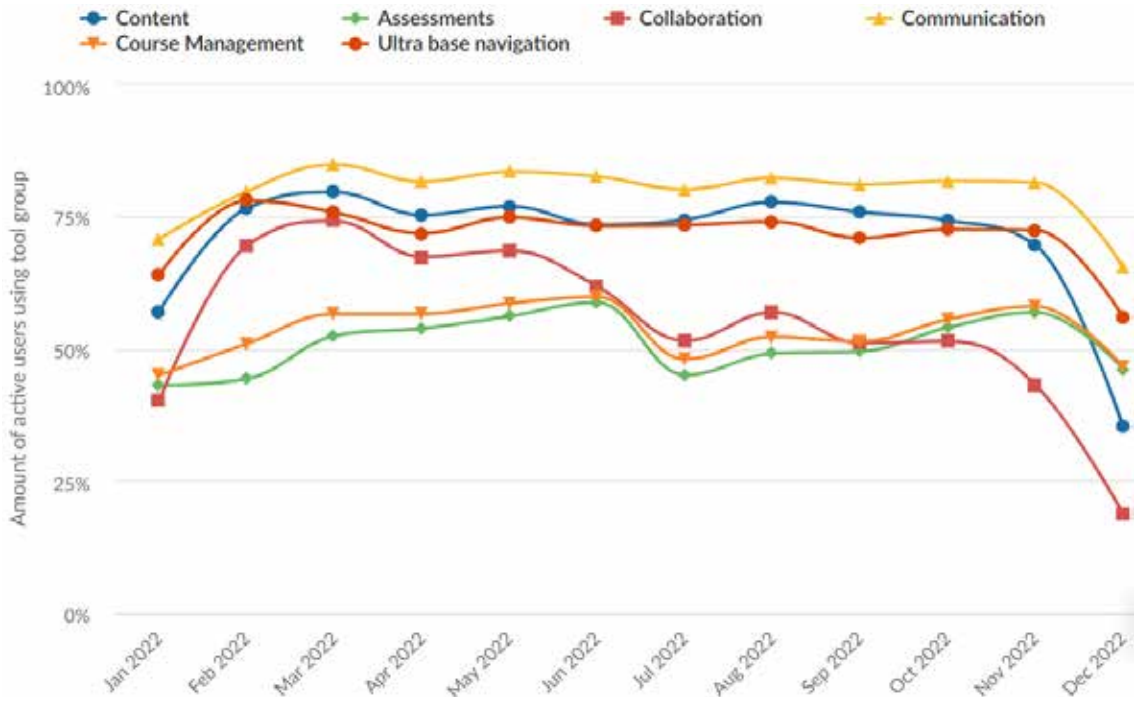| Tool Group	Adoption
Assessments	62.8%
Collaboration	72.8%
Communication	84.4%
Content	81.3%
Course management	66.4%
Ultra base navigation	91.1%

Figure 3.4: Instructors' application of tool groups in clickUP

Blackboard Mobile

The University uses Blackboard Mobile to enable further student access to learning material across various devices. The clickUP app is designed for students to view content and participate in their courses from their mobile devices. The app is available on iOS and Android mobile devices. Students can thus access content from the Bb app, participate in discussions, participate in virtual Blackboard Class Collaborate classes and view their grades.

Prior to 2022, clickUP users were able to use two separate mobile apps: the Blackboard Student App and the Blackboard Instructor App. However, in 2022, these two applications were merged into one, providing a similar user experience to accessing clickUP from a computer. The interface also adapts based on the user's role in a course. One benefit for instructors is the ability to manage their courses through the updated app. Several other changes were also made in 2022, such as allowing students to access institution pages from the mobile app.

Figure 3.5 displays an overview of undergraduate student mobile activity from 2021 to 2022. In 2022, there was a rise in mobile activity. One possible factor contributing to this trend could be the availability of free campus wi-fi, which could have influenced an increase in usage of the clickUP mobile app when students returned to campus during the second semester.
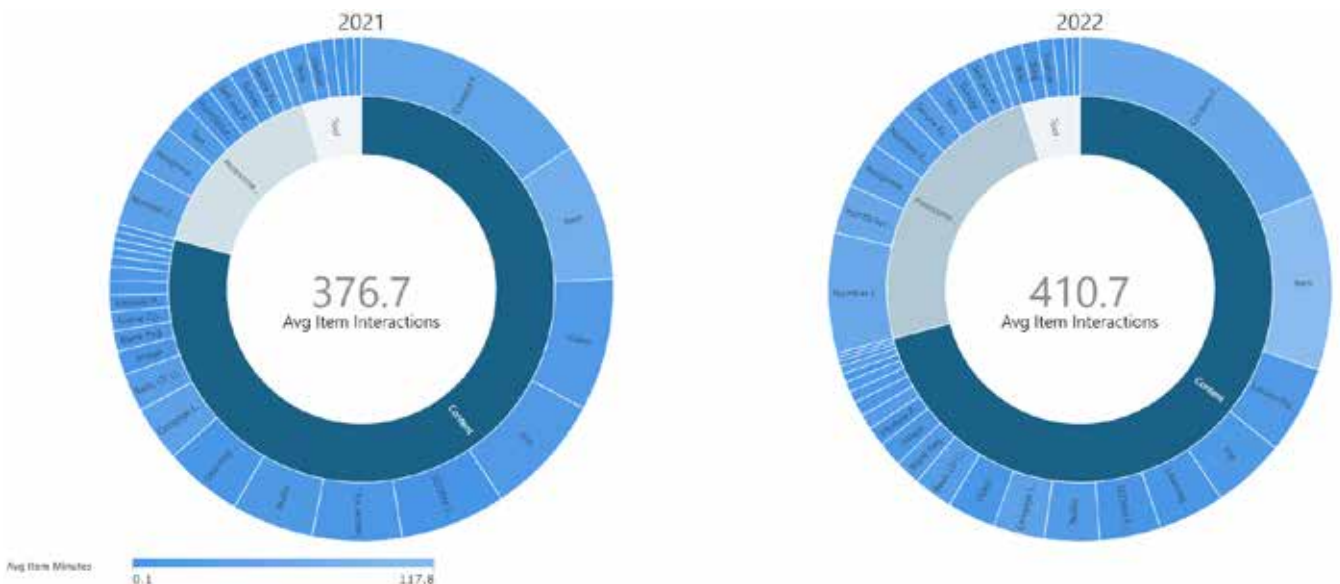

Figure 3.5: Mobile data usage

PREPARE before class

The advantages of e-books include customisability, hyperlinks to other resources, the ability to search for keywords, using bookmarks, easy access to a built-in dictionary, copy-and-paste functionality and the option to have the device read the text aloud. The University uses the VitalSource Bookshelf platform to give students instant access to e-textbooks on any device - both online and offline. These e-textbooks integrate into clickUP and track students' interactions with them, facilitating user information and student engagement. AI-driven adaptive learning systems create a personalised learning experience by adapting the content according to students' individual learning needs based on their responses to questions, tasks and experiences. Publishers are at the forefront and have developed courseware and personalised adaptive learning platforms, e.g. MyLab (Pearson), ALEKS and Connect2 (McGraw Hill). These courseware environments also provide electronic assignments that enable formative assignments, which students use during their learning process.

Table 3.4: Technology available to support students' preparedness for class

PREPARE before class	Technology
Textbook	Pearson, Cengage, McGraw Hill, Wiley, Macmillan
e-books	VitalSource platform (all publishers)
OER	OpenStax
Videos	Bb Class recordings, Narrated PowerPoints, YouTube, Khan
Courseware	Connect (McGraw-Hill), MindTap (Cengage), MyLab (Pearson)
Assessment	H5P in-video assessment, Bb test/assignment/quiz

Students' preparedness for lectures can be determined or assessed in various ways. Formative assessments provide valuable information to lecturers that indicate that they should modify their teaching of the content in ways that improve student learning. Technology enables us to assess student preparedness in many powerful ways. Students can complete a Blackboard assessment before class, while lecturers can now also embed interactive quizzes into videos using H5P software and track students' results in the grade centre. These features are directly available in Blackboard.

Publisher companies' content and third-party software integrated into clickUP

Blackboard has expanded its content delivery services through partnerships with various publishing companies. Many academic departments are already reaping the benefits of these agreements with international publishers. In 2022, some of the publishers that supported lecturers and provided students access to their content on clickUP include McGraw-Hill Connect and Create, Pearson's MyLab/Mastering, WebAssign/Cengage/Mindlinks and WileyPlus. The impact of COVID on content distribution can be seen in a Sankey chart in Figure 3.6. It illustrates the average item interactions per item type before COVID (2018 and 2019), during COVID (2020 and 2021) and in 2022.
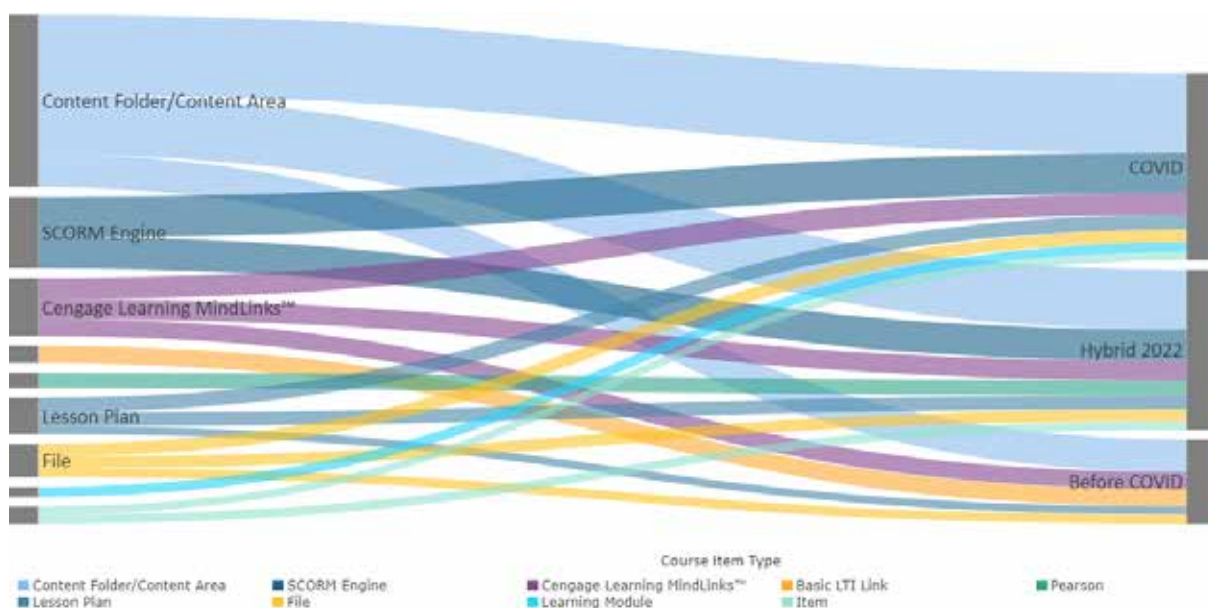

Figure 3.6: Content type usage

H5P (In-video assessment)

The in-video assessment tool was introduced in 2020 to enhance the ability to conduct continuous assessments of videos during students' pre-class preparation. In 2022, new features were added, such as drill-down reports and the ability to resume content. Training sessions were offered as part of the e-education group's professional development portfolio and an online course on in-video assessment was also made available to assist lecturers in using the software. Since its integration into clickUP in 2020, the in-video assessment tool has been activated in 3,762 courses.

ENGAGE in class (face-to-face or synchronous online)

Research shows that inquiry-based learning motivates students, stimulates critical thinking and creates opportunities to develop a deeper understanding of concepts. Inquiry-based learning (i.e. teaching by questioning, not by telling) enables students to think, communicate and justify their ideas. The latest technological developments allow us to personalise education and promote active learning, even in large classes. A student response system (Clicker app) captures individual students' responses in a class and automatically records the responses (marks) in the clickUP Grade Centre. The Pointsolutions Mobile Clicker app allows students to respond to multiple-choice type questions and could be used in any virtual online session (e.g. Class Collaborate), accessed by students from anywhere. The mobile app's use provides lecturers with data about class attendance (with built-in geolocation), student engagement and student understanding (formative assessment). A summary of

the students' responses is also available and is displayed on the web-enabled device while polling is open.

Table 3.5: Technology available to support students' engagement in class

ENGAGE in class	Technology
Live streaming platform	Class Collaborate
Student response system	Pointsolutions mobile clicker solution

It is now possible for remote students to participate fully in class via live-streaming technologies such as Class Collaborate. Class Collaborate is a real-time video conferencing tool that lets you add files, share applications and use a virtual whiteboard, as well as chats and polls to interact. The online video platform integrated into clickUP opens in any browser, so students do not have to install any software to join a session. Students can use their Blackboard app or any browser on their mobile phones to join a Class Collaborate session. Blackboard Collaborate continued to play a substantial role in the first semester of 2022 in providing support to students and staff during the pandemic. The value of Blackboard Collaborate in supporting teaching and learning during the COVID-19 pandemic is visible in the positive feedback received from students in course lecture feedback and the usage data in 2022. In 2022, more than 142,000 sessions were scheduled, nearly 47,000 recordings were made and the total attended minutes was more than 135 million. The following infographic shows Bb Class Collaborate usage from 2019 to 2022:

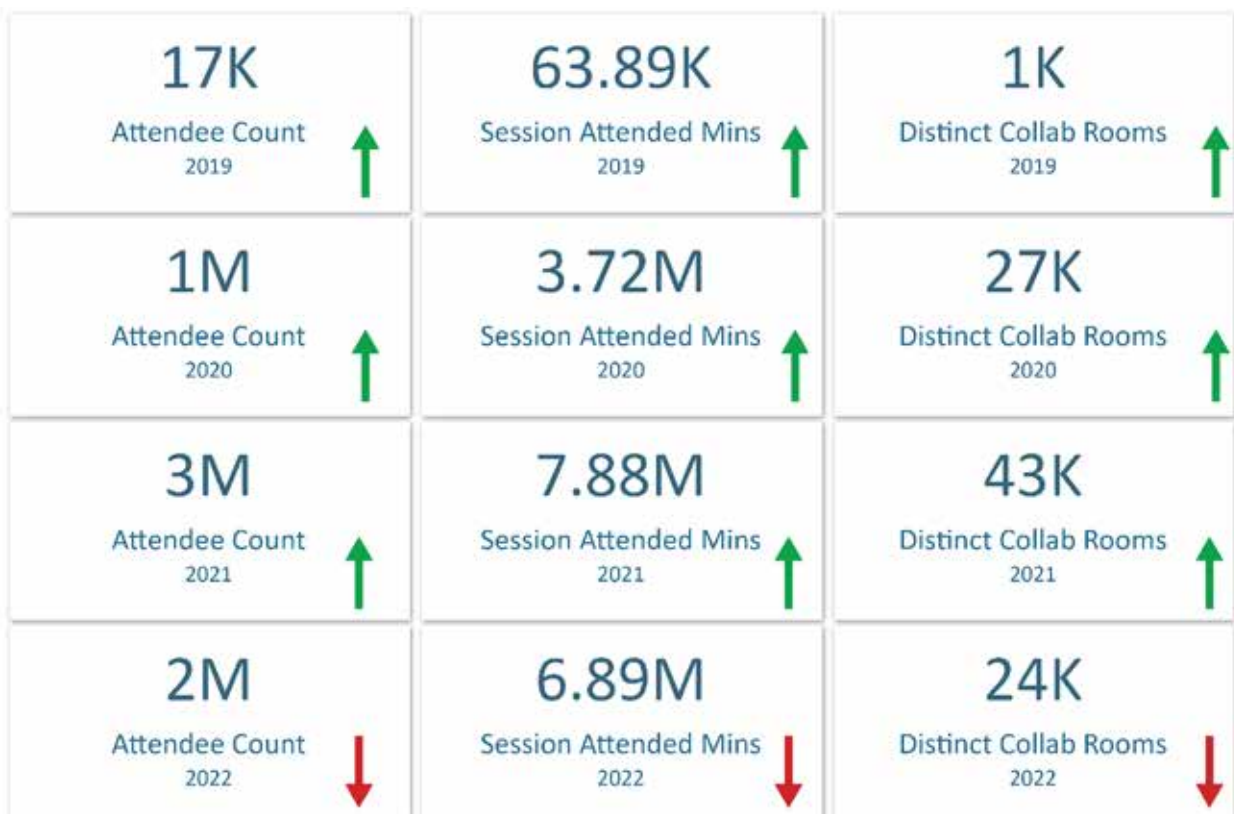| 17K | 63.89K | 1K |
Attendee Count 2019	Session Attended Mins 2019	Distinct Collab Rooms 2019
1M	3.72M	27K
Attendee Count 2020	Session Attended Mins 2020	Distinct Collab Rooms 2020
3M	7.88M	43K
Attendee Count 2021	Session Attended Mins 2021	Distinct Collab Rooms 2021
2M	6.89M	24K
Attendee Count 2022	Session Attended Mins 2022	Distinct Collab Rooms 2022

Figure 3.7: Bb Class Collaborate usage from 2019 to 2022

CONSOLIDATE after class

Creating opportunities for students to reflect, integrate and restructure their knowledge after class is critical. This could include the opportunity to prepare for a summative assessment, working on an assignment, watching a class recording and reflecting on it, drawing a concept map, making a summary, working on a project, or applying knowledge to solve an integrated complex problem. The use of different assessment approaches and strategies to assess the various learning outcomes during a particular course of study is always important – not only during challenging times, or pending emergencies. A balance of formative and summative assessments over time, collected from multiple sources, provides a more authentic, reliable and valid picture of the students' learning.

Table 3.6: Technology available to support students' consolidation of knowledge after class

CONSOLIDATE after class	Technology
Assessment platforms	Blackboard assessment tools, Gradescope, Respondus, Numbas, Cirrus Assessment (QuestUP 2)
Tutoring platforms	Chegg or similar platform**
Plagiarism detection software	Turnitin
Online proctoring	Proctorio
ePortfolios	Blackboard portfolio tool

The hybrid model at UP includes the use of various electronic assessment opportunities for students. This enables regular assessment and feedback of both formative and summative assessments. The University uses various systems for this purpose, such as QuestUP, clickUP, Turnitin, the assignment tools of e-publishers and Numbas. In 2022, the Cirrus

Assessment system replaced QuestionMark Perception as the University's summative objective assessment system and is known as QuestUP at the University. It supports secure objective assessment through the creation of reusable question banks and automated marking. Lecturers also use several tools within clickUP to administer a variety of assessment formats for grading various online activities, such as discussions, blogs, wikis and journals, managing the submission and marking of assignments and setting objective assessment items. Turnitin is used to verify the originality of students' work through the detection of the similarity of assignments to other documents. Its resubmission function allows students to develop their academic writing through the similarity check and report as they learn how to paraphrase, summarize and cite documents as part of an academic argument. Publishers of various textbooks, such as Cengage, McGraw Hill and WileyPlus, provide electronic assignments that enable formative assignments, which students use during their learning process.

The e-Education group again provided support in the exam room in Blackboard Collaborate during examination periods from 11–25 June and again from 10–30 November 2022. Only a few lecturers used this support channel.

The prolonged lockdown period greatly affected the usage of e-assessment, with many online assessments shifting to the clickUP system. The data in Table 3.8 illustrates a 23% overall decrease in the use of clickUP for assessment, particularly in clickUP tests, assignments, wikis, Turnitin assignments and McGraw Hill assignments. This is not surprising, as many lecturers returned to traditional written assessments on campus. However, some lecturers continued to use the benefits of online assessments by scheduling their clickUP assessments in computer labs, combined with in-person proctoring. The statistics in Table 3.8 for the past five years clearly demonstrate the impact of the shift to the clickUP system for assessment.

Table 3.7: Online assessments in clickUP and integrated system 2018-2022

Test type	2018	2019	2020	2021	2022	% Growth
clickUP tests**	1,020,844	1,199,682	2,299,186	3,086,596	2,254,583	-27.0
clickUP assignments	155,750	185,262	703,114	870,308	623,989	-28.3
Graded discussions	2,257	8,792	39,840	73,477	77,569	5.6
Graded wikis	2,404	2,569	3,961	4,019	3,292	-18.1
Graded blogs	2,673	2,995	2,424	6,224	6,486	4.2
Graded journals	2,258	4,159	6,057	8,448	11,190	32.5
Turnitin assignments	200,267	220,478	463,995	536,381	442,626	-17.5
McGraw Hill assignments	74,274	308,046	323,531	436,762	285,201	-34.7
SCORM	325	575	483	300	1,029	243.0
Cengage	179,261	384,014	208,150	367,871	387,502	5.3
LTI	56,297	38,233	64,808	126,385	154,545	22.3
Self and peer assessments	625	102	808	1,783	2,116	18.7
TOTAL	**1,697,235**	**2,354,907**	**4,116,357**	**5,518,554**	**4 223 128**	**-23.0**

Finally, departments at the Faculties of Health and Veterinary Sciences use the capabilities of MS PowerPoint to administer assessments in computer laboratories, while some departments in EBIT use the specialised functionalities that Numbas affords to meet their assessment needs.

Table 3.8: NUMBAS assessments taken by students

ASSESSMENT SYSTEM	2018	2019	2020	2021	2022
NUMBAS	*	*	120 000	194224	112679

Table 3.9: PowerPoint assessments taken by students

CAMPUS	2018	2019	2020	2021	2022
Prinshof	2 883	2 510	3 059	3 815	5 692
Onderstepoort	6	114	0	0	0
TOTAL	**2 889**	**2 624**	**3 059**	**3 815**	**5 692**

Proctorio

Lecturers are encouraged to create assignments that make cheating harder by using more authentic assessments, such as case studies and original application questions. However, there are also many ways to enhance the integrity of online assessments, including the use of proctoring systems. The University uses Turnitin and Proctorio to discourage plagiarism and cheating in an online environment. Proctorio integrates with both clickUP tests and Cirrus. It uses advanced machine learning and facial detection technology to deliver accurate and reliable exam proctoring. The AI and machine learning-based remote proctoring solution works through a Chrome browser extension. It can provide features such as video/audio/screen recording, ID verification and lock-down options with the ability to prevent content distribution.

Gradescope

The marking and grading of tests and papers are time-consuming and require concentration and attention to detail.

In addition to all the above-mentioned online tools, the University has acquired Gradescope to assist lecturers with this issue. Gradescope is a feedback and assessment tool that dramatically reduces the time and effort associated with grading exams, homework and other assignments. This tool helps lecturers to administer and use AI to grade all online or in-class assessments. Gradescope's AI-assisted grading allows instructors to automatically group similar answers and grade all the answers in each group at once. Gradescope supports the evaluation of Computer Science, physics, mathematics, chemistry, biology, engineering and economics assessments. It further enables instructors and graders to give better and more timely feedback.

E-rater

E-rater within Turnitin provides automated assistance with marking and developing students' writing proficiency. Another app, ePortfolios, allows students to create a library collection of single, large assignment files. Lastly, the Blackboard portfolio tool allows students to gather artefacts submitted in assignments across modules into a central, website-like environment. This tool allows students to share their portfolios with lecturers and download the final product to keep as evidence of their development during their studies.

Cirrus Assessment (QuestUP)

After a successful pilot in 2021, the University continued to use the Cirrus Assessment cloud-based, online Computer-Based Testing (CBT) system from the beginning of 2022. This system enables students to write a test on any hardware that possesses an internet connection and browser. The system operates across any browser-enabled device, which opens up the possibility of writing CBT tests on student laptops in an IT lab or any lecture hall. Laptops could be secured with a lock-down browser to disable students' ability to move between screens while writing tests.
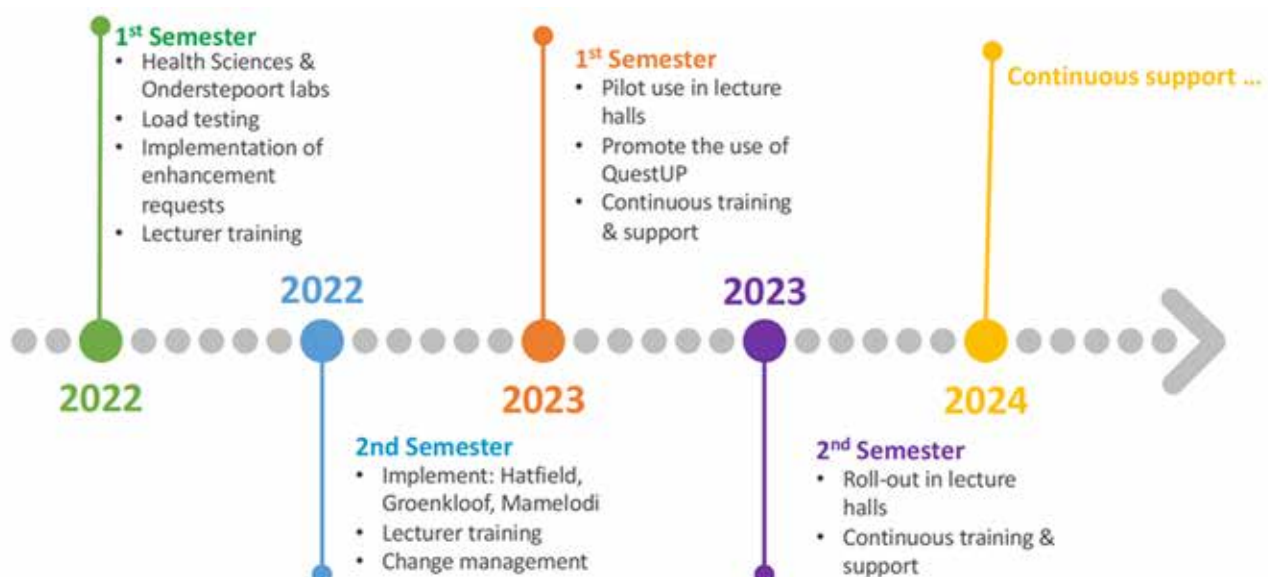

Figure 3.8: Cirrus implementation timeline

It also allows students to write assessments off-campus. This could enable the University to convert CBT labs into teaching and learning spaces in future. At UP, the Cirrus assessment platform, known as QuestUP, was first used for an official assessment at the Health Sciences faculty on January 10th, 2022. The process of migrating all existing questions within the QuestionMark system, as indicated for transfer by lecturers, was completed by January. The quality assurance process of these questions was completed by the end of February.

The roles and responsibilities document that guides the e-assessment processes for QuestUP was adapted for the new system and sent to deputy deans for comment in February. They, in turn, distributed the document to lecturers to also give their input. After changes were made to clarify a few matters, the document was served and accepted at the T&L Senate committee meeting in March. After a year's implementation, 105 lecturers used the QuestUP system across the institution. Their levels of adoption are as follows:

Table 3.10: Autonomy levels of lectures in use of QuestUP (Cirrus) after first year

	QuestUP autonomous	QuestUP Semi-autonomous	QuestUP dependent
Number	41	32	32
% of users	39%	30,5%	30,5%

The change management process was supported by QuestUP training courses and guidance from the CBT team. Initially, four virtual, full-day training sessions were held during the first semester. However, following feedback from instructors, these were adapted to two half-day courses, which were held three times throughout the year. Additionally, support documentation was created and added to the QuestUP Help site as instructors' questions revealed areas that needed improvement, such as the moderation process.

The CBT team chose to implement the new QuestUP system in stages, with the Faculties of Veterinary Science and Health Sciences as the initial priority during the first semester. The Deputy-Dean of Veterinary Science's strong support led to a high adoption rate within the faculty. However, many lecturers in Health Sciences expressed that they would continue using clickUP in 2022 as they were comfortable with the system and did not have the resources to make the switch. Ms Detken Scheepers created the script for the QuestUP marketing video

with help from Louis Cloete. His company filmed the video on January 20th with the CBT team as actors and the final product was delivered in March and sent to previous users of the QuestionMark system at the start of the second semester. A small number of lecturers from the Faculties of Education, Law and EMS conducted their first assessments in QuestUP in August. These lecturers wanted to use the system in computer laboratories and have all students take the online assessment at the same time on campus. Unfortunately, this was challenging for large groups (>1,000) during the first semester due to limited computer availability and social distancing measures. During the second semester, large groups were accommodated in computer laboratories over multiple days. Some groups also took their assessments remotely and without any issues. The CBT team held monthly meetings with the IT laboratory assistants to ensure that the new processes were well understood and followed. These meetings were productive and led to various solutions that improved the practices of both teams.

UP's implementation of the Cirrus Assessment system is the first active usage of the software in South Africa. To raise awareness about the system and share feedback from lecturers and students, the implementation was presented at the Flexible Futures conference with a paper titled, "The newly implemented e-assessment QuestUP system: What our users say." Dr. Mostert and Ms. Scheepers also held virtual meetings with Prof. Liandi van Den Berg, the UCDG Cirrus digital assessment project leader at North-West University and Elzette le Roux from the University of Stellenbosch. The implementation was also shared internationally through a presentation at the International E-assessment conference in London in July and a case study on the Cirrus website https://cirrusassessment.com/success-stories/university-of-pretoria/.

The use of the newly implemented QuestUP system in 2022 is shown below in Table 3.12. This use is compared to the use of the previous system, QuestionMark Perception, until the end of 2021. Only the Faculties of Health Sciences and Veterinary Science continued with the use of the system during COVID, with a reduced number of students on campus. During 2022, the Veterinary Science Faculty made a concerted effort to start using the new QuestUP system. A number of lecturers in Health Sciences also made the change to the new Cirrus Assessment system, but the majority continued to use the clickUP system. During the second semester, a few lecturers on the Hatfield and Groenkloof campuses also started using the system.

Table 3.11: QuestUP assessments taken by students

CAMPUS	2018	2019	2020	2021	2022
Hatfield CBT labs	11 900	25 190	296	0	14 822
Hatfield IT Labs	25 585	24 288	38	0	0
Mamelodi	3 276	4 910	0	0	0
Prinshof	45241	45 309	20 089	17 349	15 401
Onderstepoort	19 707	20 931	3 837	4 334	17 578
Groenkloof	16 043	18 355	1 353	0	1 264
TOTAL	**121 752**	**138 983**	**25 613**	**21 683**	**49 065**

Turnitin

Turnitin is used to verify the originality of students' work through detecting the similarity of assignments to 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. Turnitin (a similarity and plagiarism detection service) is also integrated into and available in clickUP to check students' assignments for inappropriate copying from each other or other online resources.

The number of papers submitted to Turnitin has been increasing annually. Although Turnitin's usage rose in 2016 in response to the #feesmustfall campus disruptions, it would not have been unexpected if it decreased in 2017. However, surprisingly, Turnitin usage again increased in 2018, slightly decreased in 2019, but significantly increased in 2020 and 2021 due to the impact of the COVID pandemic. In 2008, nearly half of the submitted papers had similarity scores of 25% or higher, indicating the presence of plagiarism. In response, the UP initiated campaigns and training to increase the originality of assessment papers. More UP lecturers are using Turnitin to screen, mark and provide feedback on student assignments. Figure 3.9 shows the similarity reports from 2018 to 2022 and how most papers have lower similarities with a slight decrease in high similarity.
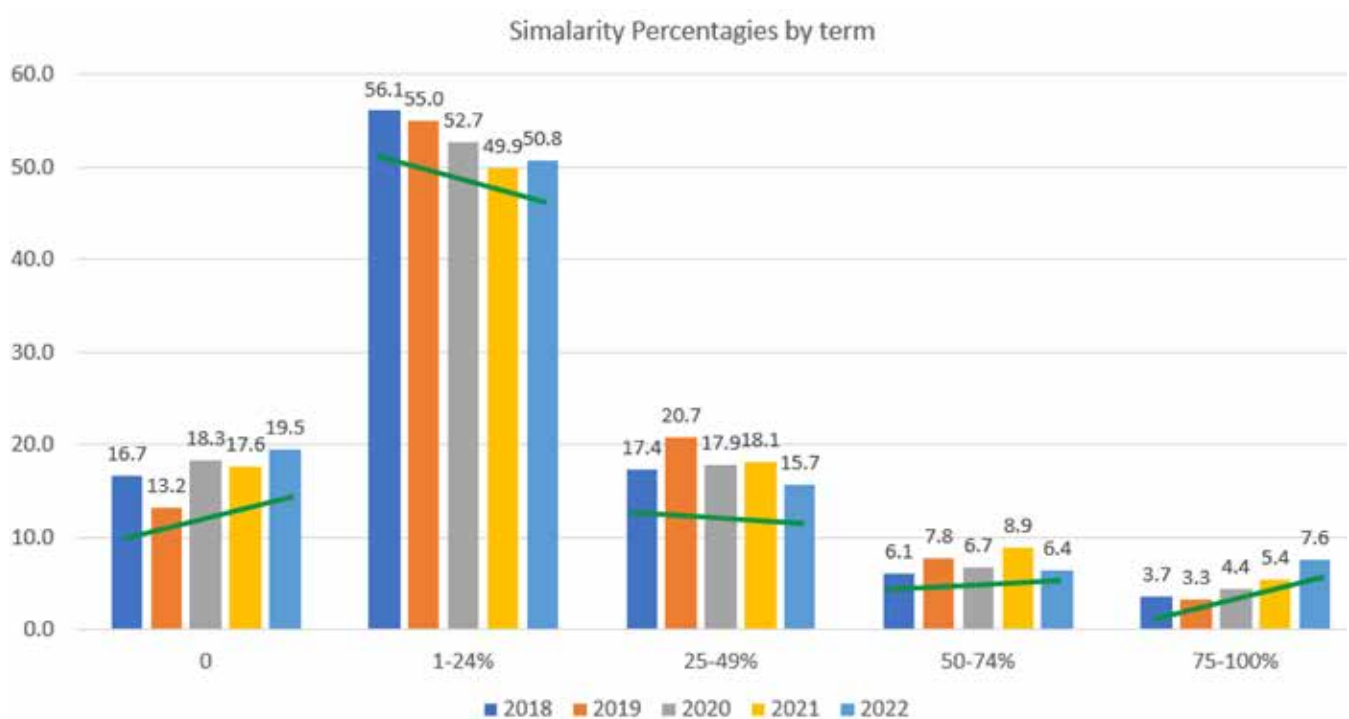
Figure 3.9: Comparison of Turnitin similarity scores from 2018–2022

Lecturers are increasingly marking and providing feedback using Turnitin assignments, as indicated by the amount of feedback provided in 2022, as shown in Table 3.13.

Table 3.13: Turnitin feedback from 2018–2022

	Submissions with feedback	Scored with rubrics	Instructor feedback	ETS	PeerMark
Total 2018	⬆ 863,347	⬇ 22,611	⬆ 3,985,745	➡ 1,391,143	⬇ 14,776
Total 2019	⬇ 103,417	⬇ 21,945	⬇ 391,495	⬇ 206,123	⬇ 16,130
Total 2020	⬊ 257,802	⬇ 12,585	⬊ 1,167,047	⬆ 2,748,189	⬆ 463,955
Total 2021	⬊ 323,550	⬆ 64,848	➡ 2,081,270	⬆ 2,932,832	➡ 272,299
Total 2022	⬊ 273,826	⬆ 67,709	⬆ 4,578,459	⬆ 2,951,841	⬇ 11,661

Figure 3.10: Roadmap/Implementation: Turnitin LTI

Instructor feedback (column 3) consists of summary text comments, voice comments, QuickMarks, bubble comments, in-line text comments, strikethrough text and grading form marks. All feedback options and rubrics are seamlessly integrated and provide more in-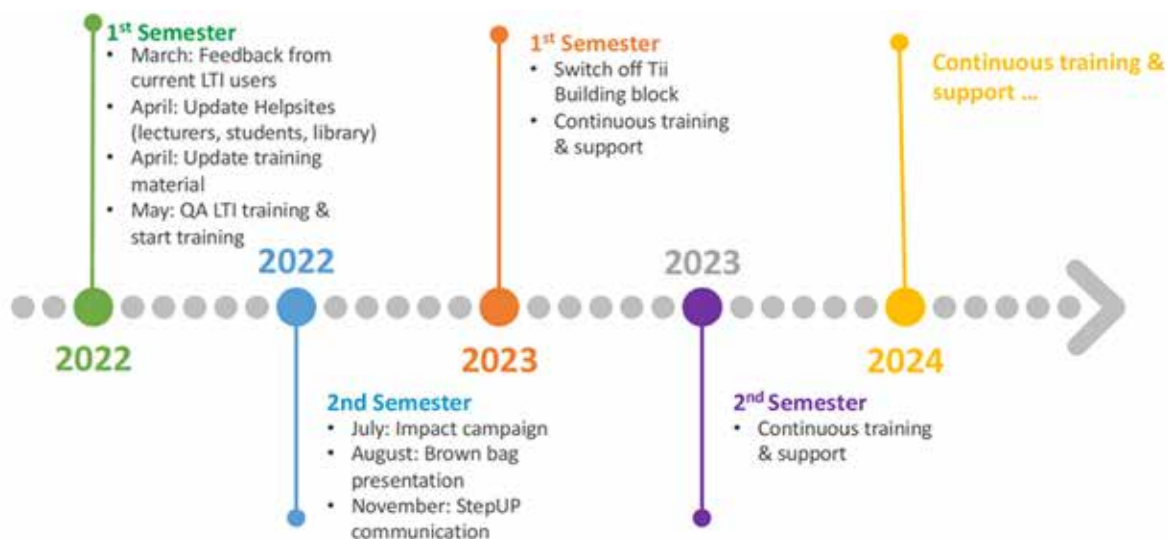depth feedback in less time if used together. The ETS® e-rater® Grammar Check Technology that forms part of the Turnitin Studio is increasingly activated in assignment settings. It automatically checks submissions of an assignment for grammar, usage, mechanics and style and spelling errors. Students can use in-depth feedback and integrated online tutorials to improve their English writing.

The training team invested a significant amount of time into developing content for new upgrades of Turnitin, which will be available starting January 2023. Dr Untiedt created a video that demonstrates the differences and the process of creating a new Turnitin assignment using the LTI. This video was shared with lecturers through the Alerts course, but additional communication will be needed in 2023. Additionally, the Graduate Research Support Module was updated to include the correct Turnitin links to assist postgraduate students and lecturers in continuing to use this platform to prepare their theses and articles.

High Impact Modules (HIMs) project

The purpose of the HIMs project is to improve the success rate of a selected number of modules with low pass rates. In preparation for each module review, an analysis is done with Blackboard data to understand the specific issues that impact the performance of the module in question in terms of curriculum, assessment, policies and practices, support services, communication, students and lecturers. Module reviews follow a team- and data-based approach that operates at a broader level, such as the programme, discipline, or academic department. There are three levels of intervention, based on module performance and size: low-touch modules that receive clickUP and HEDA data but not team support; medium-touch modules that receive data plus negotiated support from EI; and high-touch modules with a pass rate of less than 75% and enrolment of more than 500, which receive team support from EI, access to data in clickUP dashboards and HEDA, formative evaluations with a survey, further data analysis and a structured module review. High-touch modules also receive attention from the deputy deans, who report on their progress at Tshebi. The module review process is based on a balance of quantitative and qualitative data, plus stakeholder insights.

Table 3.14: High Impact Modules (HIMs) Categories

	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	Provide Bb dashboards and PowerHEDA data	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.	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.

The interventions have resulted in some dramatic improvements in the module pass percentages of high-touch modules. The average improvement in module success rates for the 20 courses evaluated in 2019 was 13.3%. The overall improvement in module success rates of the 24 modules under review in 2020 was 12.6%. The overall improvement in module success rates for the institution was 1% when comparing the 2019 undergraduate module examination statistics to the 2018 statistics (from 82.5% in 2018 to 83.5% in 2019). The overall improvement was 4% when comparing the 2020 undergraduate module examination statistics to the 2019 statistics (from 83.8% in 2019 to 87.8% in 2020). This showed that the reviewed modules made a meaningful contribution to the module success rates of the institution. The HIMs project won an international award from Anthology, namely, the 2022 Catalyst Award for Student Success.

The interventions implemented have led to significant improvements in the pass rates of high-touch modules. The average improvement in success rates for the 20 courses evaluated in 2019 was 13.3%. The overall improvement in success rates for the 24 modules under review in 2020 was 12.6%. Additionally, when comparing the 2019 undergraduate module examination statistics to the 2018 statistics, there was a 1% overall improvement in success rates for the institution (from 82.5% in 2018 to 83.5% in 2019) and a 4% overall improvement when comparing the 2020 undergraduate module examination statistics to the 2019 statistics (from 83.8% in 2019 to 87.8% in 2020). These results demonstrate that the reviewed modules had a significant impact on the success rates of the institution. The HIMs project also received recognition and won an international award from Anthology, the 2022 Catalyst Award for Student Success.

In 2022, a Module Review dashboard was developed to aid in the analysis of modules and programmes; an example of this dashboard can be seen in Figure 3.11 below. Deputy deans use this tool to assist them in making informed decisions.

Photo by Mikhail Nilov on Pexels

Enhancement of academics as teachers

The teaching staff in each faculty are student-facing and play a major role in student success through their practice. This impacts teaching excellence, quality assessments and relevant curriculum design and transformation. EI is a lecturer-facing department and is committed to improving teaching and learning by enhancing academics as teachers. The EI department, therefore, provides a range of professional development opportunities that focus on innovative methodologies, teaching and learning technologies and data-driven solutions. Priority training courses are those at the University offered through Enterprises University of Pretoria and sponsored by the Department of Human Resources through grants from the skills levy. In other words, the courses are free to staff. EI also manages the Scholarship of Teaching and Learning (SoTL) grants, supports the T&L awards and organises the annual Flexible Futures conference to catalyse teaching and learning innovations. The lecturers must ultimately take responsibility for student success through their teaching excellence, quality assessments and relevant curricula. EI also supports other student success stakeholders in the faculties that work directly with students, for example, the FSAs. The HIMs project focuses on high-impact modules with pass rates below 75% and student enrolments of more than 500. The project aims to provide a holistic review of the modules, with targeted interventions to increase their success rates. Another important aspect of EI's work is to provide the University with a digital teaching and learning ecosystem, as well as a digital student success ecosystem.

The 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), which is provided by the Department of Higher Education and Training. The purpose of the grants is to promote institutional research to improve teaching, as well as student learning and success. We received 42 applications for this grant, however, due limited funding, only the best 25 grants were funded. Each grant holder received R20,000. A total of 5,794 students benefited indirectly from the SoTL projects in 2022. In accepting the grant, the applicants accept a tacit contract to keep to the activities and expenditures in their applications and to submit an annual report. Each grantee submitted a progress report at the end of 2022. To determine the impact of these grants, one of the questions asked was: What changes were made in the classroom based on your findings? The feedback received highlights the significant impact that these grants have had on lecturers' classrooms and innovative teaching practices.
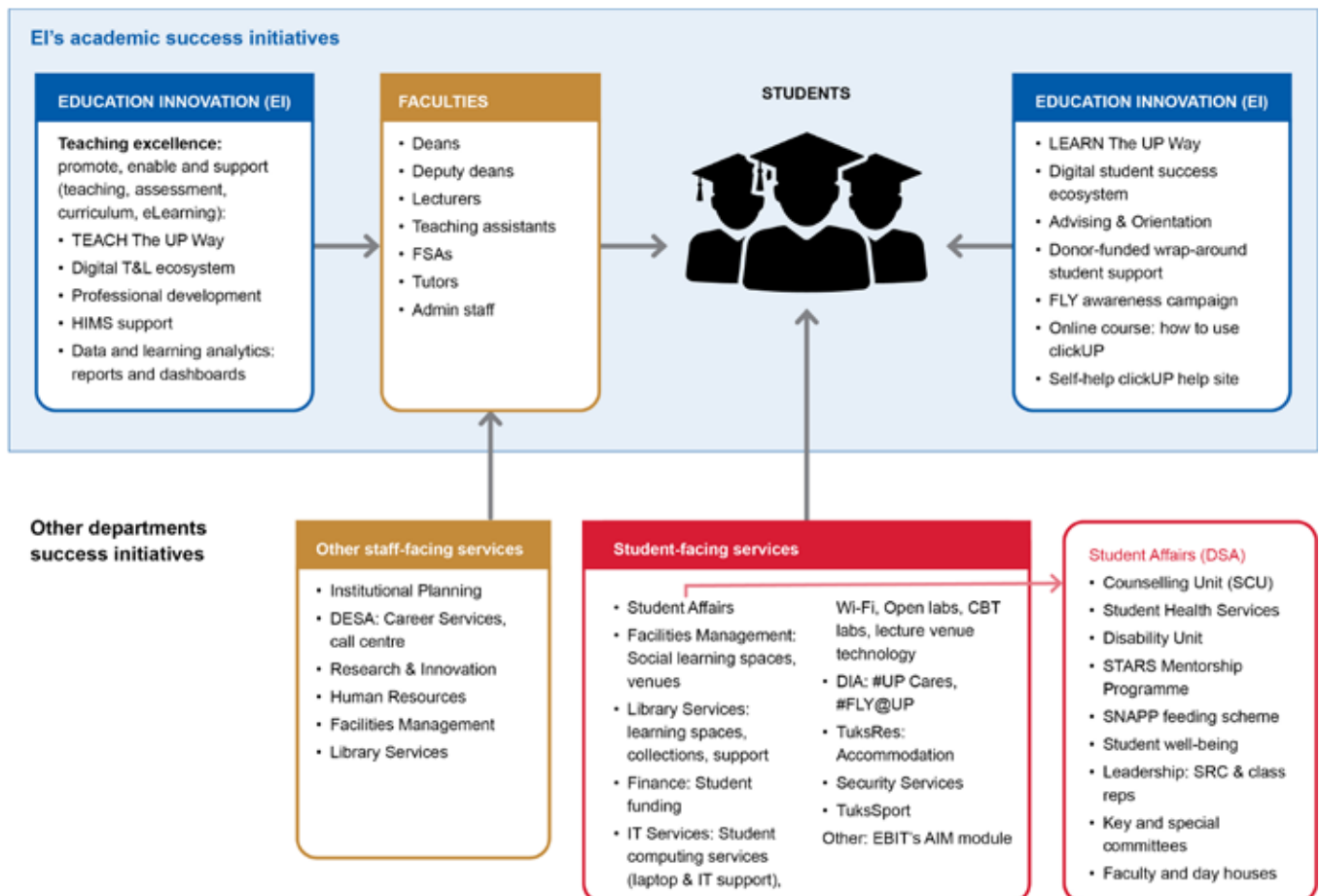

Figure 3.12: EI's roles and responsibilities

Figure 3.13: 8th Flexible Future Conference

The 2022 Flexible Futures Conference

The 8th Flexible Future Conference was a two-day hybrid conference held on 24 and 25 August 2022. The theme of the conference was Society 5.0: Towards human-centred and digitally enhanced education. The first day was at the Future Africa Institute and the second was virtual. Flexible Futures higher education conference is an opportunity for UP staff to showcase and share their teaching and learning innovations. We also extend invitations to participate and attend the conference to researchers, practitioners and industry professionals interested in the field of teaching innovation, with a particular focus on learning with technology. The conference provides a forum to address the critical issues and challenges confronting higher education. We wanted to consolidate the experiences from previous Flexible Futures conferences at the 2022 conference.

There have been unprecedented technological developments during the past few decades and few can argue that the lives we live and the societies we are part of are undergoing vast and unexpected changes. More and more voices are requesting a rethink of the relationship we, as humans, have with technology in this new world. Society 5.0 is the term that is often used to describe this merger between physical human and technological cyberspace. This conference provides a forum to discuss how technologies shape the education landscape and to reflect on

humans' role (lecturers and students) in this new technological education environment. The sub-themes included:

- Promoting a human-centred teaching and learning approach in a digital world;
- Future-proof teaching and learning pedagogical approaches and the use of educational technology to support them (including micro-credentials);
- The application of metaverse, learning analytics and Artificial intelligence (AI) to support teaching, learning and student success;
- The effective use and future of assessment in higher education;
- Initiatives involving creative, transdisciplinary, project-based, or inquiry-based learning; and
- Curriculum design and transformation in higher education, e.g. alignment to desired graduate attributes.

The keynote speaker from UP, Prof. Aurona Gerber, is a field specialist in informatics, AI and information systems. She explored the characteristics of the digital object that inevitably resulted in the digital-first world, with a discussion of what digital-first means for education and educators. Some guidelines for educators were also proposed to ensure that we are positioned for the new digital-first Society 5.0. There were 60 other presentations and 223 people registered for the conference. The conference feedback was, in general, very

positive with an overall rating of 4.2 out of 5 and a rating of 4.6 for the first in-person day.

Approximately 178, or 80%, of the registrations were from UP staff, all of whom were sponsored to attend as part of the mission of the UCDP to enhance teaching. The other 20% of participants were from the Artevelde University of Applied Sciences, WITS, the Vaal University of Technology, UNISA, SMU and Akademia. The conference was funded as a project of the UCDP grant, but also included sponsorships from Blackboard (Anthology), Cengage and McGrawHill Education. One of the highlights and traditions is the Deputy Deans: Teaching and Learning panel discussion about critical educational issues.

Student Feedback on Teaching Survey (SFTS)

Students are the most important stakeholders of a university. It is crucial that they have a voice in the quality and value of the learning programmes and the associated resources as a measurement of the success of such resources. UP is committed to improving teaching and learning through dedicated support provided to lecturers and students. Students are important participants in the improvement of lecturers' teaching practices and as such, their feedback is of great value to lecturers. The electronic lecturer and module evaluation system, Watermark Course Evaluations & Surveys, enables students to provide feedback on the effectiveness and quality of teaching. The purpose of the evaluation of teaching is to assist lecturers in continuously improving their teaching, learning and assessment practices, as well as the general quality of the modules they teach. Student feedback is crucial to understanding the success and gaps in interventions designed to facilitate student success. The feedback also allows the academic staff and their line managers to develop and accumulate the portfolio of evidence required for performance management and/or promotion purposes.

Table 3.15: Student feedback cycles

Date 2022 1st Semester	Project	Modules	Lecturers	Respondents	Enrolments	% Response rate
Jan–June	SoMedicine_SEM1_22	14	139	3297	3990	82.63%
23 May End SEM1	SoMEdicine_SEM1_22_1b	1	3	306	333	91.89%
12 Jan–25 March	Quarter 1_22 (Flex)	9	10	587	4153	14.13%
4–24 April	ENDQ1/MIDSEM1_22	305	406	20980	64703	32.43%
4–24 April	SLPA_ENDQ1/MIDSEM1_22	5	9	83	212	39.15%
4–24 April	Health Sc ENDQ1/MIDSEM1_22	41	85	777	3138	24.76%
25 April–20 May	Quarter 2_22 (Flex)	7	5	60	1148	5.23%
3–19 June	ENDQ2_ENDSEM1/MIDYR_22	558	740	26476	105214	25.16%
3–19 June	SLPA_ENDQ2_ENDSEM1/MIDY_R22	8	14	113	242	46.69%
3–19 June	Health Sc ENDQ2_ENDSEM1/MIDYR_22	48	122	784	2651	29.57%
	Total ENDQ2/ENDSEM1/MIDYR_22	614	876	27373	108107	25.32%
Total Jan–June 2022	**10 projects**	996	1533	53463	185784	28.78%
Date 2022 2nd Semester	Project	Modules	Lecturers	Respondents	Enrolments	% Response rate
20 June–28 Aug	Quarter 3_22(Flex)	18	28	1238	3461	35.77
5 Sep–2 Oct	Health Sciences EndQ3/MIDSEM2_22	21	71	499	1360	36.69%
5 Sep–2 Oct	ENDQ3/MIDSEM2_22	320	418	10579	60027	17.62%
22 July–15 Dec	SoM Semester 2_22	4	34	1088	1220	89.18%
16–24 Sep	SoM Semester 2_22b	12	73	2667	3497	76.27%
26 Sep–25 Oct	Quarter 4_22 (Flex)	9	13	333	2478	13.44%
4 Nov–4 Der	ENDQ3/ENDSEM2/ENDYR_22	694	877	16777	106779	15.71%
4 Nov–4 Dec	Health Sciences ENDQ4/ENDSEM2_22	33	117	779	2574	30.26%
Total June–Dec 2022	**8 projects**	**1111**	**1631**	**33960**	**181396**	**18.72%**
1st + 2nd Semester	**18 projects**	**2107**	**3164**	**87423**	**367180**	**23.81%**

The procedure and survey underwent a review in 2022. It was deemed imperative that the questionnaire should separate the questions that focus on the module from that of the lecturer and also cater to the needs of team-taught modules, as well as block-teaching modules. The survey items will also be revised to align with the UP Way of teaching and the UP teaching and learning principles. In 2023 the unit also aims to invest in change management strategies that will see the University striking a balance between the use of feedback provided by students as an administrative and a developmental tool. This includes the solicitation of feedback halfway through a course to determine the impact of a turnaround teaching strategy or innovation, closing the feedback loop, merging the importance of feedback with the FLY@UP campaign messaging, including content on the importance of feedback in the extended orientation module for all first-year students (UPO) and making student feedback compulsory for high-risk modules, e.g. high-touch HIMs.

In 2022, 18 SFTS projects were administered to 2,107 modules. A total of 3,164 lectures enrolled their modules throughout the year. Moreover, 8,7423 responses were received out of 367,180 enrolments (surveys sent out), resulting in the average response rate of 23.81 % for the year. Please see Table 3.15 below reflecting the data of each SFTS cycle/project.

Professional development of academic staff

Effective student learning requires a professional approach to teaching and staff development. By actioning the imperatives named in the framework, the Education Consultants (ECs) started in 2022 to provide career-stage-appropriate professional development, training and support to lecturers. Special focus was placed on teaching and learning, (alternative) assessment and curriculum development. Professional development is initiated with an academic induction programme for all newly appointed full-time and part-time lecturers. From there, the academic staff receive tailored career development plans for new and early career academics, established teaching academics and teaching leaders. The ECs provide initial and continuing professional development and resources for curriculum development, teaching and assessment, as well as tutoring. The aim of continuing the professional development programme is to develop a combination of Technological and Pedagogical Knowledge (TPK) and skills. This is the kind of knowledge required to integrate appropriate technology into teaching while addressing the complex nature of academic knowledge. The Continuous Professional Development (CPD) programme is tailor-made to support and develop academics at different career stages, which include:

- Emerging scholars with an interest in following an academic career;
- Newly appointed academics and academics in the first few years of their careers;
- Established academics who have developed a significant teaching and research capacity;
- Teaching leaders; and

- University management or administrators who make management and resource decisions that affect university teachers and teaching.

Academic induction for newly appointed lecturers

As part of the teaching and learning requirements, newly appointed staff are required to complete the UP Teaching and Learning Induction process during the probation period (first year). The aim of the Academic Induction Programme is to introduce newly appointed lecturers to the different aspects of their teaching roles in higher education and at UP in particular. The programme:

- Offers participants several opportunities to explore various features (pedagogical competencies) of teaching and learning;
- Ensures that participants are aware of the regulatory environment around research and innovation at UP and the University's strategic research priorities;
- Introduces participants to the teaching and research infrastructures and support mechanisms available to enhance the University's research productivity and teaching excellence.

As part of the permanent appointment process, newly appointed academic staff members are obliged to complete the Academic Induction Programme during their probation period. The process consists of the following:

- Attending the Academic Induction Programme (two days) that follows the UP's teaching model of "prepare, engage and consolidate";
- Completing any three professional development courses presented by the Department for Education Innovation's Education Consultancy section;
- Conducting two lectures for evaluation by an Education Consultant and a peer; and
- Submitting a certificate of attendance for probation requirements to HR.

The initial three-day, online Academic Induction Programme in 2022 was held from 9–11 February and was attended by 46 academic staff members. Subsequently, the second training occurred from 26–28 July and was attended by 42 staff members.

Education Consultancy professional development

The Education Consultancy (EC) Unit provides strategic leadership and change management for curriculum, teaching, learning and assessment innovation, as well as continuing opportunities for teaching development to build the capacity to implement an inquiry-based approach. This explicitly or systemically valorises teaching as a critical determinant of student success. Lecturers participate in ongoing professional development, experimentation and reflection on their work. They are connected to campus-wide, national and scholarly conversations about teaching and learning. The main focus is on the DHET's implementation of the South African Framework for Enhancing Academics as University Teachers. An intricate

matrix model is followed where each consultant is assigned to a faculty. In the faculties, under the leadership of the Deputy Dean: Teaching and Learning, ECs build relationships with faculties, schools, departments and Teaching and Learning Committees (TLCs) and engage with individual academics in order to deliver on the group's key performance areas. They contribute to updating policy guidelines, procedures and teaching-related documents for each specific faculty. In their function in EI, ECs are tasked with nurturing, supporting and developing academics' capabilities in their role as university teachers through teaching and learning advice (consultations), teaching practice (peer) reviews, support material development (OERs, study guides, assessments) and in collaborating through Scholarship of Teaching and Learning (SoTL) projects. Other responsibilities further include providing initial and continuing professional development opportunities for curriculum development,

teaching, assessment and content for institutional teaching support staff development. The professional development opportunities offered include courses that assist academics to build their academic/teaching portfolios, which are required for permanent appointment and application for T&L awards. In this way, academics are recognised and rewarded for their work as university teachers.

The EC Unit offered its professional development courses online in 2022. The uptake of opportunities was low amongst academics, which could possibly be the result of the large amount of training that was done during COVID and the return to campus. The data from the CPD survey was used to reinvent our offerings for 2023 according to the preferences of academics. The registration of courses for 2022 can be seen in Table 3.16.

Table 3.16: Courses offered by the Education Consultancy Unit

Course Title	Date presented	Number of Attendees
Accountable Assessment (A21AAS)	03/03/2022	14
	17/08/2022	9
Effective and Smart Marking (A21ESM)	24/02/2022	54
	11/03/2022	99
Inquiry-Based Learning (T21IBL)	26/04/2022	8
	30/08/2022	6
Learning Theories for Digital Age (T21LTD)	05/04/2022	5
	28/09/2022	12
Objective Assessment (A21OBA)	09/03/2022	7
	18/05/2022	7
	27/09/2022	9
Project-based Learning (T21PJL)	04/05/2022	4
	13/09/2022	4
Rubric Design (A21RUD)	25/05/2022	6
Study Guide (T21STG)	16/02/2022	7
	02/08/2022	10
Teaching Portfolio (D22TPO)	23/02/2022	13
	07/06/2022	4
	05/10/2022	18
Smart Marking for Teaching Assistant (A22SMA)	30/06/2022	23
	22/07/2022	68
	19/08/2022	20
Purposeful Questioning	05/08/2022	11
Feedback to Students	03/08/2022	6

Various other faculty initiatives have been established to promote knowledge production and sharing in university teaching and learning. These initiatives include: Brown Bag lunches, webinars and sharing resources via faculty-based ClickUP modules. Faculty specific training included the following:
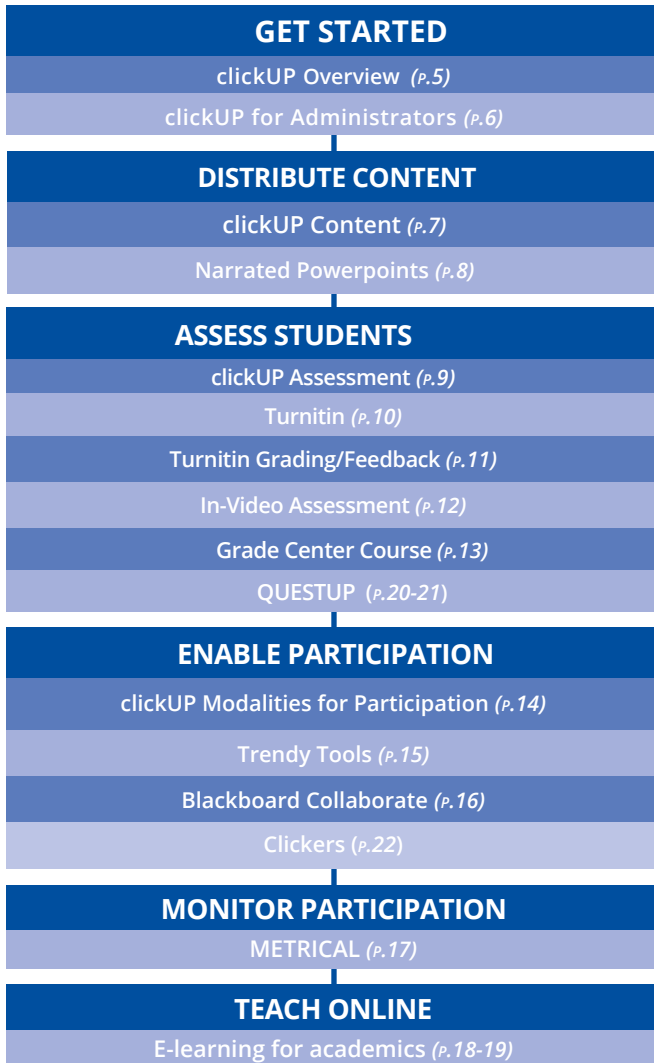
Table 3.17: Faculty specific training

Faculty	Department	Date presented	Number of Attendees
Humanities	The use of the SOLO taxonomy in the Department of Speech-Language Pathology and Audiology	17 March	17
	Hum T&L Discussion	23 August	22
	Hum T&L Discussion	13 September	21
	HumTuT Colloquium	28 September	36
Health Science	Study Guide Workshop MNX323 Module Department of Dietetics and Nutrition	24 March	3
	Curriculum Design and Assessment Workshop MNX323 Module Department of Dietetics and Nutrition	28 March	5
	Assessment and Curriculum Workshop Department of Dietetics and Nutrition	23 May	6
	Study Guide and Curriculum Mapping Workshop Department of Dietetics and Nutrition	20 & 21 June planning session 27 & 28 June	7
	HPCSA Standards alignment to new Dietetics Curriculum Workshop Department of Dietetics and Nutrition	19–23 September	7
	Curriculum Mapping Exercise Sports Science and Biokinetic	11 October	9
	Module Outcomes Writing Session Sports Science and Biokinetics	1 November	9

In addition to our institutional responsibilities, the consultancy was also engaged in national and international initiatives. One example falls under the South African Framework for Enhancing Academics as University Teachers, which promotes collaborations between universities to foster, support and develop academics as university teachers. This year, two ECs, Dr. Mostert and Dr. Pienaar, participated in assessment training for the Dirisana project, which aims to improve Health Sciences education in Southern Africa. Additionally, as part of the National University Teaching Awards (NUTA) project, Ms. Lotriet was invited to present on Creating a Teaching Portfolio (online - October 11th).

e-Education professional development

The e-Education group employs various strategies to develop lecturers' autonomy in the use of institutional e-education systems. These strategies include offering courses that enable lecturers to use tools such as clickUP, Turnitin and QuestUP, as well as to create digital lectures. These courses are summarised in a booklet that provides detailed information on workshop outcomes and descriptions. Continuous professional development is a key component of this approach, with different formats offered, including priority courses (available in both facilitated and stand-alone online formats), faculty or departmental training sessions based on requests and individual just-in-time training.

FACILITATED UP PRIORITY COURSES

GET STARTED
clickUP Overview *(p.5)*
clickUP for Administrators *(p.6)*

DISTRIBUTE CONTENT
clickUP Content *(p.7)*
Narrated Powerpoints *(p.8)*

ASSESS STUDENTS
clickUP Assessment *(p.9)*
Turnitin *(p.10)*
Turnitin Grading/Feedback *(p.11)*
In-Video Assessment *(p.12)*
Grade Center Course *(p.13)*
QUESTUP *(p.20-21)*

ENABLE PARTICIPATION
clickUP Modalities for Participation *(p.14)*
Trendy Tools *(p.15)*
Blackboard Collaborate *(p.16)*
Clickers *(p.22)*

MONITOR PARTICIPATION
METRICAL *(p.17)*

TEACH ONLINE
E-learning for academics *(p.18-19)*

STAND-ALONE ONLINE COURSES

GET STARTED
Overview & Creating Course Navigation *(p.5)*

DISTRIBUTE CONTENT
clickUP Content *(p.7)*
Narrated PPT *(p.8)*
Interactive Video and Content *(p.12)*

ONLINE CLASSROOM
BB Collaborate *(p.16)*

ASSESS STUDENTS
clickUP Assessment *(p9)*
Turinitin *(p.10)*
Turnitin Grading/Feedback *(p.11)*
Grade Center Course *(p.13)*

ENABLE PARTICIPATION
clickUP Modalities for Participation *(p.14)*

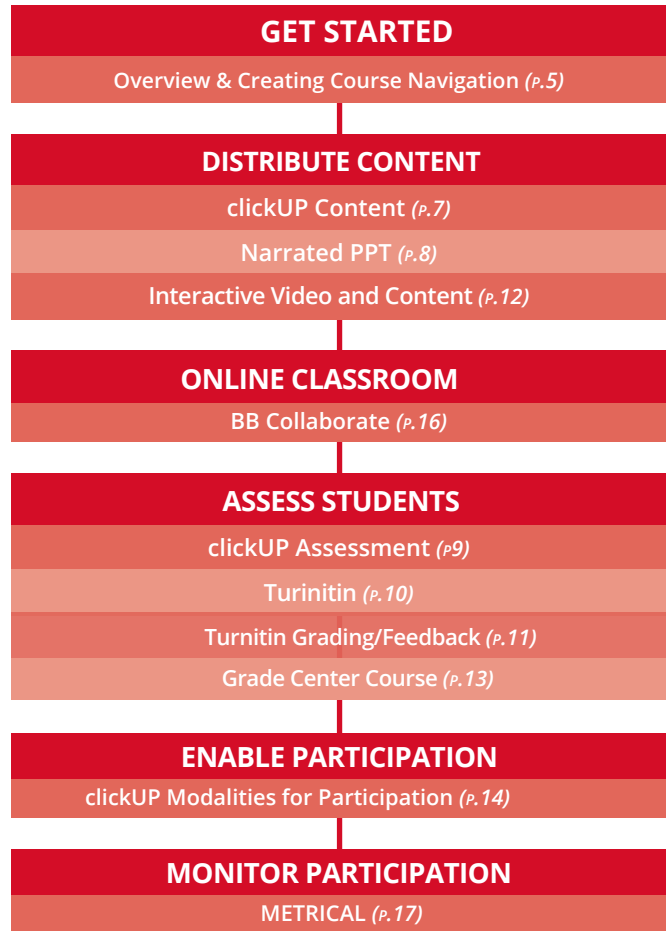### MONITOR PARTICIPATION
METRICAL *(p.17)*

Figure 3.14: Facilitated and stand-alone online courses offered by E-education unit

Priority staff development courses

In 2022, due to lockdown rules and a reduced HR budget for professional development, all priority training was presented online and the self-paced online courses remained available to lecturers. However, the online course completions decreased by 78% in 2022 compared to 2021 during the full lockdown period, with only 33 completions in 2022 compared to 147 completions in 2021.

Image source: Freepik

Table 3.18: Number of participants who completed e-education courses in 2022

Course	Contact Session Attendees	Dates	Average Feedback score	Online Course Completions	Total no. of completions
clickUP Assist/ Administrators	25	15-Feb; 10-May	.99	-	25
Overview	62	4-Feb; 6-Jun; 7-Nov	.95	7	69
Content	61	5-Feb; 7-Jun; 8-Nov	.90	4	65
Assessment	67	6-Feb; 8-June; 9-Nov	.95	4	71
Collaboration/ Modalities of Participation	27	7-Feb; 9-June; 10-Nov	.94	0	27
Metrical	32	8-Feb; 10-June 11-Nov	.89	0	32
Turnitin	38	22-Feb; 17-May; 25-Oct	.98	0	38
Tii Grading and Feedback	23	24-Feb; 19-May; 27-Oct	.93	1	24
Grade Center	71	04-Mar; 04-May; 21-Jun; 07-Sep	.98	2	73
Creating Digital lectures/ Narrated PPTS	38	17-Feb; 05-May; 16-Aug	.93	7	45
Mobile Tech/Trendy Tools	36	26-Jan; 02-June; 31-Aug	.98	-	36
ELA	8	31 May – 1 June	*	-	8
In-Video Assessment	31	18-Feb; 12-May; 18-Aug	.94	1	32
Bb Class Collaborate	48	01-Feb; 24-May; 27-Jul	.98	7	55
QuestUP full day	61	16, 23, 25-Feb, 3-June		-	61
QuestUP half- day, Day 1	35	9- May 30-Aug 11-Oct	.92	-	35
QuestUP half- day, Day 2	28	10-May 31-Aug 12-Oct		-	28
Total attendees, average feedback score	**691**		**.95**	**33**	**724**

*Feedback not in the same format as other courses – Not available online

As seen in Table 3.18, the average feedback score of the virtual synchronous sessions was consistently high, despite the challenge of teaching the use of a new system virtually. The following graph illustrates the average reaction to two of the questions for all courses.
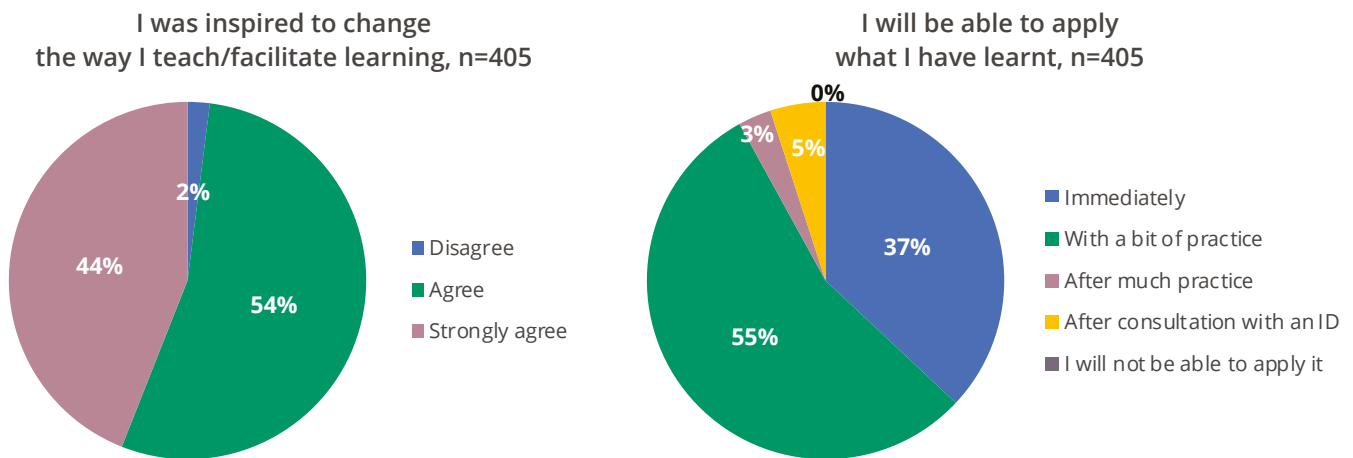
I was inspired to change the way I teach/facilitate learning, n=405

- 2%
- 44%
- 54%

■ Disagree
■ Agree
■ Strongly agree

I will be able to apply what I have learnt, n=405

- 0%
- 3%
- 5%
- 37%
- 55%

■ Immediately
■ With a bit of practice
■ After much practice
■ After consultation with an ID
■ I will not be able to apply it

Figure 3.15: Feedback

Table 3.19: Comparison of attendance of e-education priority courses over the last five years

Courses	2018	2019	2020	2021	2022
clickUP Assist/Administrators	36	47	13	24	25
clickUP Overview	48	65	27	82	69
clickUP Content	56	49	26	69	65
clickUP Assessment	52	64	26	70	71
clickUP Collaboration/modalities for participation	32	47	14	42	27
clickUP Metrical	34	29	11	42	32
Turnitin	39	38	29	63	38
Turnitin Grading and feedback	43	28	18	50	24
clickUP Grade Center	56	78	33	79	73
Creating digital lectures /narrated PPTS	49	38	19	54	45
Mobile tech/ Trendy tools	29	56	16	52	36
ELA	27	27	10	18	8
In-video assessment	-	-	29	51	32
Bb Class Collaborate	-	-	-	55	55
QuestUP	54	48	9	34	124
Totals	**501**	**566**	**271**	**751**	**724**

The e-education group also organised one institutional, three faculty-wide and three departmental sessions to assist lecturers with remote teaching and online assessment. Additionally, two training sessions were presented to 96 tutors. The details of these sessions can be found in the following tables.

Table 3.20: Ad-hoc training and information sessions presented by the e-education unit

Date	Topic (s) covered	Faculty and Dept(s)	Campus	Number of attendees	Duration	Presenters [P] and Support [S]
2 Feb	clickUP training	Innovil lecturers	Hatfield	41	7 hours	A Smart [P] and J Maroga [P] D Tive, MM Thukane, JSH Untiedt [S]
26 Apr	Grade Center training 1	Construction economics	Hatfield	8	120 min	E Drysdale [P], M Thukane [S] and EN Mdluli [S]
28 Apr	Grade Center training 2	Construction economics	Hatfield	8	100 min	E Drysdale [P], M Thukane [S]
29 Apr	Grade Center training 3	Construction economics	Hatfield	8	80 min	E Drysdale [P], Mdluli [S]
3 May	Grade Center training 4	Construction economics	Hatfield	7	70 min	E Drysdale [P], A Smart [S] and Mdluli [S]
18 Aug	New Data Reports available in clickUP	UP	All	50	60 min	Dolf Jordaan Estelle Drysdale
26 Aug	Peoplesoft Grade Center integration: Grade Center aspects	EBIT	Hatfield	13	90 min	A Smart
7 Oct	Prepare clickUP Grade Center to import final marks into PeopleSoft	Health Sciences	Online	45	60 min	E Drysdale D Scheepers
12 Oct	Prepare clickUP Grade Center to import final marks into PeopleSoft	Health Sciences	Online	26	60 min	E Drysdale D Scheepers

Table 3.21: Table: e-Tutor training 2022

Date	Campus	Number of attendees	Duration	Presenters [P] and Support [S]
17 Feb	Online	69	4 hours	G Pretorius [P] A Smart [S]
1 Aug	Online	27	4 hours	G Pretorius [P]

The training team made efforts to improve their approach, which included changing the name of the sandpit module where lecturers had to do their practical exercise to 'practice course' to alleviate confusion. The team also changed the requirements for an attendance certificate for synchronous online courses to include proof of participation, in addition to the condition that the person should be in the session for at least 50% of the time. On average, 81.36% of staff who registered for the courses attended the sessions. It was observed that 83.8% of the attendees spent more than 50% of the time in the session and 78.8% of the attendees complied with both the requirements of > 50% of the time in the session and uploading proof of participation. From June, with the return to campus, all attendees were invited to the EI Training room if they felt in need of face-to-face support, although very few lecturers used this opportunity. The team also spent significant time in developing training for new upgrades of Turnitin, which will be active from January 2023, as well as clickUP Ultra courses, which will be piloted during the second semester of 2023.

PeopleSoft career development portlet

The UCDG funding was utilised to optimise the teaching and learning career development of academics by creating a portlet on PeopleSoft. This portlet addresses the need to enhance the relevance and accessibility of Continuous Professional Development (CPD) opportunities for academics at UP. These opportunities are essential to improving the employee experience and advancing the implementation of the National Framework for Enhancing Academics as University Teachers. They foster skill development, agility and responsiveness, leading to tailored development plans for academics at different career stages. Additionally, providing easy access to a variety of learning components in academics' work will improve the quality of teaching and learning, resulting in better student outcomes and facilitating the transition to new online and blended learning environments. To ensure that the portlet met the system requirements, several workshops were held with the Senior HR Business Analyst and the developer. The EI portlet supports the following business goals:

- To enable a one-stop place where an academic staff member can inquire what CPD opportunities are available for the specific career stage in which they find themselves, aligned with policy requirements. This will lead to appropriate teaching and learning plans to be approved by HODs on PeopleSoft (PS). This is aligned with the implementation of the Department of Higher Education's National Framework to Enhance Academics as University Teachers.
- To enable academic staff to search for relevant learning components in their flow of work.
- To enhance the quality of curriculum, teaching, learning and assessment in UP through appropriate CPD training for UP academic staff.
- To assist with and provide academic staff access to applicable courses/information timeously.
- Request peer reviews and Scholarship of Teaching and Learning (SOTL) grants.
- Assisting academic staff in presenting evidence of developmental activities updated on their electronic CVs.
- To enable ECs to build, amend and source CPD opportunities for staff.

Professional development survey

A Qualtrics survey was distributed to all academic staff within the institution to assess their training needs. A response rate of 24% was observed, which included participation from all faculties and academics at various career stages. The survey indicated that the preferred mode of delivery for CPD courses among academic staff is a hybrid/blended approach that includes both synchronous and asynchronous modes. The most appropriate format for CPD courses is short, two-hour instructional learning courses and resources that can be accessed as needed. Information sessions were also identified as a preferred format. The most convenient time of the year to attend training is at the beginning of the year during orientation/registration, or during the June exam period or UP July recess. The preferred time of day to attend training is in the mornings between 8:00am and 12:00pm. The main training priorities identified by the academics were:
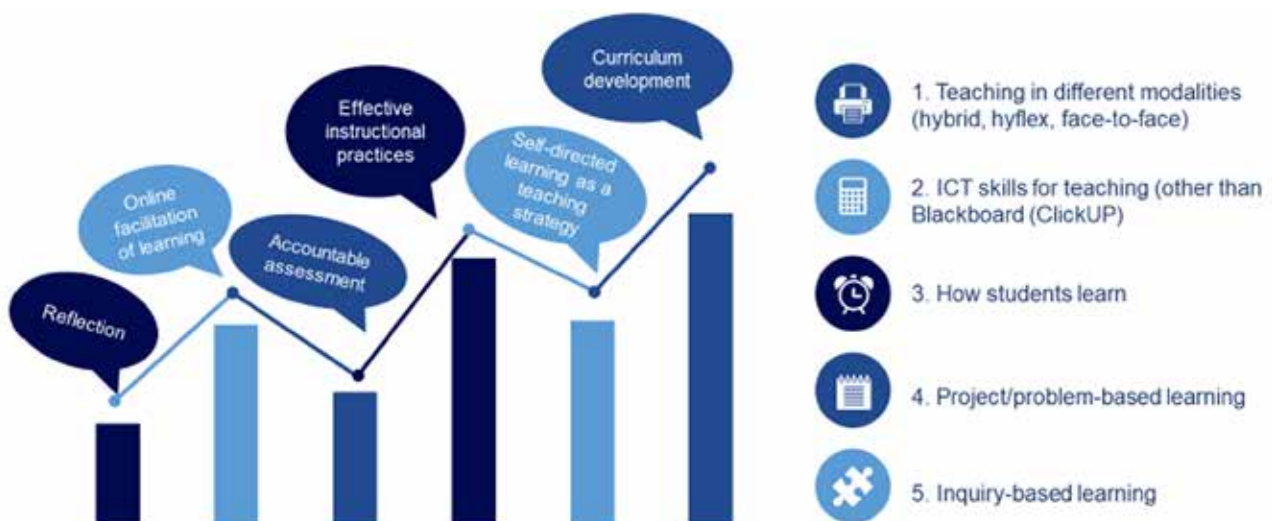

Figure 3.16: Professional development survey results

Supporting academic staff

Teaching and learning media support

The Creative Studios Unit help lecturers to enhance access and successful student learning through excellent teaching media. This is achieved by creating engaging audio and visual material and supporting lecturers in the application of this media in their teaching, learning and assessment activities, in class as well as online. The Hatfield graphic studios, supporting the Prinshof 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 IDs and lecturers on multimedia design and development. They also provide facilities and expertise in video conferencing to cater to teaching and learning and to the Executive's needs. The unit provides strategic leadership for the design, development and implementation of media in teaching in contact and online environments. CS&CT produced more than 621 video and graphic projects during 2022.

CS&CT Projects 2022

- Video Projects (All Campuses) — 173
- Graphic Projects (Hatfield Campus) — 152
- Graphic Projects (Onderstepoort Campus) — 102
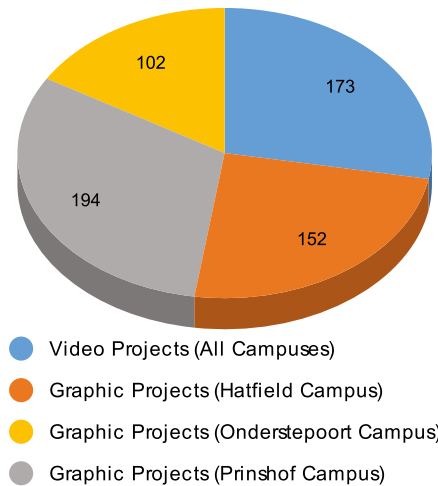- Graphic Projects (Prinshof Campus) — 194

Figure 3.17: Examples of video productions - Consumer Sciences video series

A series of videos was produced for Dr Hennie Fisher at Consumer Sciences to illustrate various processes in food preparation, with external specialists presenting the content.

Figure 3.18: Examples of 2&3D simulations/animations

Another example is a video that helps students to understand the workings of a Fluoroscopy image intensifier tube being used in the X-ray section. This was designed for Dr Kathryn Malherbe at the Medical campus (see the video: https://www.youtube.com/watch?v=g7oeoDICd_A).
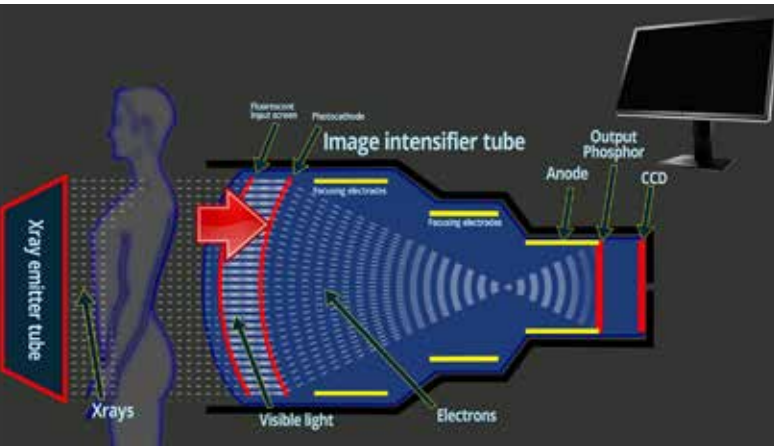

Figure 3.19: Department of Anatomy video project

During 2022, Prof. Albert van Schoor from the Department of Anatomy, in collaboration with the Video Unit (Creative Studios) at the Faculty of Health Sciences, undertook an elaborate endeavour to produce over 200 short educational videos. These anatomy videos will help the medical students to understand muscle structures, as well as their functionality within the human body; and will enhance their learning experience. The dissection videos will be utilised in many disciplines and/or modules and will benefit students studying SA4 Medical Dissection, GNK289 Medical Dentistry, ANA247 - and ANA327 Medical Sciences, as well as students who will be completing their Post Graduate Diplomas for Sports Medicine in 2023.

Figure 3.20: Anatomy Project Video for ANA247, ANA347, GNK288 and PGDip

An example of a video production studio can be seen below. A fair amount of video production work stems from the use of the video production studio at EI. The setup in the example below was for Prof. Ouma to film against our green screen background. The background was then replaced in post-production with other images/logos. The studio also has a teleprompter from which a person can read a script in cases where the content is too much to remember. Please see https://www.youtube.com/watch?v=5jP0yuANECA to view the video created.

Figure 3.21: Transformation Office Video

A more informal and fun video was produced to show the new location of the Transformation office on campus. Graphic 3d animations were generated to simulate aerial views over the campus (https://www.youtube.com/watch?v=MdARAsjV98g).
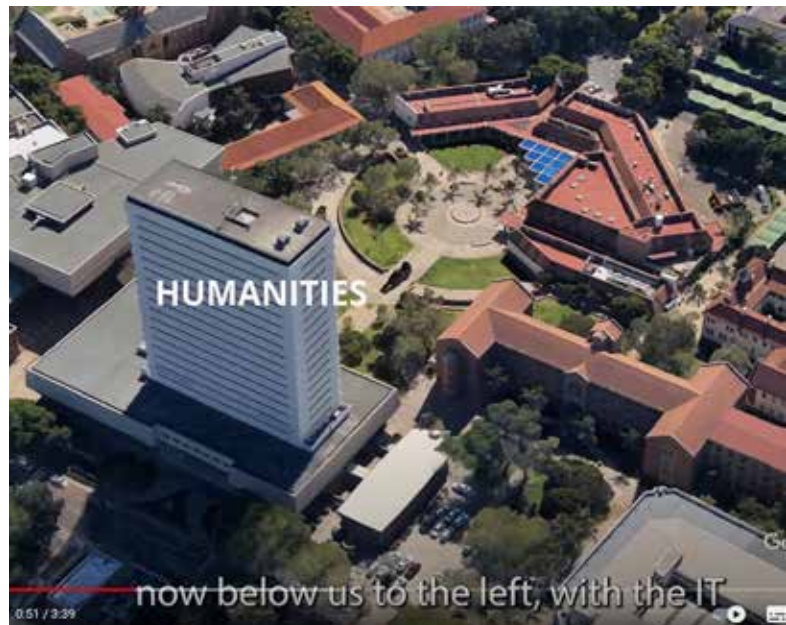

Figure 3.22: Examples of graphic projects

Illustrations for the Department of Haematology can be seen below. Various illustrations of blood, causes, prognosis, treatment and prevention of diseases related to blood were created. The illustrations are used in a lecture given weekly to sixth year medical students to engage in a different learning style and to peak their interest in Haematology.
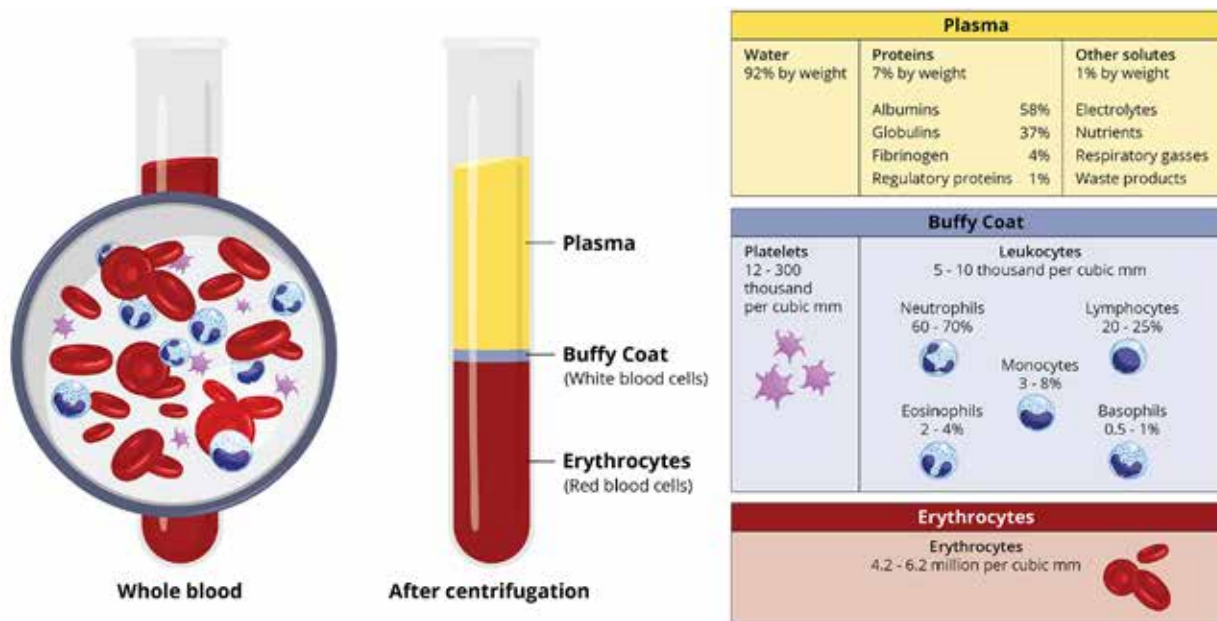
Figure 3.23: Illustrations done for the Dental Department at Onderstepoort

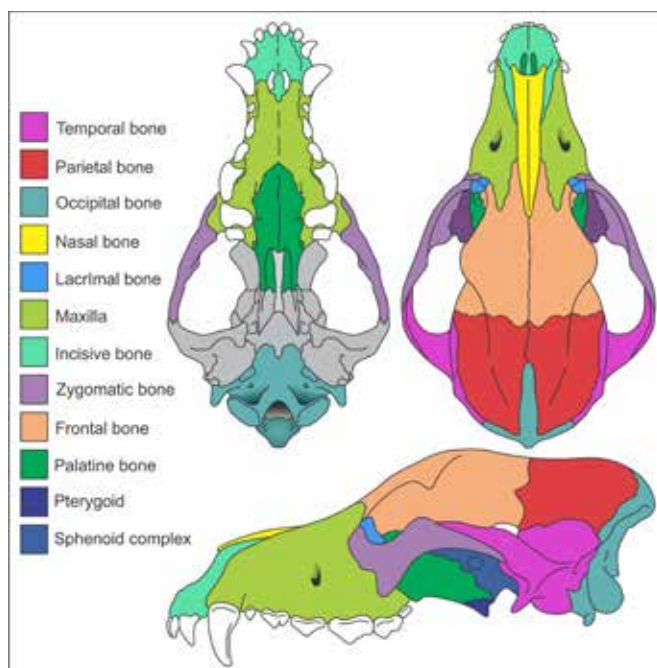Electronic illustrations are also incorporated as teaching and learning aids.

Figure 3.24: Illustration for teaching and learning purposes

Education Consultants development and support

University-wide initiatives include the Global Online Teaching and Learning at UP, as well as discussions and implementation of the new Assessment Policy. An initiative to broaden opportunities for international collaboration in teaching and learning, known as Global Online Teaching and Learning at UP, was launched by Prof. Norman Duncan, the previous Vice-Principal for Teaching and Learning in October 2021. The University supports the Cooperative Online International Learning (COIL) model, developed by the State University of New York. As there is no formal office managing related activities university-wide, EI established a Community of Practice (COP) that holds annual COP meetings. The inaugural meeting took place on May 27th, with a welcome speech by Prof. Norman Duncan and the keynote presentation by Mr. Roland Henwood from Political Sciences. The second meeting for 2022 was held on October 17th, with a welcome speech given by the new Vice-Principal for Teaching and Learning (Prof. Loretta Feris) and the keynote presentation by Dr. Anisa Vahed from the Durban University of Technology.

The EC unit organised and invited discussions to explore the implications of the new Assessment Policy, which featured presentations by Prof. Gerrit Stols, Ms Anneri Meintjies and Ms Marena Lotriet. These discussions were held in different departments, including EMS on September 15th, Health Sciences (date not specified), Veterinary Sciences on October 26th and Education on November 18th. These events aimed to provide an opportunity for the departments to understand the new Assessment Policy and its implications and to discuss its implementation.

The Education Consultants (ECs) recorded the following highlights from their work in the faculties:

- Faculty of Health Sciences:
  o The EC participated in a virtual accreditation visit carried out by the South African Veterinary Council (SAVC). The focus of the visit was the veterinary nursing training programmes, specifically the Diploma in Veterinary Nursing (DVN) and the newly implemented Bachelor of Veterinary Nursing (BVetNurs). The EC contributed to sessions that addressed standards related to information systems, academic and support staff, Curriculum and Assessment. During the outcomes assessment session, a brief summary of a

longitudinal research project on veterinary nursing training in the faculty from 2016 to 2021 was presented.
o The EC participated in a joint venture between the Institute of Tropical Medicine (ITM) in Antwerp, Belgium and international partners, including the Department of Veterinary Tropical Diseases (DVTD) in the Faculty of Veterinary Science. This venture set out to address teaching and learning in various institutions. The initiative referred to as the 'Alliance educational professionalization workshops' featured two online sessions. One focused on the flipped classroom approach at UP and another on providing feedback to students to enhance learning.

- Faculty of Humanities:
o The EC played a key role in the creation of a new category, Community Engagement, as part of the faculty's Teaching Excellence Awards. This was achieved by providing conceptualisation and facilitation.
o The EC assisted the Department of Speech-Language Pathology by conducting a thorough review of the use of the SOLO taxonomy in assessments. This was done in preparation for the HPCSA accreditation visit. This support included evaluations of assessment plans and a workshop attended by the entire department to discuss the review.
o The EC organised a series of Teaching and Learning Fora, which included 'Self and Peer Assessment'. This was presented by Ms Nadia Bauewer and Dr T. Pidduck from Economics and Management Sciences on August 23rd, 2022. Then, on September 13th, 'Feed forward with feedback' was presented by Ms Retha Alberts and Ms Emma Paulet from the Unit for Academic Literacy. On September 28th, 'Reversed Realities' was presented by 19 tutors from nine different departments in the Faculty.

- Faculty of Education:
o The EC provided support in the areas of technology, teaching and learning and curriculum. This included presentations on plagiarism, as well as OER in the Department of Humanities at the Faculty of Education. In 2022, the consultancy also worked with the faculty to revamp the BEd programme. The action plan for 2022 laid out initial discussions on module credits, programme electives and other considerations. The consultancy was responsible for mapping and aligning the competencies, exit-level outcomes and assessment tasks for the revamped programme.

- Faculty of Theology and Religion:
o The EC was part of the quinquennial review of the faculty and actively contributed to the discussion where required. The support provided to the faculty also included clickUP and other related support in terms of technology, teaching and learning and curriculum.

- Faculty of Law:
o The development of assessment guidelines was a significant achievement for the faculty. This was vital as it addressed one of the reaccreditation conditions set by CHE

to ensure the adequate inclusion of critical reflection and analysis in assessments beyond tests and examinations. Another highlight for the faculty was the relaunch of the curriculum transformation drive, where members of the ManCo and the Teaching and Learning committee visited all departments for in-depth discussions on their plans to transform the curriculum in their modules.

- Mamelodi Campus:
o During 2022, several curriculum-related proposals included in the Turnaround Strategy of the Extended Curriculum Programmes (ECPs) and the recommendations of the External Evaluation Review were put into action. This included a virtual seminar on Transition Pedagogy in September that was led by Dr Nicolene Murdock (Western Sydney University, Australia) and Prof. Sally Kifty (Queensland University of Technology, Australia). Additionally, a workshop on ECP's content articulation and analysis of assessments was successfully facilitated.

Instructional Designer development and support

Instructional Designers (IDs) provided ongoing guidance to lecturers regarding their use of clickUP modules. Table 3.23 provides statistics on the number of active clickUP modules for the past five years. During the lockdown period, the focus of this guidance and support shifted to include better online teaching practices, the use of narrated PowerPoints, the use of Class Collaborate for synchronous sessions and the educational use of clickUP assessment tools. Additionally, significant support was provided on the use of the Grade Center as all marks were recorded in the clickUP Grade Center.

EI has two e-support offices, one that serves the Hatfield, Groenkloof and Mamelodi campuses and another that supports the Prinshof and Onderstepoort campuses. Three staff members are allocated to these offices. The goal of these offices is to focus on the administrative side of e-learning, while educational advice and more advanced support is provided by the IDs. During 2022, these offices were responsible for the following support: supporting > 7000 staff and student email requests, the manual creation of clickUP modules and the enrolment of students and staff, 220 merged enrolment modules, 346 programme modules with 6000+ user manual enrolments, 500 clickUP training modules, 333 EUP courses created and 6643 EUP users created/enrolled, 18 PUA (Pre-University Academy) courses created and 300+ students enrolled.

Mr J Slabbert manages the internal and external integration of clickUP. clickUP has internal integrations via Building Blocks (B2), LTI (1.1 x23 and 1.3 x6) and REST API. Most enrolments from PeopleSoft are done via SIS (Student Information System) flat feed files. The enrolments of lecturers and the Gradebook integration from PeopleSoft use the REST API. PeopleSoft integration was used to automate clickUP administration, such as TEMP access functionality, which was removed from EI on instruction from Prof. Koornhof. This was taken over by DESA in 2022, which worked well, except for the dismissed student

process. DESA requested Mr Slabbert to manually enrol the dismissed students who appealed. Later in the first semester, he was asked to manually disable the indicated students. This created extensive manual work throughout the first semester for Mr Slabbert.

Guests' permission is a new process that allows access to clickUP for many different stakeholders who do not comply with the normal rules of UP. Mr Slabbert worked with ITS to test and tweak the guest access to clickUP via PeopleSoft Course Security. In total, 300+ new guests were created in clickUP via the new clickUP access process. Mr Slabbert also logged an ERS to allow students who work as Tutors/Teaching Assistants/Graders to be managed via this process. Mr Slabbert also assisted EUP with the development of their REST API Integration, as well as EMPLID creation for EUP users to automate the creation of courses and the enrolment of students in future.

Mr Slabbert also assisted with other existing integrations of clickUP, such as resolving problems with the Pearson MyFoundationsLab, Gradescope Roster Sync issues and syncing

issues with the Watermark/Evaluation Kit. He also logged numerous calls with Turnitin and Blackboard to resolve lecturer and student problems. The transition from Blackboard's Building Blocks to LTI integrations required Mr Slabbert to set up these integrations for Turnitin and Ally. Additionally, he integrated OneDrive into clickUP original courses and Microsoft Teams into clickUP Ultra courses.

Table 3.22 records the email and just-in-time training provided to staff and students per month by each e-support office. The support levels fluctuated in correspondence to the academic calendar, with more support requested at the beginning of semesters and during exams. In general, lecturers seemed to have a higher level of proficiency in using clickUP, as evidenced by the decrease in support requests and a change in the type of requests received. Overall, there was a 24% decline in support requests at the Hatfield office and a 16% decline in support requests at the Health Sciences office. Just-in-time training on the Hatfield campus showed a 20% decline.

Table 3.22: Comparison of number of individuals supported by e-support office 2019–2022

	Email responses				Just-in-time training			
	2019	**2020**	**2021**	**2022**	**2019**	**2020**	**2021**	**2022**
clickUP e-support (Hatfield) (Include emails from students)	5 305	7 415	7 892	5 973	235	342	137	109
clickUP e-support (Health Sciences staff)	298	593	1 321	1 103	55	5	3	1

Table 3.23: Modules on clickUP 2017–2021

	2017	**2018**	**2019**	**2020**	**2021**	**2022**
UG modules	2,405	2,460	2,364	1957	1991	2054
%UG modules	94.13	94,43%	95.2	97.9	97.6	94.3
PG modules	1,213	2245	2263	1292	1340	1333
% PG modules	37.4	37.6	47.1	59.9	60.4	59.2
Number of departments	117	117	115	113	112	109

4 Student academic success initiatives

The student success initiatives are available to all students, e.g. the digital student success support ecosystem and the Faculty Student Advisors (FSAs). However, there are some initiatives that target only a specific cohort of students or modules, depending on the risk. The risk could be related to financial, academic, disabilities, or psychosocial factors. The University must create an effective, user-friendly and welcoming environment that meets students where they are. The transition from high school to university is a difficult adjustment for first-year students, especially first-generation students, as well as students from poor and disadvantaged communities. For these indigent students, universities must make the transition from school to university as smooth as possible. To this end, EI coordinates the Academic Orientation for all first-year students.

The University's digital student success support ecosystem

New technologies and Artificial Intelligence (AI) create many opportunities to monitor and enhance student success. EesySoft's change management software was implemented in 2022 to provide contextual support inside clickUP. UP's student success-related technologies consist of three categories: identification, information and support. These categories are further explored in the table below.

Table 4.1: UP's digital student success ecosystem

Identification	Student support information	Communication
clickUP Risk analysis	Support information hubs	Enhanced accessibility
Analytics course reports	Dashboards and nudges	Support information hubs
Survey platforms	Reports	Contextual clickUP support
	Case management systems	Communication tools

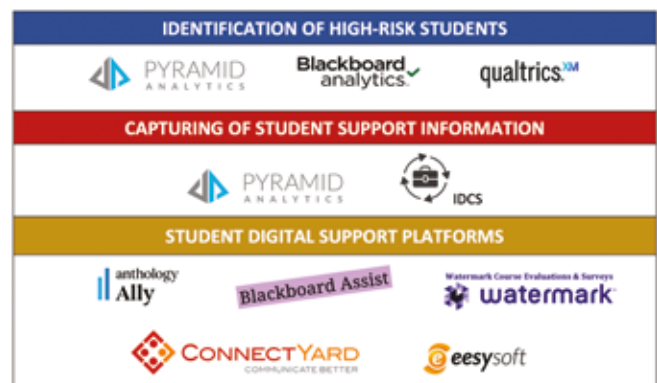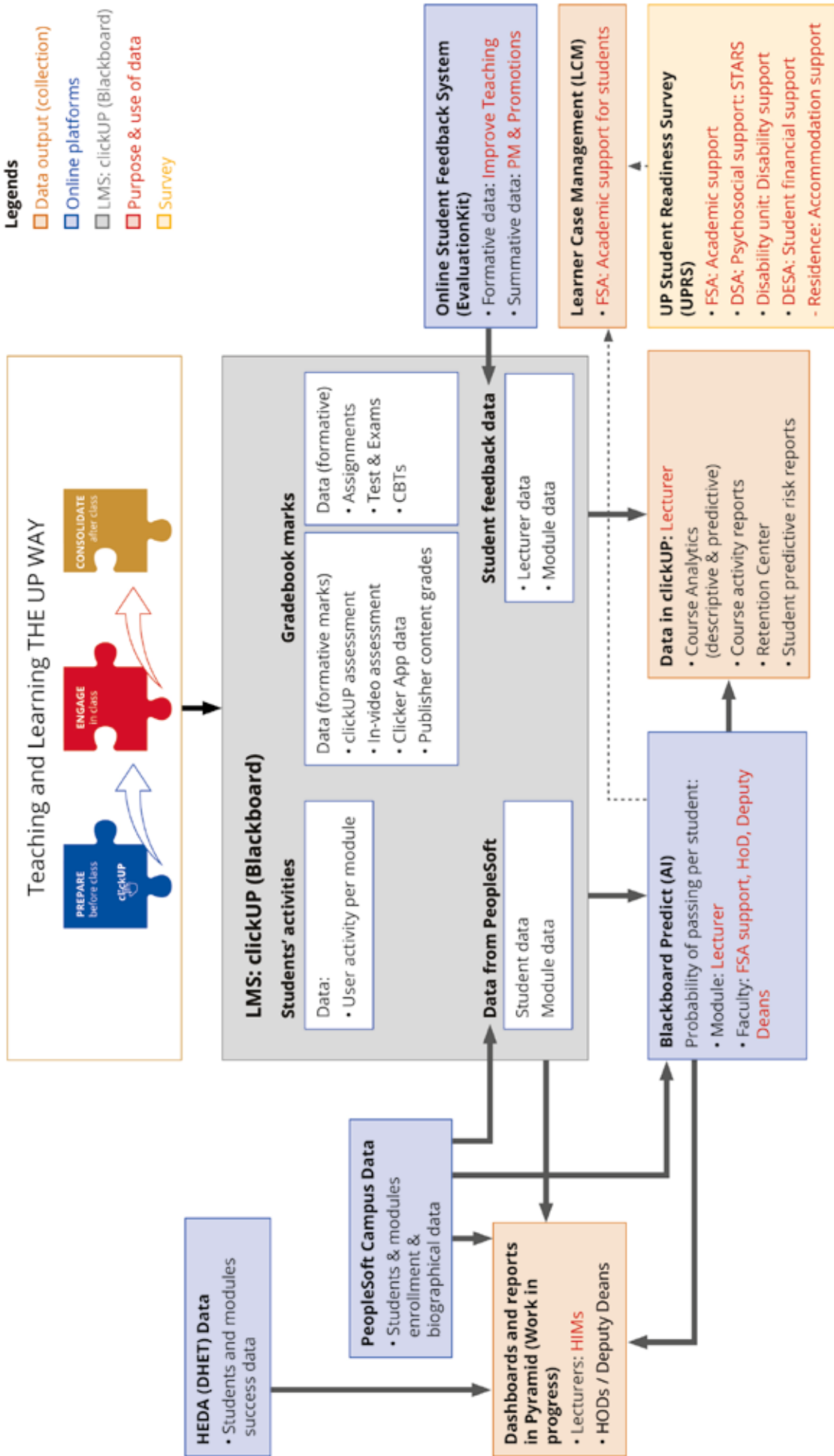More specifically, UP's digital student success ecosystem consists of the following:

Figure 4.1: Digital success ecosystem

Identification of students at risk

The value of access to descriptive and predictive data is demonstrated through UP's capacity to use real-time data about students' teaching and learning activity in the LMS. Access to LMS student engagement data is vital to support institutional student success projects. The effective use of data allows the University to use learning analytics' early alerts to prevent possible future problems, support students effectively and enhance student success rates. An at-risk student identification system facilitates the early detection and identification of students who are at risk of failing, leading to timeous interventions and thus ensuring student success. The current LMS is Blackboard Learn™ (branded as clickUP). The platform has become increasingly able to record student data - both marks and clickstream data - and drive student success at module and individual levels. Aside from the basic analytics capacity built into the platform, the company also has more sophisticated analytics products that the University also licences.

Teaching and Learning THE UP WAY

PREPARE before class
clickUP

ENGAGE in class

CONSOLIDATE after class

LMS: clickUP (Blackboard)

Students' activities

Data:
- User activity per module

Gradebook marks

Data (formative marks)
- clickUP assessment
- In-video assessment
- Clicker App data
- Publisher content grades

Data (formative)
- Assignments
- Test & Exams
- CBTs

Data from PeopleSoft

Student data
Module data

Student feedback data

- Lecturer data
- Module data

Blackboard Predict (AI)

Probability of passing per student:
- Module: Lecturer
- Faculty: FSA support, HoD, Deputy Deans

Data in clickUP: Lecturer
- Course Analytics (descriptive & predictive)
- Course activity reports
- Retention Center
- Student predictive risk reports

Online Student Feedback System (EvaluationKit)
- Formative data: Improve Teaching
- Summative data: PM & Promotions

Learner Case Management (LCM)
- FSA: Academic support for students

UP Student Readiness Survey (UPRS)
- FSA: Academic support
- DSA: Psychosocial support: STARS
- Disability unit: Disability support
- DESA: Student financial support
- Residence: Accommodation support

HEDA (DHET) Data
- Students and modules success data

PeopleSoft Campus Data
- Students & modules enrollment & biographical data

Dashboards and reports in Pyramid (Work in progress)
- Lecturers: HIMs
- HODs / Deputy Deans

Legends
- ☐ Data output (collection)
- ☐ Online platforms
- ☐ LMS: clickUP (Blackboard)
- ☐ Purpose & use of data
- ☐ Survey

Figure 4.2: Data management and flow

The integration of descriptive and predictive data systems into the teaching and learning ecosystem allows UP to personalise student support at scale. The University uses the Pyramid Analytics software package to collect data and develop user-friendly student success dashboards for management and lecturers. Students have access to numerous data reports in clickUP and can set up notifications to receive information when events occur in clickUP.

The COVID-19 pandemic highlighted the importance of having access to real-time data in order to support student success and data-informed decision making at UP. These data would not have been accessible without the support provided through national grants. Additionally, the ability to share real-time data with various institutional and national stakeholders showed the value of investments in analytical systems and human resource development. EI received multiple requests from the Executive, deputy deans, HoDs, FSAs, lecturers and IDs for student success and institutional analytics data to inform decision making. In 2022, a major focus was on continuing remote teaching and learning using the Blackboard LMS during the first semester. Despite remote teaching, data requests were still received from academic staff to assist them in decision making. The institutional teaching analytics data provided to stakeholders covered topics such as remote teaching, student activity data, online exams and lecture presence in the LMS.

In 2022, numerous reports containing faculty-specific data were distributed, including reports developed for the Executive. The process of implementing data changes was supported by regular meetings with Blackboard Analytics consultants. A notable achievement in 2022 was the creation of a student-facing report available on clickUP, which lecturers can enable for their students. Students can view their activity in each course, including information about upcoming assessments, grades, a ranking indicator and course activity focusing on item activity. The report also includes a calendar that provides an overview of the student's due dates and assignment submission dates. These reports were presented to lecturers at the start of August and are included in the METRICAL staff development course.

Recent institutional Digital Transformation survey results indicate that access to data is an area that requires attention as data may not always be readily available. To address this, EI implemented a new feature in Pyramid that enables static reports to be shared via e-mail with stakeholders, such as the Deputy Deans for Teaching and Learning. The success of this project necessitated a change in the way users are able to authenticate in order to access the reports in Pyramid. In July, the migration process of the Pyramid authentication from the AWS Active Directory to UP SAML authentication began. This allows users to click on links in static PDF reports for further analysis without needing to authenticate again. The built-in security prevents access if the user cannot be authenticated automatically. The completion of this project is crucial for increasing usage and enabling users to receive data when needed. The first batch of scheduled reports was shared with users in September.

In 2022, a new development was the changes made to the student success prediction algorithm, with a new LMS activity probability pass prediction. It comprises a set of queries used to research and create a risk indicator using a simple method (linear regression) to provide a student risk indicator. It only uses LMS data available at the time (no SIS data) to identify at-risk students based on LMS activity and effort. The algorithm has been integrated into the LMS Course at a Glance report since the start of the second semester and is available for lecturers to use. Over 300 instructors accessed the Course at a Glance report in 2022.

In 2022, we achieved several outcomes, including increasing our ability to provide data-driven information to a variety of stakeholders within the University, which empowers users (including students) with access to data. We also made changes to the data set by adding additional data sources. Furthermore, there was an increase in awareness of the value of data for informed decision making, particularly in the area of teaching and learning. Some of the most significant achievements were the various data reports focusing on LMS usage, student activity, online exams, lecturer presence in the LMS. Other achievements included the implementation of a student dashboard and other enhancements to student reports available in the LMS. The new Pyramid authentication allows users to access reports shared by e-mail using institutional access details. The LMS activity-based prediction algorithm was implemented, replacing the previous prediction model. A total of 27,000 reports were executed in Pyramid, while 378 instructors used the integrated LMS reports.

In 2022, it was learned that integrating data and getting users to adopt it takes a lot of time. However, the benefit of having users access real-time data in addition to static reports should not be overlooked. In 2023, we should focus on increasing awareness of the data available to students and staff. However, the decentralisation of data systems may make this more difficult as users will have to access multiple systems. Coordinating user needs to share data on demand will be a challenge, but it is achievable. The biggest challenge in 2023 will be upgrading staff's skills to be able to use data systems.

In 2022, a Learning Analytics Dashboard was created using Tableau so that the FSAs could identify first-year students who may benefit from academic advising. The dashboard incorporated the Blackboard learning data of all undergraduate students and was used to support all undergraduate students throughout the year. Additionally, an online workshop was developed to guide academic staff through the module review team process. This workshop was presented to all South African universities through the Siyaphumelela network in 2022.

Figure 4.3: Example of the Learning Analytics Dashboard

The University uses Pyramid Analytics software to collect the data and to develop user-friendly student success dashboards for management and lecturers. Students have access to numerous data reports in clickUP and can set up notifications to receive information when events occur in clickUP.

The UP Readiness Survey uses Qualtrics to measure first-time first-year students' readiness for university education. Readiness for university education can broadly be defined as a student's level of preparedness (financial, social and academic engagement) to succeed at a higher education institution. The UP Readiness Survey acts as an early warning system so students can be directed proactively to the mentoring and advising programmes. First-time first-year students self-report their academic readiness in a variety of categories, from family support to study skills to transport and accommodation. Using the data to make referrals to the mentorship programme and to FSAs has proven to be effective in terms of the retention, experience and success of students. FSAs proactively use the information received via Pyramid Analytics to invite students to targeted interventions.

Student feedback forms an essential part of better classroom dynamics. Lecturers receive, or even elicit, quick, informal feedback or hold discussions with class representatives. Course evaluations are part of the formal requirements that allow students to give feedback on a module. The information generated specifically addresses teaching and learning issues. While the information obtained from student surveys can immediately assist lecturers to improve their curriculum design and delivery, such data are also important in compiling departmental and faculty reports on matters of teaching and learning.

Students' dashboards and nudges

Students can track their own progress through an automated process. Recent improvements to the Blackboard notification settings allow students to be notified, for example, if their activity or grade decreases compared to that of their peers. This encourages self-reflection and students assuming agency for their own learning - a central message in the FLY@UP campaign. Students get push notifications in clickUP, via e-mail and on the clickUP mobile application when new content is available. Such content includes tests, assignments, or when they have unread blogs, journals, or discussion entries. Students can also manage these notification settings. The notifications appear when the student enters the 'Stream page' in clickUP. Students can also configure which notifications activity appears in their activity stream. These include seven grades and activity notifications, such as no recent activity, grade low or at risk, grade dropped or increased, low course activity and course activity or grade in the top 10%.

Lecturers can enable the Bb Analytics for Learn Student Report and make it available to students within each course. The report allows students to compare their activity and progress with that of their peers in the same course. Each undergraduate course also provides access to Student Risk Reports under the Evaluation in the Course management links. Students must also be able to track their progress. The Blackboard notification settings allow students to be notified, for example, if their activity or grade decreases compared to that of their peers.

Reports for staff to identify and support students at risk

Various systems are used to produce reports that identify and support students at risk, such as HEDA and Blackboard Analytics for Learn™. There are several data functions embedded in clickUP (Blackboard). The use of the Grade Centre will allow lecturers to monitor their students' performance using the following:

• Performance Dashboard (displays all types of user activity in your course);
• Retention Center (early warning system: identify at-risk students and send automated messages). For example, using the Retention Center, lecturers can see which students have not logged in for the past five days and then contact them;
• Course reports (view summaries of course usage) and (soon to be released) course design reports; and
• Analytics for Learn report, where lecturers can run different reports for their courses that track their students' performance, including students at risk, based on clickUP activity and grades.

Each undergraduate course has access to the Student_Risk Indicator in the Course Analytics link. This can be found under Evaluation in the Course Management links. Dedicated Pyramid dashboards are used by the deputy deans and HoDs to identify at-risk students who need support. The EI Department offers online courses to teach staff on the use of the Grade Center and data in clickUP. The Metrical course focuses on using data in clickUP to monitor student participation. In contrast, the Grade Center course includes relevant information, such as allowing students to monitor their progress using a progress mark and so forth. Lecturers do not need to register for these courses; they can enrol themselves and continue. Upon completion of a course, they will receive a letter of participation.

The University promotes an evidence-based approach to early warning, chief among them being the development of student success dashboards for FSAs for early identification of at-risk students based on their engagement data and formative assessments. The FSAs are trained to use the dashboards and regular CoP meetings are held to discuss the practice of reaching out to at-risk students. The FSAs offer a vital anchoring function and provide a 'safety net' service by advising and/or referring students for whatever form of support or intervention they require. The primary function of FSAs is to provide co-curricular support and development, specifically, advice on module choice, dropping modules, study skills, time management, stress management and so on.

HERI, in collaboration with the FSAs, uses the UP Readiness

Survey to identify students that would benefit from academic advising and support. This allows the FSAs to identify and proactively support students who are at risk of failing, using academic advising or targeted interventions such as the STARS peer mentorship programme. The FSAs reach out to at-risk students to offer various workshops and support. The at-risk student information is also used to identify and refer students who have indicated financial distress, accommodation challenges, or a recognised disability to the respective support departments (DSA, Finance, Residence, the Disability Unit).

The capturing of student support information

The University uses IDSC's Learner Case Management System (LCM) to capture FSAs' interactions with students. The LMS is also used to generate monthly reports on the FSAs' activities and provide the FSAs an overview of academic information about the students they need to assist.

Students' digital support ecosystem

The University aims to create a more inclusive and supportive environment and broaden students' access to learning material. To achieve this, the department implemented Bb Ally in 2022 to enhance digital content for accessibility, thereby shaping the institution to enable an inclusive learning environment.

Table 4.2: Student information

Student information	UP platforms
Student reports, dashboards and nudges	Bb Retention Center and dashboards; Pyramid Analytics dashboards; Student notifications in clickUP; and Tableau dashboard for FSAs.
Lecturers' reports	Bb Analytics for Learn student reports; Bb Course Reports; Bb Student Risk Reports; and Pyramid Analytics Reports.

Blackboard Ally

UP is the first higher education institution in Africa to implement Bb Ally software to make its digital courses more accessible to all students. This software helps students with learning disabilities and second-language students to improve their academic performance. It also promotes an inclusive learning environment. The adoption of Bb Ally aligns with the University's policies on equality and its commitment to embracing diversity. Ally is a revolutionary solution that seamlessly integrates into clickUP, making digital course content more accessible to a broader range of students. It automatically checks digital files for accessibility issues and generates alternative formats such as HTML, ePUB, audio and electronic braille, which are

designed to work better with assistive mobile devices and study tools. Ally also provides feedback to instructors to improve the accessibility of their course material.

While the primary focus is on making content accessible for all students, everyone can benefit from having access to learning content in alternative formats. For example, students with inconsistent internet access can use offline, low-bandwidth formats. Moreover, those with undiagnosed learning disabilities may benefit from downloading an audio MP3 format file to listen to while they also read the content. By including accessibility features to enhance digital content in clickUP in all courses, UP is proactively addressing barriers to digital content for all students. In 2022, the UP Department of African Languages assisted with the Zulu translation of the software. Bb Ally is also available in Xhosa and will soon be available in Sepedi. About 72% of the students used alternative formats provided by Bb Ally in 2022, with PDF or ePub being the preferred alternative formats in clickUP. The graph below shows the usage patterns and student preferences when downloading alternative formats.
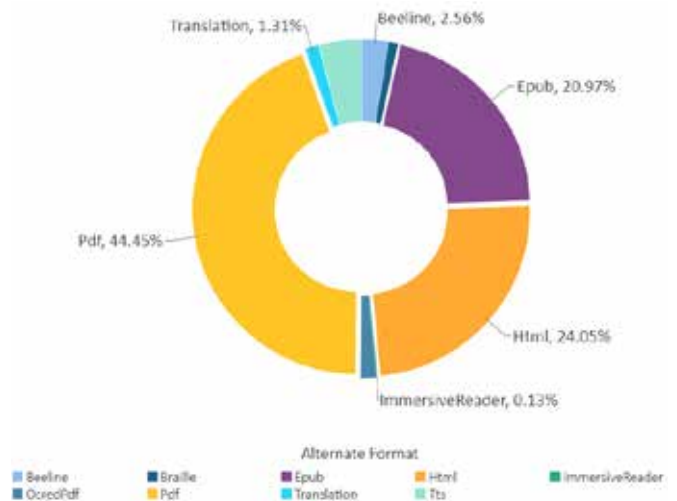

Figure 4.4: Usage patterns and student preferences

Bb Assist

The University implemented Bb Assist in 2021 as a hub for both online and on-campus resources meant to drive student success. It provides students with quick and easy access to all the institutional support services from within clickUP.

ConnectYard

ConnectYard is an integrated communication software that enables teaching staff to reach students on their devices using their preferred messaging channels: text, social media, or email. Lecturers used to use WhatsApp for communication, requiring them to access students' phone numbers and manage groups outside of clickUP. The department will implement ConnectYard in 2023 after the investigation conducted in 2022. Integrating ConnectYard with clickUP not only allows lecturers to reach

students on their devices, but also enables them to track student engagement via its analytics capability. We plan to integrate it with clickUP to improve communication from clickUP using WhatsApp and to ensure that we can replace all the private WhatsApp groups created by lecturers with a controlled and POPIA-compliant system that integrates into clickUP.

Impact

Impact change management software was implemented in 2022 in clickUP to provide contextual support within the site. The effective use of the platform drives digital transformation and adoption through in-LMS messaging and technology usage insights.

Students' dashboards and nudges

Students can track their own progress through an automated process. Recent improvements to the Blackboard notification settings allow students to be notified, for example, if their activity or grade decreases compared to that of their peers. This encourages self-reflection and allows students to assume agency over their learning, a central message of the FLY@UP campaign. Students get push notifications in clickUP, via email and on the clickUP mobile application when new content is available. Such content includes tests, assignments, or when they have unread blogs, journals, or discussion entries. Students can also manage the user settings for these notifications. The notifications appear when the student enters the 'Stream' page in clickUP. Students can also configure which notifications appear in their activity stream. These include seven grades and activity notifications, such as 'no recent activity', 'grade low or at-risk', 'grade dropped or increased', 'low course activity', 'course activity in the top 10%' or 'grade in the top 10%'.

Reports for staff to identify and support at-risk students

Various systems are used to produce reports to identify and support at-risk students, such as HEDA and Blackboard Analytics for Learn. There are several data functions embedded in clickUP (Blackboard). The Grade Centre allows lecturers to monitor their students' performance using the following:
• The Performance Dashboard (displays all types of user activity in your course);

• The Retention Center (early warning system: identify at-risk students and send automated messages). For example, using the Retention Center, lecturers can see which students have not logged in for the past five days and then contact them;
• Course reports (view summaries of course usage) and (soon to be released) course design reports; and
• Analytics for Learn reports, which runs different reports for lecturers' courses that track their students' performance, including students who are at risk (based on clickUP activity and grades).

The deputy deans and HoDs use dedicated Pyramid dashboards to identify at-risk students who need support. The EI department offers online courses for teaching staff on the use of the Grade Centre and data in clickUP. The Metrical course focuses on using data in clickUP to monitor student participation. In contrast, the Grade Centre course includes information on topics such as allowing students to monitor their progress using a progress mark. Lecturers do not need to register for these courses; they can enrol themselves and continue. Upon completion of a course, they will receive a letter of participation.

Capturing student support information

The University uses IDSC's Learner Case Management System to capture the FSAs' interactions with students. The LMS is also used to generate monthly reports on the FSAs' activities and provide an overview of students' academic information to be used by the FSAs.

Academic Advising

Faculty Student Advisors

The FSAs offer a vital anchoring function and provide a 'safety net' service by advising and/or referring students to targeted support and/or interventions available at UP. The primary function of the FSAs is to provide co-curricular support and development. Specifically, they advise students on module choice, dropping modules, goal setting, adjustment to university life, time management, study methods, stress management and career exploration. A breakdown of the 2022 one-on-one sessions can be seen below in Table 4.3.

Table 4.3: A breakdown of the 2022 one-on-one sessions

Duration in minutes	n/a	5	10	15	20	25	30	40	50	60	70	90	Grand Total
Number of sessions	269	10 000	6 253	2 961	1 664	844	3 607	825	504	847	34	83	27 891

FSAs constantly extend their reach by running institutional, as well as faculty specific workshops on the above-mentioned topics. In 2022, a total of 161 workshops were presented by FSAs and 56 video workshops made. Academic advising fosters the development of the student towards becoming a self-directed, motivated, responsible decision maker. It also encourages the successful completion of degree requirements and timely graduation. Advisors also manage the online extended orientation module, UPO, across the various faculties.

The University uses IDSC's Learner Case Management (LCM) system to capture the interactions between the FSAs and the students. The LCM system is also used to generate monthly reports on the FSAs' activities. The LMS provides the FSAs with an overview of the students' academic information so that they can assist where necessary.

As discussed previously, the FSAs use student success dashboards to identify and assist at-risk students using students' engagement data and formative assessments. The current tableau LAD provides an overview of student engagement per module, selected high school and programme registration information and whether they attended any sessions with an FSA. It also houses students' last three months' worth of clickUP (LMS) marks. FSAs can view:

- Students who have improved their marks from month to month;
- Students whose marks have declined from the last month to the present month;
- Students who are not performing well, but who have improved in the last month; and
- Students who are performing well, but whose marks have declined in the last month.

FSAs can also drill down into an individual students' profile to see more in-depth information.

The FSAs are trained to use the dashboards and regular meetings are held to discuss the practice of reaching out to at-risk students. The first training session was presented by HERI in March 2022. A second workshop training session was presented on 22 July 2022. These workshops were recorded and sent to FSAs to use as refresher tools when needed. From the middle of the year, Tableau updates became a standing item on the Advising CoP meeting agenda since regular updates are made to the system and feedback and suggestions from the FSAs are continuously being addressed and incorporated. The head of HERI attends the FSA CoP meetings to present any new changes and answer any questions that the FSAs may have relating to the dashboards.

Professional development meetings were introduced this year and four were presented. The aim of these meetings is to use the wealth of knowledge and skills in the FSA group to improve the professional development of the entire group. The four sessions presented were:

- 1 July 2022 – FSA best practice.
- 26 August 2022 – Collaborative meeting between Student Counselling and FSAs – How to improve the practice of both teams by complimenting each other's work.
- 23 September - Personality test workshop: Knowing your strengths and weaknesses; Relaxation techniques to help you focus.
- 28 October - Workshop preparation and presentation - What to Embrace, What to Avoid. How to prepare and present a workshop for maximum impact using lecturing experience as a basis.

FSAs attended the UP-Transformation Office's Anti-discrimination, Transformation and Gender Based Violence training on either 6 May or 14 June. Most of the FSAs attended the 2022 Siyaphumelela virtual conference. Brief solutions-focused training was presented to the FSAs by Dr Jacqui von Cziffra-Bergs on 23 November.

The University also uses the UP Readiness Survey to identify students at risk of failing. This allows the FSAs to identify and proactively support students who are in need of academic advising or targeted interventions, such as the STARS peer mentorship programme. The at-risk students' information is also used to identify and refer students who report financial distress, accommodation challenges, or a recognised disability to the respective support departments (DSA, Finance, Residence, the Disability Unit).

In a joint effort between FLY@UP and the FSAs, FLY provided FSAs with exam packs (basic FLY branded stationery needed by students for the exam period). Students were invited to workshops and informed that they would receive such an exam pack when they attended the workshop. This initiative was piloted in two faculties. In the first faculty, the difference in attendance was enormous. In the first workshop where no exam packs were handed out, only one student attended. In the next workshops where exam packs were handed out, 140 students attended. The Faculty of Theology and Religion was the second faculty that participated in the pilot. This is the smallest faculty at UP, with around 400 students in the entire faculty. Offering exam packs as an incentive saw over 100 students attending the exam prep workshop.

Examples of feedback from the students regarding this assistance:

- "So grateful and happy my issue was received and was delt with compassion and understanding."
- "I received very detailed and reliable feedback within a short notice of my original email. I have had all my questions met and am very thankful for the effort that was put into responding to me."
- "Having those planning sessions resulted in me getting higher marks for the module I used to struggle with, which makes me happy. Thank you so much."
- "Everything, you were professional and quick to respond to

my message meaning you understood my desperation. For that I'm grateful."

- "Talking to you helps make me feel at safe and at peace. I have begun to get to know myself better and it makes me little sad that so much damage has been causes yet I could find a person like you who helps make me see thing from a different light."
- "You are always so helpful and understanding. You make such an effort to get things done quickly and your whole demeanour is very calming and reassuring in the midst of stress and anxiety."
- "The willingness to help me with all my academic and financial matters. Also the patience and friendliness made me more comfortable and free to raise all my issues with ease."
- "You were so attentive and non-judgemental. You made me feel comfortable and understood."
- "You are not dictating terms of engagement. You are prepared to listen to individual views."

Peer Advisors

A new initiative in 2021 was the formalisation of peer advisors. Their primary duties are to assist students with basic advising questions and to serve as a resource to connect students with the FSAs (where applicable) and available campus resources. Peer advisors help undergraduate students by working closely with FSAs and answering common student questions related to the registration and de-registration of modules, degree/module planning, preparation for appointments with professional advisors and so forth. The value of peer advising is found in the peer-to-peer student perspective, which often promotes a better understanding of shared academic information; for this reason, peer advisors are a valuable academic resources. They also serve as important referral sources at UP as they have often been the first point of call for most students as they are easy to relate to and are able to refer to the FSAs or redirect enquiries to student administration.

FSAs are often inundated with more serious enquiries, such as assisting with personal challenges that impact academic success, motivation, stress and time management. The peer advisors assist with enquiries such as credit counting, module selection and timetable information, which are all equally important, but they need training in order to advise accordingly. In 2022, the peer advisors worked closely with the FLY@UP coordinator, were very involved in the FLY@UP campaign activations and were active on the FLY@UP social media platforms. The peer advisors were briefed before each activation where it was explained to them what the activation was about and what information to relay to the students when they approach the FLY@UP stand looking for information. It was important to ensure that the peer advisors were trained to communicate the correct information and communicate effectively with the students with whom they were interacting face-to-face. The peer advisors were also trained when taking on the exciting challenge of doing an Instagram Story Takeover. The social media training involved learning how to use the

app, learning how to stay on brand for UP, storytelling tools to keep students engaged and relaying important information to students (i.e. contact details, where their offices are on campus, exam rules). A few peer advisors were also tasked with hosting monthly meetings, which involved public speaking to the group, tracking meeting minutes and staying on topic to ensure that meetings ran smoothly.

In 2022, 2,721 students consulted and were assisted by peer advisors by means of WhatsApp Messages, emails, walk-in consultations, or face-to-face appointments. For the most part, peer advisors assisted students with the following:

- Exclusions;
- Dropping of modules/module changes;
- Timetable creation;
- Time management;
- Exam preparation;
- Counselling information; and
- FSA referrals.

Peer Advisors are recruited based on their successful response to FSA interventions. We noticed that the best training that they can have is their personal experience as students in identifying when they needed to seek support and the process of support.

Formal training comprised familiarising themselves with all the degrees in the faculty via the UP Yearbooks and reading through the rules and regulations of Faculty Student Administration.

The training of new peer advisors was extended by enrolling them in the custom-created online training module. The topics covered in this module include:

- An overview of peer advising at UP;
- Peer advising practice;
- Self-management;
- Communication;
- Stress management;
- Leadership skills;
- Teamwork;
- Setting boundaries;
- Motivating students;
- Encouraging help-seeking behavior;
- SMART study skills; and
- Admin duties and responsibilities.

Tutoring

Tutoring is a co-curricular activity directly related to teaching and learning. The aim is to ensure that students have a better understanding of the knowledge and skills in a module. Another goal is to deepen student learning in a peer-supported environment, which will influence retention and success in that module and eventual graduation. EI has oversight of the tutors, who fall directly under the faculty tutor coordinators. Tutorials are included for what are known as High-Impact Modules (HIMs), particularly in first-year modules. A tutorial session

focuses on subject-orientated academic support and the early identification of and assistance provided to students who need help academically, or the referral of these students for specialised help. In 2022, a comprehensive guideline document for tutors was developed outlining the existing policies and procedures for recruiting, supervising and incentivising tutors. This was widely adopted by the faculties, leading to the creation of an updated faculty tutor coordinator database. This document also improved enrolment and completion rates for the institutional initial tutor training and effective marking course (as can be seen in Section 2.4.42). As a result, each tutor was required to present certification of completion of this training before their appointment could be finalised.

The institutional tutor training online course, which takes approximately four hours to complete, is divided into two parts: the basics of tutoring (two hours) and online tutoring (two hours). In 2022, a total of 565 teaching support staff (tutors) across all faculties successfully completed this training. The course requires tutors to watch videos and do quizzes and activities online. Upon completing the course, tutors receive an automated letter of participation.

• Part 1 of the course covers the basics of tutoring:
• Theme 1: Roles and responsibilities, characteristics of a successful tutor, creating a constructive learning environment and managing diversity.
• Theme 2: The growth mindset, motivation and complex student types.
• Theme 3: The seven principles of how learning works, questioning techniques for tutors and study tips for students.
• Part 2 of the course covers the use of clickUP tools such as quizzes, discussion tools and Class Collaborate sessions.

One of the key focus areas of the coordinator was to operationalise the support of teaching support staff. The first step that the coordinator followed to achieve this was establishing networks and collaboration with key role players (Deputy Deans of Teaching and Learning, faculty tutor coordinators, ECs and IDs) in the faculties. In 2022, a total approximately 589 tutors were appointed across the nine academic faculties and 565 successfully completed this training:

1   71 tutors in the Faculty of Economic and Management Sciences.
2   20 tutors in the Faculty of Education.
3   134 tutors in the Faculty of Engineering, Built Environment and Information Technology.
4   34 tutors in the Faculty of Health Sciences.
5   78 tutors in the Faculty of Humanities.
6   17 tutors in the Faculty of Law.
7   179 tutors in the Faculty of Natural and Agricultural Sciences.
8   Four tutors in the Faculty of Theology and Religion.
9   28 tutors in the Faculty of Veterinary Science.

The orientation of the first-year students

The Academic Orientation introduces first-year students to all aspects of university life to ensure a smooth transition to the tertiary environment. This is done by providing comprehensive support to students to make this transition. The three-tiered, first-year orientation programme won an international award from Anthology, namely, the 2022 Catalyst Award: Optimizing the Student Experience. At UP, the orientation of first-year students is considered a critical success factor in attaining Goal 1 of the University's strategy, i.e. to increase access, throughput and success. 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 Academic Orientation Programme (https://www.up.ac.za/orientation) consists of a pre-orientation online module, Academic Orientation Week and an eight-week online faculty-based extended orientation course (University of Pretoria Extended Orientation - UPO).

Pre-orientation online module

We are aware that we enrol students from disadvantaged backgrounds who have no access to technological tools and who may not have used computers before. Therefore, the pre-orientation module was developed for all provisionally accepted students. The aim of this module is to give these learners a glimpse into what they may expect from academic life at UP. The first unit of the pre-orientation module is an introductory computer course that is offered on three levels: students who are not comfortable with computers; students who are moderately comfortable with computers; and students who feel comfortable using a computer. The module is monitored by the course facilitators and regular nudges are sent to students who are not progressing satisfactorily. The second unit is called 'Skills to support your academics' and consists of three parts: academic reading; academic writing; and grammar. The final unit looks at aspects related to being a financially savvy citizen and understanding currency. The topics dealt with in this unit include saving, budgeting, percentages, earnings, taxes and so forth.

A total of 5,645 students completed the pre-orientation and 5,459 of these students are now registered UP students. Upon starting the pre-orientation, 561 students self-reported that they were not comfortable using a computer. Another 3,814 self-reported that they were moderately comfortable using a computer and 3,451 self-reported that they were very comfortable using a computer.

The Academic Orientation Week

Participating in the orientation programme is compulsory for all first-year students as this supports and prepares them for the year ahead. The aim of Academic Orientation Week is to make students feel welcome at UP, help them adapt to the university environment, prepare them for the academic year, ensure that they cope with the academic demands of being at university and ensure that they know where to find help at UP. The first three days focus on academic orientation and a fourth, called 'Social, support and networking day', was added to assist students in getting to know their fellow students and interacting with support services. On this day, the FSAs, peer advisors, FLY@UP, the Student Counselling Unit, Student Health Services, Library Services, Career Services, TuksSport, the Disability Unit, the Transformation Office, CSA&G, day houses, faculty houses and key and special committees are available to meet with new first-year students. The current Academic Orientation Programme for first-year students focuses on transitions, advice and academic support, support information that students will need, practical sessions using technology and information regarding the University's expectations of students. Collectively, this gives first-year students a TASTE of UP:

- **T**ransitions@UP:
  - o UP Readiness Survey;
  - o STARS mentorship programme;
  - o Work readiness; and
  - o Faculty houses.

- **A**dvice and Academic Support@UP:
  - o FSAs;
  - o Faculty administration (timetable explanation and programme information); and
  - o The library.

- **S**upport@UP:
  - o Student counselling services;
  - o Student health services;
  - o Gender-based violence;
  - o Anti-discrimination;
  - o The Disability Unit; and
  - o Security.

- **T**echnology@UP:
  - o UPO;
  - o ClickUP; and
  - o Learn the UP WAY.

- **E**xpectations@UP:
  - o Academic integrity;
  - o Faculty information sessions; and
  - o Discipline competences.

Overall, a total of 82.5% of students registered during the orientation period attended the academic orientation week. These students reported that they felt welcome, they knew where to find support and they were ready for the academic demands of university life.

Eight-week online extended orientation programme (UPO)

All students are required to complete an eight-week online extended orientation programme (UPO). In 2022, the one-week academic orientation was largely presented in the first week of UPO. The UP Readiness Survey was also administered in the first week of UPO. At-risk students, as identified by the UP Readiness Survey, have the opportunity to join the STARS mentorship programme. The aim of the programme is to assist first-year students with their transition from high school to university by supporting them socially and emotionally. An additional benefit is that it boosts their academic performance. The UPO modules are monitored constantly and students are motivated to engage with and complete the module through weekly nudges. UPO assessments that encourage student engagement in the module 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 first-year students with access to academic support and consultation with FSAs, who are the facilitators of UPO. FSAs are available to address academic challenges throughout the year. The following topics are covered in the UPO curriculum: module choices, goals and time management, academic reading and writing, engaging in class, study methods, exam preparation, studying effectively and stress management.

All students are required to complete a seven-week online extended orientation programme, University of Pretoria online extended Orientation (UPO), presented in the LMS. The UPO modules are monitored constantly and students are motivated to engage with and complete the module through regular (weekly) nudges. Assessments in UPO, which encourage student engagement in the module, are concluded within a few weeks of delivering the seven-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 the FSAs, who are the facilitators of UPO. FSAs are available to address academic challenges throughout the year. The 2022 Pass rates are illustrated in Table 4.4 below.

Table 4.4: UPO module pass rates

	Number of students enrolled	Final number of students who passed	Pass %
UPO101	1208	984	81.5
UPO102	1,154	1,064	92.2
UPO104	653	562	86.1
UPO105	123	91	74.0
UPO107	1,480	1,255	84.8
UPO108	153	141	92.2
UPO109	1,308	1,094	83.6
UPO110	518	500	96.5
UPO112	1,691	1,499	88.6
UPO120	634	543	85.6
		Total average	**86.5**

clickUP course for first-year students

The aim of the clickUP introductory online self-paced course is to familiarise all new students with clickUP (Blackboard, the University's LMS). We encourage students to register as early as possible in the year to complete the course. The document entitled 'clickUP login and self-orientation course' contains more information on logging in to clickUP, navigating the system and how to access the course. The course has built-in exercises that simulate activities such as uploading Turnitin assignments. Students can also work through the resources available on the clickUP Student Help Site, both before and after they are formally registered. Some of the valuable resources on the clickUP Student Help Site include instructions on how to log in to clickUP and navigate the system, use Bb Class Collaborate and the discussion board, submit Turnitin assignments and set up a university email address.

UP Readiness Survey

The UP Readiness Survey measures students' readiness for university education. Readiness for university education can broadly be defined as a student's level of preparation (financial, social and academic engagement) to succeed at a higher education institution. The results of the UP Readiness Survey are used to identify first-time first-year students for targeted interventions, such as first-generation students for the STARS peer mentorship programme, or academic advising by the FSAs. In addition, the information can also be used to identify and refer students who reported financial distress, accommodation challenges, data/device challenges, or a recognised disability to the respective support departments. In general, the results are also used to gain a better understanding of the profile of the new cohort of students. The survey captures the following demographic and pre-entry characteristics: first-generation students, school-related characteristics, financial considerations, housing arrangements, transport opportunities, data and device need and the employment status of parents or guardians.

Using the data to make referrals to the mentorship programme and FSAs has proven effective in terms of student retention, experience and success. FSAs proactively used the information received via the Learning Analytics dashboard to invite students for targeted interventions. A total of 6,977 first-year students completed the UP Readiness Survey in 2022, which is a participation rate of 81% of first-time first-year students (8653). Of these students, 32% indicated a need for time-management skills, 30% a need for study skills and 27% a need for test-taking skills from the FSAs.

FLY@UP awareness campaign

The FLY@UP activity coordinator is housed in the Department for Education Innovation. The FLY@UP activity coordinator is responsible for raising awareness among students about the importance of completing their degrees in the minimum

amount of time. The awareness campaign is conducted mostly on social media (Facebook & Instagram), but also includes quarterly newsletters and monthly on-campus activations in partnership with the FSAs, peer advisors and other support departments. The Piazza activations on the Hatfield Campus make students aware of all the support services offered by UP, but also signal to students that completing their degrees in the minimum amount of time is also their responsibility. Taking responsibility for one's own life and career goals is one of the key graduate attributes that the University endeavours to engender and encourage.

FLY@UP Social Media Campaigns

Social media is most certainly one of the first points of contact that UP has with its students. Thus, the growth and relevance of the FLY@UP Instagram and Facebook pages are a top priority. In 2022, the FLY@UP social media platforms were used consistently to share vital information, key dates, UP support services' offerings and contact details and interactive content. FLY@UP's Instagram page is currently sitting at 5,400 followers and Facebook at 6,800 followers and both platforms are constantly growing each day. Some of the campaigns run on these platforms are as follows:

- Peer Advisor introduction videos;
- Exam tips;
- Study Centre locations reels;
- Peer Advisor and FSA reels;
- Exam tips Semester 2 reels.

View FLY@UP's social media pages here:
Instagram | Facebook | YouTube

*LinkedIn, TikTok and various other social media platforms will be launching in 2023.

FLY@UP on campus Activations

FLY@UP hosted various activations throughout the year as a means to directly communicate with UP students, increase its awareness and make its purpose known. All activations include FLY@UP information brochures and fun and appropriate hand-outs that are branded with the FLY@UP tagline (e.g. LED keyrings due to our country's electricity crisis; rulers and pens for exam time; and lanyards to carry student cards on campus). FLY@UP had a total of six activations throughout the year, which were as follows:

- **Welcome Back Semester 1 activation:** the Department of Institutional Advancement organised an activation at the Hatfield Campus Piazza where FLY@UP set up a stand to interact with the first-year students who were on campus.
- **March across your Finish Line activation:** FLY@UP organised an activation at the Hatfield and Groenkloof campuses to motivate students as the middle of Semester 1 approached. FLY also used this opportunity to raise awareness about the campaign and to spread the message to students that they can and should graduate in the minimum amount of time.
- **Ready 4 Exams, Semester 1 activation:** exam packs were handed out to students and FLY@UP wished them well for the upcoming exams, promoted the FSAs and motivated students to work hard during the examination period.
- **Week-Long, Welcome Back to campus, Semester 2 activation:** FLY@UP collaborated with the STARS mentors and set up multiple information stations at the Hatfield and Groenkloof Campuses. Here, students could come and speak to the mentors and ask for information regarding directions on campus, as well as any general enquiries. Semester 2 was the first time that many students had stepped foot on campus in two years and thus needed assistance in familiarising themselves with the various campuses.
- **The UP Way activation:** FLY@UP partnered with the DIA to host these massive and very exciting activations on all five UP campuses as a means to reintroduce itself (The UP Way and all the UP support services) to the students.
- **Ready 4 Exams, Semester 2 activation:** once again, exam packs were handed out to the students and FLY@UP wished the students well for the upcoming exams, promoted our FSAs and motivated students to work hard during the final examinations.

Introduction of the Thrift pop-up store

The year 2022 saw the introduction of one of the most successful marketing tools that FLY@UP has created: the FLY@UP Thrift Store Pop-up where students could come and shop thrifted clothes for free. The first part of the thrift initiative was the clothing collection. Multiple donation boxes were placed around the Hatfield campus and a campus wide appeal was sent out for students and staff to please donate clean, ready-to-wear clothing over a period of two weeks. The clothing was then sorted and set up in a store-like fashion in the piazza for students to shop. The second part of the thrift initiative was

the pop-up store. Fifteen students at a time were allowed to enter the store and shop for eight minutes. They were allowed to pick out five items of clothing each and then needed to exit the store, where they would get a free FLY@UP shopping bag in which to place their five thrifted items, all free of charge. The thrift store pop-up took place once a semester and each time was a big success. Read more on our thrift event HERE.

Spec-Saver collaboration

FLY@UP collaborates with Spec-Savers Hatfield once each semester. Students book via FLY@UP's social media page, where the booking link is shared, for a free eye test at the Spec-Savers store. Should the student's eye test reveal that they need glasses, further tests are conducted and free glasses are provided to the student. FLY@UP assists an estimated 300 students per semester with new reading glasses. The reasoning behind this collaboration is FLY@UP aiding the studying process for students who battle to read or see the lecturer's board clearly in class. Improved vision and assistance in reducing the strain on a student's eyes whilst studying and working is another step taken to ensure that student will FLY@UP.

FLY@UP Ambassadors

During the second semester of 2022, FLY@UP reintroduced its ambassador programme. Nine ambassadors were hired to assist the coordinator in sharing the FLY@UP message and to help with the on-campus activations. They were further tasked with content creation for the marketing of FLY@UP.

The ambassadors assisted in the setting up and taking down for each activation held on each campus. They also helped with the packing of the exam packs and prepping the hand-out goods for the activations. They also played a big part in the smooth completion of the second thrift pop-up store by collecting, sorting and folding clothes. They were further involved in setting up the thrift store and manning the store throughout the pop-up time. The ambassadors were trained before each activation on what information they were to share with the students with whom they interacted and the purpose behind the specific activations. The majority of the ambassadors were marketing students; they were thus tasked with creating social media marketing strategies that FLY@UP could implement in 2023. This was their last project for the year.

FLY@UP Quarterly Newsletters

Four FLY@UP newsletters were distributed to the students via social media and ClickUP. The purpose of these newsletters was for FLY@UP to inform the students about the UP support network and to provide all the necessary information that they may need during the specific quarter they were heading into for the year. Quarter 1 and 3's newsletters were geared towards support service information and encouraged students to be proactive and reach out/be informed regarding all of the free support services available to them at the University. Quarter 2 and 4 newsletters were distributed just before exams started

and contained helpful and insightful information regarding exams.

The newsletters contained information gathered from the FSAs, peer advisors, student health services, the student counselling unit, SEMLI, library services, SWC and various other student support services at the University:

- Newsletter Vol.1, Semester 1, Quarter 1 read HERE
- Newsletter Vol.2, Semester 2, Quarter 2 read HERE
- Newsletter Vol.3, Semester 2, Quarter 3 read HERE
- Newsletter Vol.4, Semester 2, Quarter 4 read HERE

Donor programmes' wrap-around student support

EI houses and manages several donor-funded programmes that provide wrap-around support to selected students. These include two programmes funded by the Michael and Susan Dell Foundation (USA), a postgraduate and undergraduate programme funded by the Mastercard Foundation (Canada) and the Ikusasa Student Financial Aid Programme (ISFAP), funded by corporate businesses in South Africa. Wrap-around support refers to the availability of at least one manager for scheduled check-ins, consultations, arranging additional activities and other support activities. A programme might also make provision for additional staff for counselling and advising.

The Mastercard Foundation Scholars Programme (MCFSP)

In the tenth year of its partnership with UP (2013-2023), the Mastercard Foundation Scholarship Programme (MCFSP) continues to offer scholarships to high-achieving African students interested in studying at undergraduate or postgraduate levels at the University. The Foundation targets academically talented yet economically disadvantaged young people in Africa. It specifically targets students who will contribute to the transformation of the continent through their knowledge, skills, attitudes and values, as evidenced by their leadership. In addition to their academic programmes, community service, internships and entrepreneurial skills are essential components of the programme.

The Mastercard Foundation Scholars Program is based on the premise that, "All young people, no matter their starting point in life, should have the opportunity to obtain a quality education and pursue their aspirations." The programme allows students whose talent and promise exceed their financial resources to complete their education. With the vision that education is a catalyst for social and economic change, the programme focuses on developing Africa's next generation of leaders. They aim to develop leaders who are ethical and transformative, encouraging them to be active contributors to their communities. The MCFSP scholars receive financial support, which includes tuition fees, medical aid, accommodation, meals, books, allowances, stipends and travel costs. In addition to ensuring that the scholars complete their
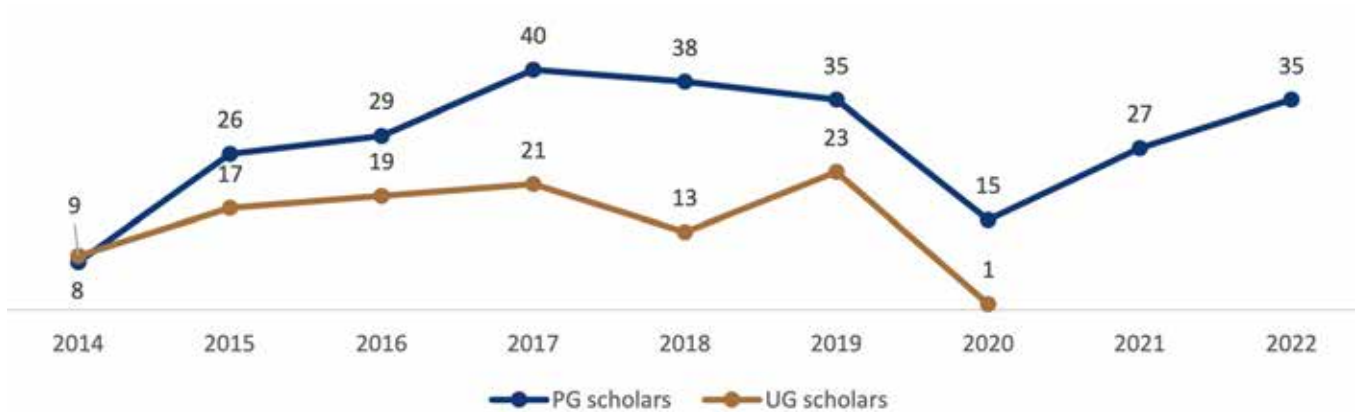
Figure 4.5: Number of MCFSP scholars per year 2014–2022

studies in the minimum amount of time, the programme team provides therapeutic, psychosocial and academic support. By 2022, a total of 356 Scholars (315 degrees completed) had been supported, with over $21 million ten-year grants with 25 African countries represented. The countries represented include Angola, Benin, Botswana, Burundi, Cameroon, the Democratic Republic of Congo, Congo Brazzaville, Ethiopia, Ghana, Kenya, Liberia, Lesotho, Malawi, Namibia, Nigeria, Reunion, Sierra Leone, South Africa, South Sudan, Sudan, Swaziland, Tanzania, Uganda, Zambia and Zimbabwe. Of the 365 Scholars, 165 were supported for one degree, 62 completed two degrees and four

completed three degrees. In total, 301 individuals have been supported within the programme, with 71% at postgraduate level.

In 2018, a further $100,000 entrepreneurship fund was added to the grant to develop the scholars' entrepreneurial skills. Scholars are also expected to participate in community engagement programmes and are offered leadership training workshops as part of the wraparound and transition support necessary for them to move smoothly from education to the world of work. Graduates find employment within three months after graduation. The programme continues to support

Figure 4.6: Mastercard Foundation Scholars Program Launch 2022

alumni who are pursuing multiple pathways, such as pursuing higher degrees, work and entrepreneurship. Mental health and well-being support are provided to the scholars in addition to sharing workplace development skills and mentorship.

The launch of the 2022 cohort took place as an in-person event on the Hatfield campus, with all necessary COVID-19 protocols observed. Thirty-five new entrants, including 34 transitioning scholars, were welcomed to the programme and to the University by the Vice Chancellor, Professor Tawana Kupe and the faculty deans. The 34 scholars were transitioning from undergraduate studies to Honours and from Honours to Master's degree programmes.

As part of the wraparound support, scholars are provided with a range of training and support opportunities:

- Scholars were provided leadership training skills. This ensures that upon graduation, they leave the university as well-rounded graduates who will become ethical, transformational leaders and agents of change who will contribute meaningfully to their work environments. Professor in Practice Bonang Mohale had an interactive session with scholars in an open dialogue to explore what it means to be a good leader, how the Africa we want should look and how each of us have a role to play in shaping the continent for the better. The scholars shared their views on African leadership.
- The transition from university to the world of work is another area of support provided to the scholars. A networking experience hosted by the Mastercard Foundation at the University of Pretoria was held in the second semester to help scholars navigate their professional development. Dr Olebogeng Selebi, Deputy Director from the Centre for the Future of Work, shared an informative keynote address on how scholars should prepare themselves and increase their employability.
- Sello Maake Ka-Ncube, a well-known South African actor and Josina Machel, daughter of the former first lady of South Africa and Mozambique talked frankly to the scholars about Gender-Based Violence (GBV) issues. The two speakers, who were themselves affected by GBV, shared their personal journey with abuse with the scholars. In a safe space afforded to them on the day, the scholars shared their own stories and sought advice on how best to tackle GBV issues.

Giving back to the community is one of the major values of the Mastercard Foundation. Therefore, Mastercard scholars at the University of Pretoria, led by the scholars' representatives, planned to execute an outreach to bring joy to vulnerable communities. The places that were chosen for the community outreach were:

- The Potter's House women's shelter: Potter's House is a home for abused women and young girls located at 288 Bugerspark Lane, Berea, Pretoria, Gauteng.
- The Peas in a Pod orphanage home: This orphanage houses young boys and girls, as well as adolescents. It is located at 343, Jeff Masemola Street, Pretoria Central, Pretoria.

- Programme Scholars also visited the Kungwini home located at Plot 214 Graham Road (Lynnwood Ext), Zwavelpoort, which houses orphaned children and people with disability, as well as elderly citizens. Amongst other things, the scholars donated cash, clothing, shoes, a comforter, a walking stick, adult diapers, cutleries, antiseptic disinfectant and so forth.

The scholars were kind enough to donate in cash and kind. We received clothing, shoes and a donation of R1,860 from which additional items like a comforter, food items, sanitary pads, soap, toothpaste, rice, sugar, washing powder and so on were bought. This left us with R25.5, which has been kept for future events slated for the second semester.

As part of the entrepreneurship initiative of the Scholars Program, Moja Gabedi is a site that the programme uses to impart vegetable farming skills to participating scholars. This year, the scholars planted spinach and spring onions. Participating scholars embarked on the full start-up cycle, from ideation phase to market penetration. Produce was successfully sold to informal traders in the Pretoria Central Business District (CBD) and nearby Sunnyside.

The Michael and Susan Dell Foundation

The Michael and Susan Dell Foundation (MSDF) provides support to two different programmes at the University of Pretoria - The Dell Young Leaders Programme (DYL) and the Sikelela Scholars Programme (SSP). These programmes support and empower low-income students (primarily first-generation university NSFAS students) to graduate and secure meaningful employment.

The Dell Young Leaders Programme delivers strategic, systematic wrap-around support for a selection of NSFAS students (high-potential students from historically and financially disadvantaged schools and communities). The support includes financial (food, books, transport, tuition, allowances, etc), academic, wellness and career support. It has also assisted the students in reducing their NSFAS loans by awarding each of them R150,000. The DYL creates a holistic, student-centred system of academic, situational, wellness, psychosocial and work-readiness support. The programme has consistently seen success, with a high percentage of students completing their degrees and obtaining employment. By 2022, the programme supported a total of 293 students with a graduation rate (eight years) of 83%, a retention rate of 96% and a placement rate of 97%.

The Sikelela Scholars Programme leverages the existing University resources and technology to address non-financial barriers to student success. The aim of this programme is to determine if such support could improve student performance and to document how such support could be scaled for the future. However, the programme also provides limited wrap-around academic, financial, wellness, situational and career support. Awardees receive R150,000 throughout their degree and an emergency travel allowance of R500 per semester. With a

Figure 4.7: A Sikelela Scholars Programme event

total of 279 graduates (in 2022), there has been a 99% retention rate since the programme's inception in 2016. The total number of awards by 2022 came to 747, of which 457 students are still active and the other 270 have graduated. The Sikelela Scholars Programme is currently being evaluated for potential scalability at the University of Pretoria.

Ikusasa Student Financial Aid Programme (ISFAP)

The Ikusasa Student Financial Aid Programme (ISFAP) is designed to address the so-called 'missing middle' student – a student who does not qualify for NSFAS based on family earnings, but does not have adequate financial resources to register. In addition, funds were provided by the Department of Higher Education (DHET) to deliver wrap-around services as additional support to the 269 students studying Accounting Science, Actuarial Science, medicine and engineering. EI provided advice and oversight of the programme and took responsibility for the disbursement of funds together with Programme Managers in the faculties. Some of the activities included in the wrap-around services were tutoring, mentoring, counselling and social events. The inclusion of the 2022 cohort in the ISFAP@UP programme brought the number of ISFAP grant recipients to a total of 247. The wrap-around support includes a laptop, as well as financial, academic, wellness and mentorship support.

The ISFAP launch event took place on the morning of 30 April. The event focused on welcoming the new cohort into the University of Pretoria ISFAP programme. Students enjoyed breakfast and the Deputy Vice Chancellor (Academic), Prof. Norman Duncan, shared a welcoming message. The morning ended with a message from motivational speaker, Mo Malele, on how to live an intentional life.

On 29 July, we had an ISFAP talent show where students had a chance to showcase their talents and celebrate each other. This was our first in-person social event after the pandemic. AS such, the students really connected with each other and a sense of belonging was created amongst the group. We had singers, dancers, rappers, poets and discovered some great hidden talent. It was a successful evening packed with fun.

On 23 April, the EMS ISFAP students had a Walk to Your Success Campus walk. Students received a clue taking them to a specific place on campus where they learnt more about each of our Success Factors - Growth, Recharge, Ownership, Work, Thankfulness and Honesty. At each station, they also received a physical token as a visual reminder of what they had learnt that day. The morning ended with a picnic at the Amphi Theatre and all students left feeling prepared for a successful year.

The year 2022 kicked off with 15 ISFAP graduates in different disciplines of engineering, one of which was Ridge Makavelli, a Chemical Engineering graduate, who has been on the bursary since 2017. He has published his first book called 'Transformation: An engineer's practical opinion on change and growth'. Ridge draws analogies from engineering practice, philosophy, life, nature and personal experiences to paint an image of some of the elements of change. He outlines that the value of one's transformation is in the ability to learn how to live; then how to live better; and finally how to live better with other species around us. He thanks the ISFAP team for the valuable input it has had in his life and studies. The different cohorts had

their own learning community, which made their year much easier. One first-year student in the Actuarial Sciences received five distinctions in his final marks, easily allowing him to move to second year.

2022 was an important year in the faculty as we bid farewell to the very first cohort (the 2017 pilot group) of students who have completed their MBCB degree and have been enrolled since the inception of ISFAP in 2017 at the University of Pretoria. Out of the 29 students that passed the final year, seven passed medicine with distinctions and received recognition at the oath taking ceremony of the faculty. During the farewell function, the

send-off messages from Professor Steenkamp (Deputy Dean of teaching and learning) and Dr Kgadi Mathabathe (Deputy Director at Education Innovation) emphasised serving humanity and demonstrating UP's graduate attributes wherever they may find themselves. The regional manager from ISFAP, Ms Sifanela Biyela, congratulated the students and thanked them for their hard work, which showcases the success of funding the middle income group, especially in medicine. Finally, Mr Thabang Tlaka (clinical psychologist) gave a motivational message on how to tackle life beyond university, while a qualified medical doctor shed light on how to navigate the world of internship in hospitals.

Figure 4.8: 2022 Ikusasa Student Financial Aid Programme (ISFAP) launch

5 Research outputs

Publications in Accredited Journals

Buys, T., Casteleijn, D., Heyns, T., & Untiedt, H. (2022). A reflexive lens on preparing and conducting semi-structured interviews with academic colleagues. *Qualitative Health Research, 32*(13), 2030-2039. doi:10.1177/10497323221130832

Eloff, I., Mathabathe, K. C., Agostini, E., Dittrich, A. K. (2022). Teaching the Global Goals: Exploring the Experiences of Teacher Educators in an Online-Environment through Vignette Research. *Environmental Science Proceedings, 15* (1), 5. https://doi.org/10.3390/environsciproc2022015005

Hechter, J., Stols, G. H., & Combrinck, C. (2022). The reciprocal relationship between conceptual and procedural knowledge: A case study of two calculus problems. *African Journal of Research in Mathematics, Science and Technology Education, 26*(2), 111-124.

https://www.doi.org/10.1080/18117295.2022.2101271

Mamombe, C., Mathabathe, K. C. & Gaigher, E. (2022) From the Familiar to the Abstract: Exploring Grade 11 Learners' Development in Stoichiometry Problem Solving Competency with Exposure to POGIL. *African Journal of Research in Mathematics, Science and Technology Education, 26*(2), 166-180. https://www.doi.org/10.1080/18117295.2022.2115652.

Ngcobo, N. F. (2022). Enablements and Constraints in the Uptake of Digital Technologies for Teaching and Learning: Implications for the Development of Digital Literacies. *International Journal of Mobile and Blended Learning,* 14(3), 1-14. https://www.doi.org/10.4018/IJMBL.314584

Nthontho, M., Madonda, N., & Maroga, M. J. (2022). E-mentoring in the nGAP mentorship program: Practitioners' narratives. *The International Journal of Learning in Higher Education, 30*(1), 193-206. https://www.doi.org/10.18848/2327-7955/CGP/v30i01/193-206

Omidire, M. F., & Maroga, M. J. (2022). E-learning for student support, inclusion and equity in diverse post-pandemic teaching contexts. Teacher Education through Flexible Learning in Africa (TETFLE), 3(1). doi:10.35293/tetfle.v3i1.4109

Book Chapters

Jordaan, M., & Jordaan, D. (2022). The relevance of social responsibility in empowering students with required 4th Industrial Revolution power skills through a service-learning module. In I. Eloff, E. S. Van Eeden, & H. Dippenaar (Eds.), *Community Engagement Research in South Africa: Histories, Methods, Theories and Practice* (pp. 349-368). Van Schaik Publishers.

Jordaan, M., & Jordaan, D. (2022). Using a blended learning approach in a large community engagement course. In S. Koç & M. Boboc (Eds.), *Teaching large online and blended classes* (pp. 51-70). Information Age Publishing Inc.

Machimana, E. G., Sefotho, M. M., & Ebersöhn, L. (2022). Benefits of community engagement practice in the context of higher education and rural school partnership: Multi-perspective voices. In E. S. Van Eeden, I. Eloff, & H. Dippenaar (Eds.), *Community Engagement Research in South Africa: Methods, Theories, Histories and Practice* (pp. 241-259). Van Schaik Publishers.

Ogude, N., Combrinck, C. Mathabathe, K. C. & Mthethwa, N. (2022). Building Strong Educational Pathways from Early Childhood Development to Tertiary Education: A Case Study of Mamelodi Township.. In I. Eloff, E. S. Van Eeden, & H. Dippenaar (Eds.), *Community Engagement Research in South Africa: Histories, Methods, Theories and Practice* (pp. 221-239). Van Schaik Publishers, Pretoria.

Conference Papers

Adendorff, D., Jaffer, T., Scheepers, D., & Simelane, S. (2022, October 20-21). *What is in a name?* Virtual plenary panel discussion at the Fully Online Distance Education Symposium. University of Pretoria.

Beeken, W., Scheepers, D., & Sivertsen, V. (2022, June 21-22). *How to successfully implement a digital exam platform: A case study from the University of Pretoria*. Paper presented at the International e-Assessment Conference, London, United Kingdom.

Haupt, S. & Mostert, E. (2022, November 1-2). *Newly qualified veterinarian's opinion impacting core competency and skills training in Veterinary Core Practice*. Paper presented at the 1st Annual VetEd Africa Conference, Pretoria, South Africa.

Israel, V., Roux, E., & Smart, A. (2022, August 24). *Taking Mentorship online: A description of STARS of the past 5 years.* Paper presented at the Society 5.0: Towards Human-Centred and Digitally Enhanced Education. Flexible Futures 2022 Higher education innovation conference, Future Africa, Pretoria.

Jordaan, D. (2022). *What can we learn from COVID clickUP usage data*. Paper presented at the Flexible Futures 2022 Conference. Online, 25 August 2022.

Jordaan, D., Harwin, M., & Jacob, J. (2022). *Back to the Future: What does the data from 2022 tell us about Bb usage at two diverse institutions.* Paper presented at the Anthology Together Conference, USA, July 2022.

Lemmens, J. (2022). *Technology enhanced teaching & learning at the University of Pretoria.* Invited paper at the Evangelische Theologische Faculteit Leuven. 16 April 2022. Leuven, Belgium.

Lemmens, J. (2022). *UPRS for first year student success.* Paper presented at the European First Year Experience conference. 20-24 April 2022. Graz University of Technology, Graz, Austria.

Mathabathe, K. C. (2022). *Student experiences of telephone tutoring as an emergency teaching support*. Paper presented at the 29th National Conference on Students In Transition, Atlanta, Georgia, October 2022.

Mathabathe, K. C. & Sehlapelo, H. (2022). *Flexible Futures Roundtable 2021: Using Student Feedback to enhance the quality of teaching and learning.* Compilation of experiences shared by lecturers who formed part of the SFTS roundtable: Chisadza, C., Khoza, C., Joynt, C., Lutermann, H., du Plooy, E., Ker-Fox, J., Harris, K.L., Matthee, M. & Thantsha, M.S.

Mostert, E. (2022). *The evolution of online assessment.* Paper presented at the Digital Learning Africa Conference. Online 3-4 February 2022.

Mostert, E., De Bruyn, E., Jacobs, G., Kweyama, Y., Ngcobo, N., Nkosi, V., Pretorius, G., Rajab, T., Scheepers, D., & Sias, M. (2022). *The newly implemented e-assessment QuestUP system: What our users say.* Paper presented at the 8th Flexible Futures 2022. 24-25 August 2022.

Sehlapelo, H., Nsibande, R., Matee, L. & Mazibuko, N. (2022). *Reflections on the practice of student evaluation of teaching (SET) at UP and other institutions in Gauteng*. Presented at the EI hosted Flexible Futures Conference.

Smart, A., Jansen, R., & Zulch, B. (2022, August 24). *Future focusing Construction economics teaching and assessment: July 2021 to July 2022.* Paper presented at the Society 5.0: Towards Human-Centred and Digitally Enhanced Education. Flexible Futures 2022 Higher education innovation conference, Future Africa, Pretoria.

Smart, A., & Pretorius, G. (2022, November 4). *Pandemic symptoms, treatments and lingering effects at UP.* Paper presented at the Post-Pandemic Transformation in HE Learning Design. UP2U conference., Northwest University Potchefstroom campus.

Stols, G. H. (2022). *Lessons learned in efforts of Higher Education Institutions to promote e-learning in the new normal*. RAN-RTAC Webinar - Makerere University-Resilient Africa Network (RAN) & The Research Technical Assistance Center (RTAC), 29 June 2022 (Panel: Jimma University in Ethiopia, Makerere University in Kampala, Uganda and University of Development Studies in Ghana).

Untiedt, H., & Smart, A. (2022, August 24). *Reflecting on clickUP training evolvement to address the challenges 2020 – 2022.* Paper presented at the Society 5.0: Towards Human-Centred and Digitally Enhanced Education. Flexible Futures 2022 Higher education innovation conference, Future Africa, Pretoria.

Wilkens, V., & Smart, A. (2022, October 25). P*ost Covid Flipping: Creating the luxury of scaffolded learning.* Paper presented at the Teaching and Learning 2022 and Beyond Conference. Faculty of Engineering, Built Environment and Information Technology, University of Pretoria, Future Africa, Pretoria.

Research Reports

Lemmens, J. (2022). *First-year Academic Orientation 2022.* Department for Education Innovation. Unpublished resource.

Lemmens, J. (2022). *UP Readiness Survey 2022. Department for Education Innovation*. Unpublished resource.

Lemmens, J. (2022). *Module pass rates of first-semester modules by first-year students in the Faculty of NAS: 2017 and 2020.* Department for Education Innovation. Unpublished resource.

Lemmens, J. (2022). *Review of The FSA Support Using LCM Data: 2020 and 2021 Cohorts.* Department for Education Innovation. Unpublished resource.

South African Survey of Student Engagement (2022). *University of Pretoria Institutional report 2021.* Centre for Teaching and Learning, University of the Free State.

Membership of Associations/Research Bodies/ International Committees

Jordaan, D. (2022). Anthology Community and Global Leadership Circle.

Lemmens, J. (2022). Society for Learning Analytics Research (SoLAR).

Lemmens, J. (2022). Southern African Association for Institutional Research (SAAIR).

Machimana, E. G. (2022). Member of the Education Association of South Africa (EASA).

Mathabathe, K. C. (2022). Team member of the international Teach4Reach collaborative project between the University of Pretoria, University of Innsbruck and University of Vienna.

External Workshops presented

Jordaan, D. (2022). Pyramid Analytics basic workshop presented for CPUT and VUT. 18 -20 October 2022. Granger Bay Campus (CPUT)

Lemmens, J. (2022). Siyaphumelela UP Service Workshop - A Data Informed Approach to Module Reviews, 10 February 2022. https://www.youtube.com/watch?v=Q26i9YVl3Ow.

Online articles and magazine publications

Lemmens, J. (2022). *Catalyst Awards Blog Series: High Impact Modules Project Review.* Anthology Blog Series, 11 October 2022. https://www.anthology.com/blog/catalyst-awards-blog-series-high-impact-modules-project-review?_ga=2.237656196.569947758.1670396300-1804524017.1642499632

Lentšu la sechaba: The voice of the CE community. (2022). Department for Education Innovation, Unit for Community Engagement, University of Pretoria, January 2022, Vol 13, 1-26. https://www.up.ac.za/media/shared/391/EI%20Community%20Engagement/Lentsu%20La%20Sechaba%20-%20Volume%2013%20-%20Summer%20 2022.pdf

Omidire, M. F., & Maroga, M. J. (2022). E-learning for student support, inclusion and equity in diverse post-pandemic teaching contexts. *Teacher Education through Flexible Learning in Africa (TETFLE), 3*(1). https://doi.org/10.35293/tetfle.v3i1.4109

Scheepers, D., Mostert, E. & Beeken, W. (2022). *Success Story - Higher Education University of Pretoria.* Cirrus assessment. https://cirrusassessment.com/success-stories/university-of-pretoria

6 Appendix A: EI's roles and responsibilities

Deputy Director E-Learning and Media Development and Head eLearning

- Institutional work/projects
  - o Pilot, implement and manage change regarding institutional educational technologies to support teaching, learning and assessment.
  - o Create, update and maintain institutional educational technology help sites for staff and students.
  - o Educational Technology integrations with UP systems.
  - o Research writing support with a focus on the Turnitin module for postgraduate students.
  - o Review of the Scholarship of Teaching and Learning (SOTL) applications. Apply for own Scholarship of Teaching and Learning.
  - o Research reports.
  - o Review of Flexible Futures abstract submissions.
  - o Input given to institutional teaching and learning documents and discussions.
- Professional Development/Training/Workshops
  - o STAFF: Develop and present 15 e-learning priority courses to lecturers and academic administrators. These courses address the use of clickUP, Turnitin, H5P and QuestUP within educationally sound paradigms to address the outcomes of modules. Sessions are conducted in both synchronous (virtual during COVID/contact) and asynchronous (online self-paced) formats.
  - o Institutional brown bag lunch sessions.
  - o Tutor training focusing on online tutoring via the self-paced online tutor module and synchronous training on request (contact/virtual).
  - o STUDENTS: Self-paced online clickUP orientation module to allow students to familiarise themselves with clickUP at their own time and pace.
  - o clickUP and Turnitin orientation sessions provided to students on request (virtual during COVID).

Work/support in faculties

- o Consultation and support provided to individuals and departments on educationally sound use of educational technologies for teaching, learning and assessment.
- o Departmental training sessions on request.
- o Support with Computer-based testing (CBT) within computer laboratories.
- Work across faculties based on expertise
  - o Mobile app development.
- Education Innovation work (internal)
  - o Development of training courses.
  - o Development of help site documentation.
  - o Compilation of communications to UP staff.
  - o Project management of projects.
  - o Investigating, piloting and implementing educational technologies to support teaching, learning and assessment.
  - o Support provided to ECs, FSAs, tutors, orientation and UPO courses and course evaluations of their use of clickUP.
- Own professional development
  - o Continuous upskilling with regard to new technologies.
  - o Anthology Certified trainer.
  - o National UP2U collaboration.
  - o National conference presentations and attendance.
  - o Writing articles.
- Other
  - o Frequent consultation with other national universities and the coordination of national ID's Community of Practice.
  - o Provide support in the implementation of other professional services' projects and plans.

- International

  o Frequent consultation with international vendors including consultation for licence agreements.

  o Actively participating in vendors' roadmap discussions.

  o Provide input regarding vendors' strategic decisions and participate as regional leader in leadership meetings.

Head Creative Studios and Communication Technology: Almero Du Pisani

- Video

  o UP Institutional work - working across faculties based on expertise.

  o Faculty: work and support their dedicated faculty.

  o EI Department: admin, reports, internal documents.

  o Own professional development.

- Graphic designers

  o UP Institutional work - working across faculties based on expertise.

  o Faculty: work and support their dedicated faculty.

  o EI Department: admin, reports, internal documents.

  o Own professional development.

Deputy Director Academic Development

- Tutoring

  o **UP Institutional work:** liaise with faculty tutor coordinators, keep an institutional database of tutor coordinators, direct tutor coordinators to internal EI training available for tutor coordinators and tutors, collect tutorial data reports once every semester, provide deputy deans with reports on the EI training of tutors, which is also added in the CREST MIS system (DHET UCDG M & E grant requirement).

  o **EI Department**: administrate and keep records of all EI provided tutor training and support, submit monthly reports to the Deputy Director. Develop and/ or contribute to internal documents, contribute to the development, marketing and monitoring of the institutional tutor training clickUP module by the ECs and IDs, as well as marking courses for teaching support staff. Review and facilitate the Flexible Futures presentations. Strengthen and enhance tutorials by collaborating with internal EI units e.g. advising, data analytics, SFTS, ECs, IDs, Creative Studios, research.

  o **Own professional development**: attend all relevant training to upskill and keep abreast of developments in the field, present at national and international forums and conferences.

- Academic advising

  o **UP Institutional work:** support deputy deans with the appointment and line management of all FSAs (including peer and postgraduate advisors). Keep the institutional database of FSAs, direct academic advisors to relevant internal EI training, provide deputy deans with reports on academic advising activity. Oversee the organisation and implementation of the three tiers of the first-year academic orientation (pre-orientation, Orientation Week, extended orientation - UPO). Oversee the implementation of the FLY@UP campaign.

  o **EI Department**: do administration and keep records of all EI-provided academic advising, training and support, submit monthly reports to the Deputy Director. Develop and/or contribute to internal documents, review and facilitate the Flexible Futures presentations. Strengthen and enhance academic advising and academic orientation by collaborating with internal EI units e.g. HERI - data analytics, SFTS, ECs, IDs, Creative Studios, research.

  o **Own professional development**: attend all relevant training/workshops to upskill and keep abreast of developments in the field, present at national and international forums and conferences.

- Student Feedback on Teaching Survey (SFTS) staff

  o **UP Institutional work:** optimise and provide a user-friendly system for the enrolment of modules for student evaluation. Publish feedback cycles and enrolment links, train administrators (enrolment), lecturers (enrolment, interpreting and using reports as part of a portfolio of teaching and learning evidence) and students (providing constructive feedback) in collaboration with ECs and IDs. Provide DVC: Academic, deputy deans, Heads of Department and module coordinators with faculty-specific reports on academic student feedback regarding teaching activity and performance.

  o **EI Department**: do administration and record keeping of all EI-provided SFTS training and support, submit monthly reports to the Deputy Director. Develop and/or contribute to internal documents, review and facilitate the Flexible Futures presentations. Review SoTL grant applications. Strengthen and enhance student feedback response rates and the quality of feedback by collaborating with internal EI units e.g. HERI - data analytics, Advising, ECs, IDs, Creative Studios and research.

  o **Own professional development**: attend all relevant training/workshops to upskill and keep abreast of developments in the field, present at national and international forums and conferences.

- FLY@UP Student awareness campaign

  o **UP Institutional work:** develop and present FLY

message activations and drive a strong social media presence (Facebook, Instagram, Twitter etc.), communicating the FLY message, which is underpinned by Self-Regulated Learning and Growth mindset theories. Work with faculties in promoting their FLY@UP campaigns. Work in collaboration with other support departments to promote the FLY message, i.e. DSA, DIA, DESA, TuksRes, Career Services, etc. Keeping an institutional database of and liaise with the relevant internal and external stakeholders. Manage the FLY@UP website. Present at FLY meeting on developments (monitoring and evaluation) and events.

- o **EI Department**: strengthen and enhance FLY student success initiatives by collaborating with internal EI units, e.g. HERI - data analytics, SFTS, ECs, IDs, Creative Studios, Academic advising and research.

- o **Own professional development**: attend all relevant training/workshops to upskill and keep abreast of developments in the field, present at national and international forums and conferences

- Externally funded student success programmes (MasterCard Foundation, Michael and Susan Dell Foundation, Ikusasa Student Financial Aid)

  - o UP Institutional work:

    - ◊ Continued and efficient support and scaling.

    - ◊ Work closely with deputy deans and academic staff to enhance student recruitment, selection and monitoring progress.

    - ◊ Provide deputy deans with monthly reports on students in their faculties.

    - ◊ Provide monthly progress reports to DVC: Academic and Directors of EI.

    - ◊ Increase in the number of students provided with financial aid.

    - ◊ Increase in the graduation rate and employability by providing holistic, evidence-based wrap-around support.

    - ◊ Financial support to initiatives with institutional benefits – Jim Leech Entrepreneurship programme, SCU psychologist and SCUB chatbot. Accommodation levies and deposits removed – DigsConnect and Fundi.

  - o **EI Department**: strengthen and enhance student success initiatives by collaborating with internal EI units, e.g. HERI - data analytics, Tutorials, SFTS, ECs, IDs, Creative Studios, Academic advising, research.

  - o **Own professional development**: attend all relevant training/workshops to upskill and keep abreast of developments in the field, present at national and international forums and conferences.

Educational Consultants

- **UP Institutional work - working across faculties based on expertise** The Educational Consultants (ECs) focus on T&L excellence, assessment and curriculum as follows:

  - o Institutional Professional Development/Training/Workshops.

  - o Institutional tutor training content.

  - o Academic induction programme.

  - o Career stage-appropriate professional development, training and support provided to lecturers with regard to teaching and learning, online and alternative assessment and curriculum.

  - o Innovil training.

  - o Faculty/Department specific training interventions to develop the capabilities of academics in their role as university teachers across faculties.

  - o Priority institutional projects in faculties (requested by DD:T&L):

    - ◊ High Impact Modules (HIMs);

    - ◊ COIL (Collaborative Online International Learning); and

    - ◊ Accreditation reviews of curriculum & assessment.

  - o Present at T&L institutional events/seminars/brown bag lunches.

  - o Update of T&L policies (Assessment/Curriculum development/Professional development) according to cycle.

  - o Review of Scholarship of Teaching and Learning (SOTL) applications. Apply for own Scholarship of Teaching and Learning.

  - o Flexible Futures: Review and chair sessions.

- Faculty: Work and support their dedicated faculty (work closely with the DD: T&L)

  - o Faculty specific T&L events/seminars/brown bag lunches.

  - o Feedback at TLC meetings.

  - o Assisting departments/lecturers as facilitators and role models through teaching and learning advice (consultations) and support material development (study guides/assessments).

  - o Contribute to probation, promotion and awards portfolios (portfolios and peer review) to ensure that academics are recognised and rewarded for the work they do at a university teachers.

  - o Meetings with the Deputy-Dean and Heads of Departments and departments through their Heads of Departments.

- o Advise and support the development of faculty-specific T&L-related policy guidelines, procedures and documents.
- o Scholarship of Teaching and Learning grant assistance provided to lecturers.
- o Contextualised tutor training in each faculty.
- EI Department
  - o Contribute to training reports and project reports.
  - o Admin, reports, internal documents.
  - o Support other ECs in the execution of their educational consultants' function.
  - o Updating UP's T&L Intranet.
  - o Serve on Education Innovation committees/forums.
- Own professional development (Areas of expertise: T&L excellence, assessment and curriculum)
  - o Certification and training.
  - o Research.
  - o Conference presentation/attendance.
  - o Areas of expertise: T&L excellence, assessment and curriculum.

Higher Education Research and Innovation

- UP Institutional work:
  - o Tshebi data-analytics committee.
  - o Learner Case Management System.
- Faculty:
  - o High Impact Modules (HIMs) review.
  - o Module and Programme Analytics.
  - o Learning Analytics Dashboards for FSAs.
- EI Department:
  - o UP Readiness Survey.
  - o Orientation Programme survey.
- Own professional development
  - o SAAIR and SoLAR membership.
  - o Statistical analysis and data-analytics.
  - o Data visualisation: Tableau and Pyramid.

Head Community Engagement

- UP Institutional work - working across faculties based on expertise.
- Faculty: Work and support their dedicated faculty.
- EI Department: Admin, reports, internal documents.
- Own professional development.

FSA roles and responsibilities

- UP Institutional work - working across faculties based on expertise
  - o Work in close collaboration with the Department of Student Affairs where both the mentor training and student counsellors reside. Students will be referred to the counsellors where needed.
  - o Students indicating psychological problems will be referred to the Counselling Unit.
  - o Those having financial and/or accommodation problems will be supported via the Student Services Centre or the section providing advice on alternate accommodation.
  - o Where necessary, write referral letters for students who need urgent psychological intervention.
- Faculty: Work and support their dedicated faculty (work closely with the DD: T&L)
  - o Present academic skills workshops such as time management, goal setting and study skills.
  - o Advise on educational transactions such as curriculum changes/module changes/drop/adds and withdrawals
  - o Monitor the students as soon as the UPRS results become available by communicating with the students and requesting them to make an appointment.
  - o Conduct group sessions with students lacking academic skills. Individual sessions will also be conducted with the students.
  - o Intervene proactively and on a continuous basis using available learning analytics data as it becomes available.
  - o After the first semester's results are known, make use of the data in the learning analytics dashboard. It is the responsibility of the FSA to intervene and encourage students to address the obstacles that prevent them from succeeding by contacting the students via any means deemed fit (SMS, email, phone call etc) and inviting them to contact him/her for an appointment.
  - o Monitor re-admitted students.
  - o The FSA should have a list of all the tutors in the faculty so that students who indicate that they need academic support can be referred appropriately.
  - o There needs to be a close working relationship between lecturers and the FSAs so that academics can help to steer students who seem unable to cope towards the FSAs.
  - o Advise students on transitioning to university and coping at university.
  - o Run workshops on study skills, time-management and any other academic support related skills.
  - o Prepare monthly reports on activities for the DD T&L.

- EI Department

    o Present FSA services available to first-year students at orientation.

    o Manage the online extended orientation module UPO.

    o Present UP-wide UPO workshops.

    o Monitor and record UPO assessments.

    o Promote the FLY@UP campaign.

    o Assist in the training of peer advisors.

    o Supervise peer advisors in the faculty.

    o Prepare monthly reports on activities and submit to the advising manager.

    o Attend monthly CoP meetings.

    o Attend monthly professional development meetings.

- Advising Practice

    o A confidential record of each session must be kept, together with feedback from the various channels to which the student had been referred as a record of any referral.

    o Maintain data on the Case Management system.

    o Maintain an advisory file on each advisee.

- Own professional development (areas of expertise: T&L excellence, assessment and curriculum)

    o Certification and training.

    o Conference presentation/attendance.