

DEPARTMENT FOR EDUCATION INNOVATION

The academic success of students at the University of Pretoria

Initiatives, Roles & Responsibilities



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BACKGROUND

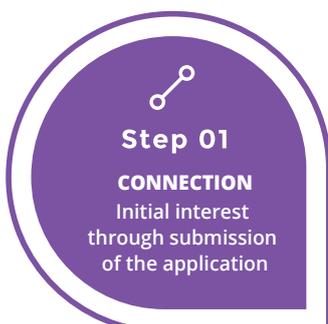
Around the globe Higher Education Institutions are pressed to improve student success. However, defining, quantifying, and structuring student success is a complex endeavour. There are different views on what student success entails. Early definitions only focused on student retention and attrition rates (Kuh et al., 2007). We know today that student success does not only include the passing of modules and completion of qualifications in minimum time. The University of Pretoria (UP) seeks to provide an environment where students can succeed and flourish. The University is fully committed to supporting and assisting students and eliminating obstacles to success. At the same time, students should take responsibility for their own success and career development. Student success also includes job readiness, preparation for post-graduate studies, and post-graduation employment. The first step towards enhancing student success is to provide quality teaching and learning opportunities for students to engage actively and authentically with the knowledge, skills, attitudes, and values of a particular discipline/field. To thrive in today's world of work, students must be adaptable, ethical, critical thinkers, problem solvers, team players, collaborators, effective communicators, and self-directed learners who are interculturally aware. This requires high-quality teaching and learning and relevant curricula. It is important to assess students' competencies and ensure they have met the required standards. The University's reputation depends on the quality and integrity of assessments. An institution's reputation is a fundamental determinant of employability and student success beyond university. The University recognises that student success is a systemic, holistic, institutional, data-driven process and therefore has developed an integrated approach to student success on and beyond our campuses. Student success is everyone's business!

The FLY acronym stands for 'The Finish Line is Yours', is a tagline unique to UP and it serves as a reminder to students that they are responsible for ensuring they

complete their studies in minimum time. This message moves away from the narrative that student success lies largely in the hands of the lecturers and student support staff. FLY@UP is a comprehensive, institution-wide student success awareness initiative. Appendix A describes the UP student success life cycle in more detail in terms of four phases, namely a connection phase, an entry phase, a progress phase, and a completion phase.

Student success at the University is a multi-stakeholder-driven initiative led by the Deputy Vice-Chancellor (DVC): Academic. The stakeholders include the Deputy Deans: Teaching and Learning, the Director and deputy directors of relevant support departments such as the Department for Education Innovation, heads of departments, and the faculty teaching and learning committees. All faculties and departments at the University are therefore represented at the bi-annual FLY@UP meetings (chaired by the DVC: Academic), where critical issues related to student success are discussed and coordinated to eliminate obstacles to academic success at the University of Pretoria. The implementation of this approach at UP entails the integration and close coordination of the faculties and all professional and support departments, which include various initiatives like student recruitment, enrolment, financial aid, student accommodation, academic development, student well-being, marketing, sport and recreation, campus safety, health services, counselling, career services, student advising, student development and leadership, student wellness, and the work done by the Centre for Sexuality, AIDS and Gender (CSA&G).

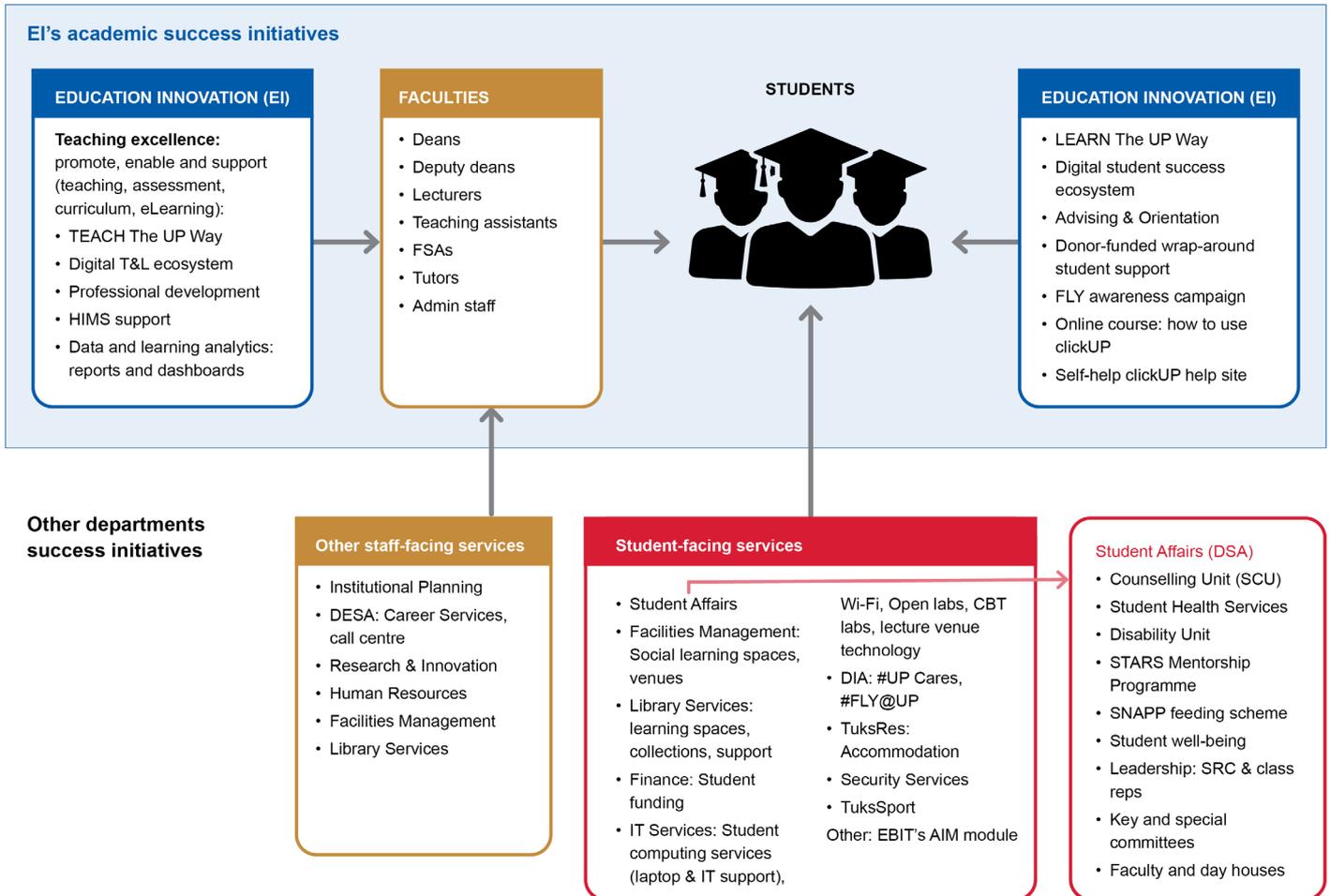
Some of the specific academic initiatives include the FLY@UP student success awareness campaign, orientation of first-year students, the UP Readiness Survey, faculty student advisors (FSAs), tutor support, the HIMs project, and the provision of a digital student success support ecosystem to drive and support data-driven student access and success initiatives.



Students are also playing an important role in student support and success. All students belong to the Faculty House of the Faculty in which they are registered. Faculty Houses have an academic focus and play an important role in linking students and staff in the Faculty. The Faculty House also serves as a link with the class representative system within the

Faculty. Faculty Houses collaborate with other student organisations such as Day Houses, Key Committees and Special Committees. Typical activities include personal and professional development opportunities, such as field trips, industry visits and speakers on various topics.

Academic success initiatives at UP

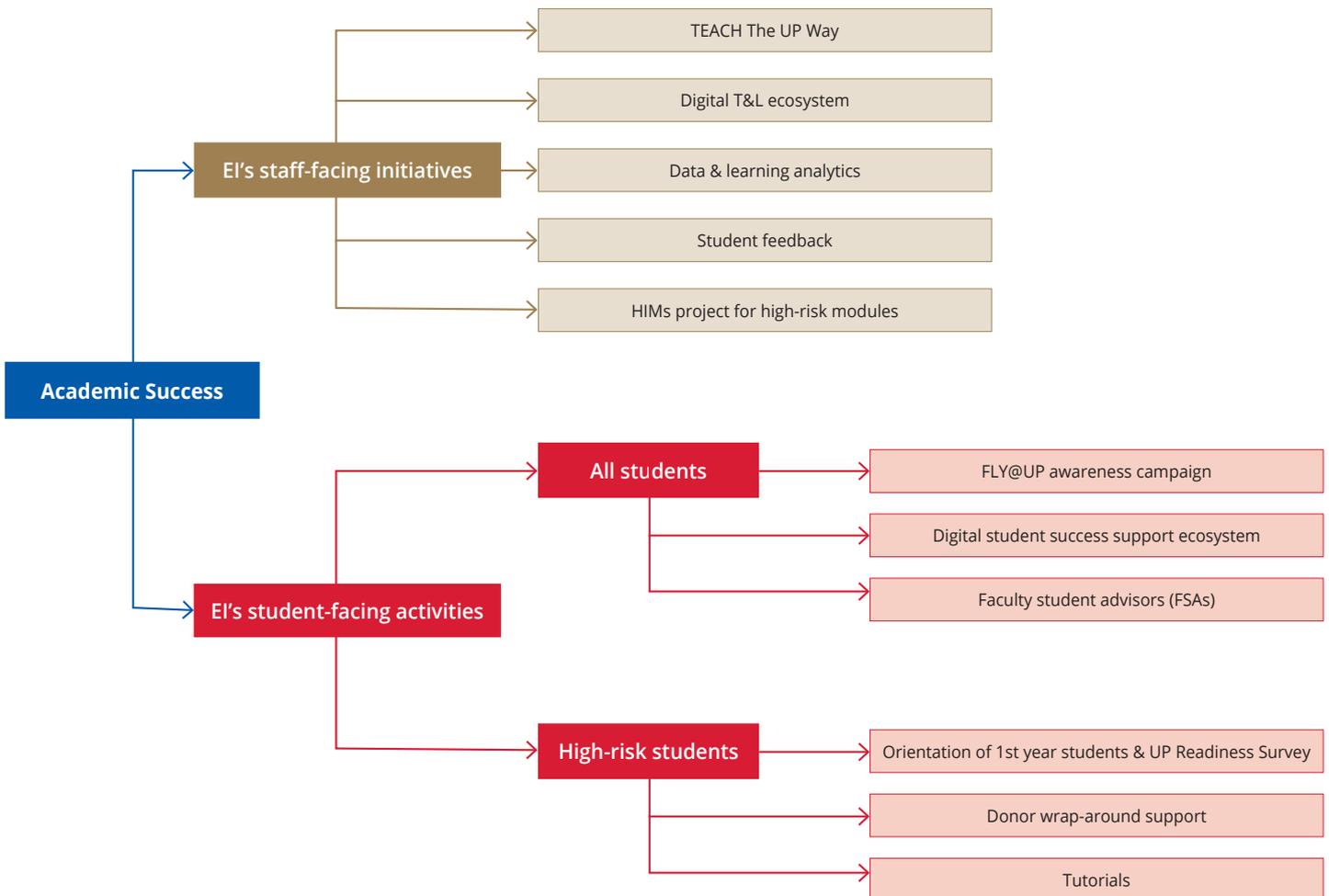


EDUCATION INNOVATION: SUPPORT TO STAFF-FACING STUDENT SUCCESS INITIATIVES

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 primarily 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 courses at the University offered through Continuing Education at UP 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 provides the necessary support for academic staff to assume responsibility for maximising student success through developing and reviewing curricula, improving teaching and assessment practices, exposing students to different learning strategies to strengthen their learning

repertoire, implementing tutoring effectively and creating learning materials and study guides. 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 the students, for example, the FSAs. The HIMs project focuses on modules with low pass rates. 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,
- a digital student success ecosystem, and
- a digital learner analytics ecosystem.



TEACH the UP WAY

Inclusive education is meant to address the needs of all students. In an article in *The Chronicle of Higher Education*, Supiano¹ explains how traditional teaching deepens inequality (disadvantaging black and Latino students). He 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'. This was confirmed in another large-scale study by Haak et al.²: 'Our highly structured course significantly improved student performance in this broad-based comparison—but did so disproportionately for EOP students'. They explained what they mean by putting more structure into a course: '...giving clear instructions so that all students know what to do before, during, and after class.' Active learning was promoted by using clickers to ensure that all students participated in class sessions, as well as requiring all students to complete a weekly low-risk assessment. Preparation before class equalises students' readiness for class and enables all students to participate actively in class. Their message to students was: 'This course is designed to equalize your readiness before class—while you may take several hours reading and preparing, another student may need less time. Yet when you get to class, your effort will pay off as we practice these concepts together and you gain confidence in your ability!'

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. 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), as it encourages students to prepare independently for each class but also engage and critically discuss issues in class. Effective student learning requires a learning environment in which students actively participate to take control of their learning.

PREPARE before class (±35% of notional hours)	ENGAGE in class (±30% of notional hours)	CONSOLIDATE after class (±35% of notional hours)
 <p>Students prepare before class using traditional textbooks, e-textbooks, PDF & Word files, videos or publishers' learning systems. Students could watch a class recording (a previous class recording or a new recording) while reading a textbook. The preparation phase also includes a formative assessment, e.g., an in-video assessment or a clickUP test.</p>	 <p>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.</p>	 <p>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 a complex integrated problem.</p>

Quality instruction requires students to come to class prepared, as this enables new teaching to build actively on existing knowledge. One of the most important requirements for student success is ensuring that all students have access to essential course material. It is therefore essential to promote the use of free [open educational resources \(OERs\)](#). We encourage lecturers to apply for the OER Grant to stimulate the use of OERs.

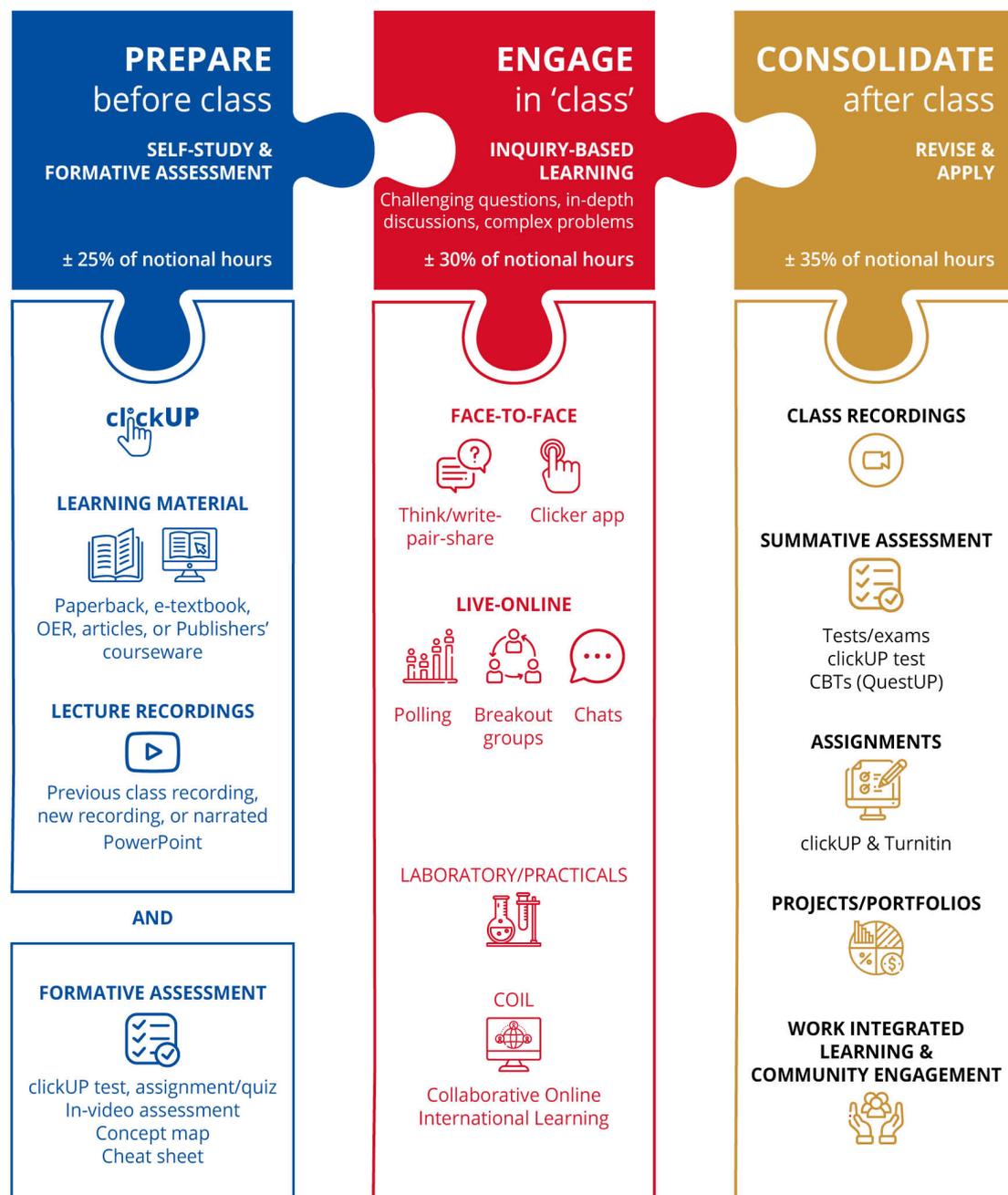
- Supiano, B. (2018). [Traditional teaching may deepen inequality. Can a different approach fix it?](#) *The Chronicle of Higher Education*.
- Haak, DC, HilleRisLambers, J, Pitre, E, & Freeman, S. (2011). [Increased structure and active learning reduce the achievement gap in introductory biology.](#) *Science*, 332 (6034), 1213–6.

The University uses the VitalSource Bookshelf platform to give students instant access to e-textbooks on any device—both online and offline. The advantages of e-books include customisability, hyperlinks to other resources, the ability to search for keywords, bookmarks, easy access to a built-in dictionary, copy-and-paste functionality, and the option to have the device read the text aloud. These e-textbooks integrate with clickUP and track students' interactions with them, facilitating user information and student engagement. AI-driven adaptive learning systems takes e-books a step further by creating 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, eg, 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.

Formative assessment before class enables students to monitor their progress and permits a lecturer to understand where the students are and design instruction accordingly. Students' preparedness for lectures can be determined or assessed in various 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 (clickUP).

Figure: The University's flipped-learning methodology



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 during activities before class 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 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. Using a student response system (the clicker app) to capture responses provides lecturers with data about class attendance and engagement, as well as 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.

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, working on an assignment, watching a class recording and reflecting on it, drawing a concept map, making a summary, working on a project, applying knowledge to solve a complex integrated problem, or watching the recording of the lecture again. Various tools and approaches can be used for assessment. Technology-enhanced and/or online assessment is just one of the many possibilities, e.g., Blackboard learning management system (LMS) assignments, Turnitin assignments, and Cirrus computer-based tests. The University is also using Gradescope to help lecturers administer and use AI to grade all assessments. This 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 develop team-working 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 curriculum-related work-integrated learning (WIL) and 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. Work-integrated learning 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 need to develop to enter the work environment. Project-based learning is another form of inquiry-based learning where students work together on a complicated interdisciplinary problem—inside or outside the classroom—over an extended period and in diverse groups.

Given its unique base of knowledge and skills, the University of Pretoria is in an ideal position to apply that expertise to solving 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 benefiting 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.

The digital teaching and learning ecosystem

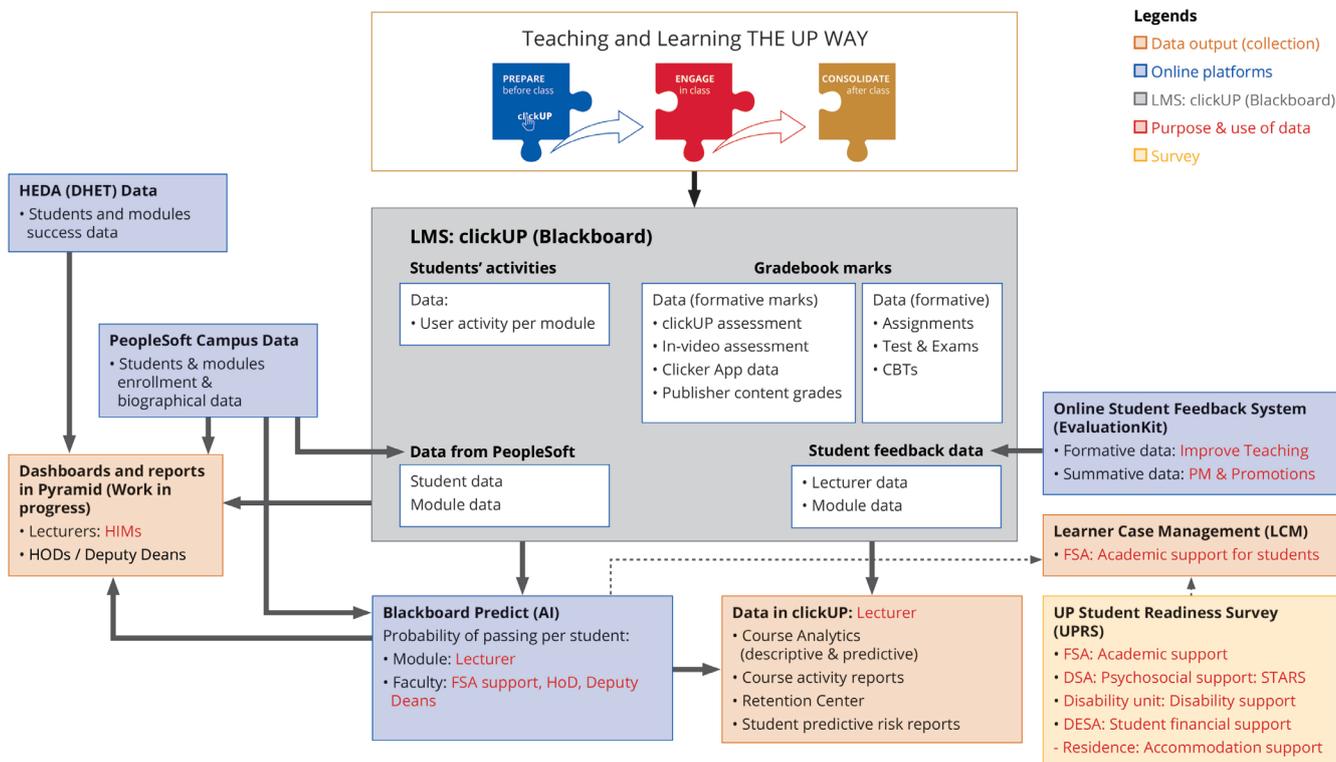
An important aspect of EI's work is to provide the University with a digital teaching and learning ecosystem, a digital student success ecosystem, and a digital learner analytics ecosystem. UP is combining the latest technologies to support its teaching and learning methodology and develop scalable, flexible, interactive, and active learning environments. The University's technology is embedded into a flipped-learning methodology to ensure 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. The University of Pretoria uses the Blackboard Learn LMS (branded as clickUP) and Blackboard Mobile as fundamental technologies to support hybrid learning.

PREPARE before class	ENGAGE in class	CONSOLIDATE after class
Textbook/eBooks	TurningPoint clicker app	Assessment platforms
E-textbook platform	Bb 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 & Anthology Mobile		
Student feedback platform: Watermark Course Evaluations & Surveys		
Change management and student support platform: EesySoft		
Digital credentialing platform: Anthology Milestones or Badgr		

The University renewed its contract with Anthology (Blackboard) for another five years, beginning in 2021. The University also uses Blackboard Mobile to enable further student access to their 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 Collaborate classes, and view their grades.

The following table summarises the University of Pretoria's current digital teaching and learning ecosystem.

PREPARE	ENGAGE	CONSOLIDATE
		



Data and learning analytics

All students' success, teaching and learning initiatives should be data driven. The value of access to descriptive and predictive data is demonstrated through the University of Pretoria 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) has become increasingly able to record student data—both marks and clickstream data—and drive student success at module and individual levels. Besides the basic analytics capacity built into the platform, the company also has more sophisticated analytics products that the University also licences.

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

Student information	UP platforms
Case management system	IDSC Learner Case Management System
Student reports, dashboards, and nudges	Blackboard Retention Center and dashboards Pyramid Analytics dashboards Student notifications in clickUP Tableau dashboard for FSAs
Lecturers' reports	Blackboard Analytics for Learn student reports Blackboard course reports Blackboard student risk reports Pyramid Analytics reports

Students' dashboards and nudges

Students can track their own progress. 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. It is an automated process. 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, including 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:

- Performance Dashboard (displays all types of user activity in your course),
- Retention Center (early warning system: identify at-risk students and send automated messages, i.e., using the Retention Center, lecturers can see which students have not logged in for the past five days and contact them),
- Course reports (view summaries of course usage) and (soon to be released) course design reports, and
- Analytics for Learn reports (run different reports for your courses that track your 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 (LCM) to capture the FSAs' interactions with students. The LCM 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.

Student feedback on teaching survey

UP is committed to improving teaching and learning through dedicated support 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 the 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 and the general quality of the modules they teach. Student feedback is crucial to understanding the success and gaps of interventions designed to facilitate student success. The feedback also allows the academic staff and their line managers to develop and accumulate a portfolio of evidence required for performance management and/or promotion purposes.

Tutorials

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 and to deepen student learning in a peer-supported environment, which will influence retention and success in that module and eventual graduation. The Department for Education Innovation (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-oriented academic support and the early identification of and assistance to students who need help academically, or the referral of these students

for specialised help. To ensure that the tutors know how to tutor face-to-face and online, they must complete a self-enrolled online course. The course takes about four hours to complete. Upon successful completion of the online course, tutors receive a letter of participation.

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.

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) and 4% when comparing the 2020 undergraduate module examination statistics to the 2019 statistics (from 83,8% in 2019 to 87,8% in 2020), showing 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.

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

EDUCATION INNOVATION: SUPPORTING STUDENT-FACING SUCCESS INITIATIVES

Most student success initiatives are available to all students, e.g., digital student success support ecosystem and the Faculty student advisors (FSAs). However, there are some initiatives which 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 which meets students where they are.

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 minimum 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 minimum 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.

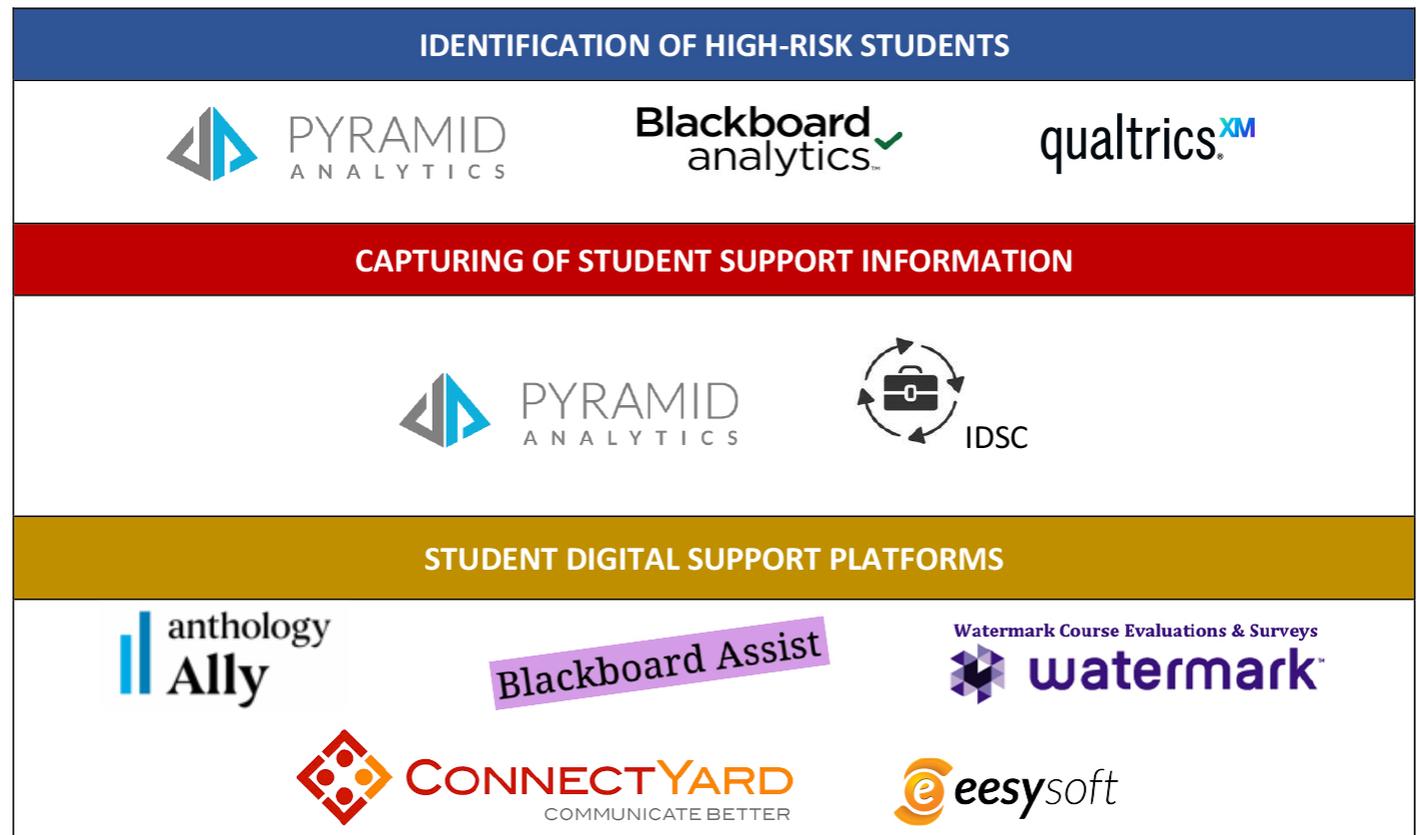


The University's digital student success support ecosystem

New technologies and artificial intelligence 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.

Identification	Student support platforms	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:



Blackboard Ally

The University aims to create a more inclusive and supportive environment and broaden students' access to learning material. To achieve this, the department implemented Blackboard Ally in 2021 to enhance digital content for accessibility and thereby shaping the institution to enable an inclusive learning environment. It improves the student experience by assisting students in controlling course content while keeping usability, accessibility, and quality in mind. This software enables students with learning disabilities and second-language students to improve their academic performance. As such, the use of Ally aligns with the University's policies regarding equality and its commitment to embracing diversity. Ally 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. In 2022, the UP Department of African Languages assisted with the Zulu translation. 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.

Blackboard 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 clickUP. The department piloted ConnectYard 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.

Faculty student advisors (FSAs)

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, exam preparation, and career exploration. They are extending their reach by running institutional workshops on the above-mentioned topics. Academic advising fosters the development of the whole student towards becoming a self-directed, motivated, responsible decision-maker and 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 and the LMS provides an overview of the student's academic information to be used by the FSAs.

The University promotes an evidence-based approach by developing student success dashboards that FSAs can use for the early identification of at-risk students based on their engagement data and formative assessments. 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 University also uses the UP Readiness Survey in the beginning of the academic year to identify first-year 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 FSAs reach out to these students to offer various workshops and support. 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, Disability Unit).

A new initiative in 2021 was the introduction of peer advisors. Their primary duties are to assist students with basic advising questions and 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 deregistration of modules, degree/module planning, preparation for appointments with professional advisors, etc.

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 University of Pretoria maintains a comprehensive programme to support the academic development of first-year students. To achieve this goal, UP provides services to support students academically, socially, and psychologically through its FSAs, its mentorship programme, and the services of the Department of Student Affairs. The UP Readiness Survey uses Qualtrics to measure first-time entering first-year students' readiness for university education. The survey acts as an early warning system so students can be proactively directed to the mentoring and advising programmes.

The results of the UP Readiness Survey are used to identify first-time entering first-year students for targeted interventions, such as first-generation students for the STAR peer mentorship programme or academic advising by the FSAs. In addition, the information may 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 needs, 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.

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 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 the University of Pretoria, 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 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 module also aims to prepare students for the hybrid Academic Orientation week which has an online component. 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. Topics dealt with in this unit include saving, budgeting, percentages, earnings, taxes, and so forth.

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, Student Counselling Unit, Student Health Services, Library Services, Career Services, TuksSport, Disability Unit, 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 the students. Collectively, this gives first-year students a TASTE of UP:

- **Transitions@UP:**
 - UP Readiness Survey
 - STARS mentorship programme
 - Work readiness
 - Faculty houses
- **Advice and Academic Support@UP:**
 - FSAs
 - Faculty administration (timetable explanation and programme information)
 - Library
- **Support@UP:**
 - Student counselling services
 - Student health services
 - Gender-based violence
 - Anti-discrimination
 - Disability Unit
 - Security
- **Technology@UP:**
 - UPO
 - ClickUP
 - Learn the UP WAY
- **Expectations@UP:**
 - Academic integrity
 - Faculty information sessions
 - Discipline competences

Eight-week online extended orientation programme (UPO)

All students are required to complete an eight-week online extended orientation programme (UPO). In 2023, UPO will be used to facilitate the online part of the hybrid orientation (one day of online content). The UP Readiness Survey will again be administered in the orientation week of UPO (week O). 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.

Student's digital literacy skills: Academic Information Management (AIM)

AIM Modules are part of the Faculty of Engineering Built Environment and Information Technology (EBIT). AIM 101 and AIM 102 are six credits compulsory semester modules assisting students to improve their proficiency using the Microsoft Office Suite, a bundle of software developed by Microsoft, (Word, Excel, Access, PowerPoint) over two semesters. Additional skills taught are the use of electronic Library Catalogue and electronic Library Databases to access electronic resources necessary for students to do online research. The AIM Labs are primarily utilized by first-year students for a compulsory AIM (The Academic Information Management) module.

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 Collaborate and the discussion board, submit Turnitin assignments, and set up Tuks Email.

Donor programmes' wrap-around student support

The Department for 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 Program (MCFSP)

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 Program allows students whose talent and promise exceed their financial resources to complete their education. With a vision that education is a catalyst for social and economic change, the Program focuses on developing Africa's next generation of leaders who are ethical and transformative, encouraging them to be active contributors to their communities. The Mastercard Foundation: Scholars Program (MCFSP) offers scholarships to high-achieving African students interested in studying at undergraduate or postgraduate levels at the University. The foundation targets academically talented yet economically vulnerable young people in Africa. The 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 time, the Program 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, worth over \$21 million. 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 dignified and fulfilling employment or entrepreneurship. Graduates find employment within three months after graduation. The Program continues to support its alumni who are pursuing multiple pathways, such as pursuing higher degrees, work and entrepreneurship. Mental health and wellbeing support is provided to them in addition to sharing workplace development skills and mentorship. Twenty five African countries are represented on the Program.

Michael & Susan Dell Foundation (MSDF)

The Michael & 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 aim to support and empower low-income students (primarily first-generation university NSFAS students) who have shown grit and resilience to overcome adversity to make it to graduation, successfully enter employment and create pathways out of poverty for themselves, their families and communities.

The Dell Young Leaders Programme (DYL)

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 programme helps students navigate through common barriers to graduation, offering support in the areas most needed to ensure they move on to a meaningful career. The programme is relationship-based, supporting the whole student in four areas including academic, financial, wellness and career. Each student is awarded with R 150 000 scholarship funds which are used as a top-up model to NSFAS funding to cover any gaps in a student's full cost

of attendance over the duration of their studies. These funds have also been leveraged to reduce the students NSFAS loans. 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 613 students with a programme graduation rate (8-year) of 83% for early cohorts, a retention rate of 96%, and a placement rate of 97%.

Sikelela Scholars Programme (SSP)

The Sikelela Scholars Programme leverages the existing University resources and technology to address non-financial barriers to student success. The SSP operating model is innovative and cost-effective. It offers students an integrated support centre, simplifies the process of seeking help, and aggregates the issues that disadvantaged students encounter to offer some efficiencies in solving these. The aim of this programme is to determine if such support could improve student performance outcomes and document how such support could be scaled for the future. However, the programme also provides wrap-around academic, financial, wellness, and career support. Awardees receive a laptop and limited financial support to bridge gaps where necessary. 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 still on track to earn degrees. The Sikelela Scholars Programme is currently being evaluated for potential scalability at the University of Pretoria.

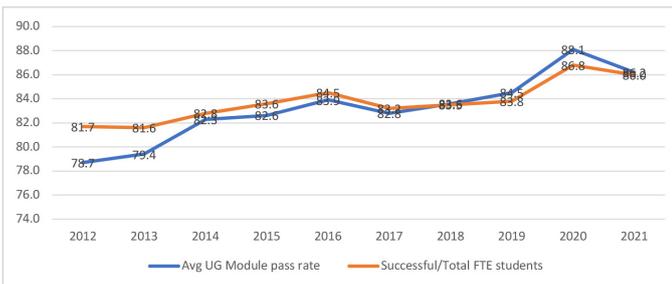
social events. The inclusion of the 2021 cohort in the ISFAP@UP programme brought the number of ISFAP grant recipients to a total of 247. The wrap-around support includes a laptop, as well as financial, academic, wellness, and mentorship support.

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

THE IMPACT OF ACADEMIC SUCCESS INITIATIVES AND RECOGNITION

The throughput rate of first-generation students has increased over the three years: 57,25% in 2019; 68,3% in 2020 and 82,3% in 2021. The improvement in the performance of first-generation students is evidence that the University's student success initiatives are bearing fruit. UP's overall module pass rate has increased from 78,7% in 2012 to 86,2% in 2021, with a peak recorded at 88,1% in 2020.



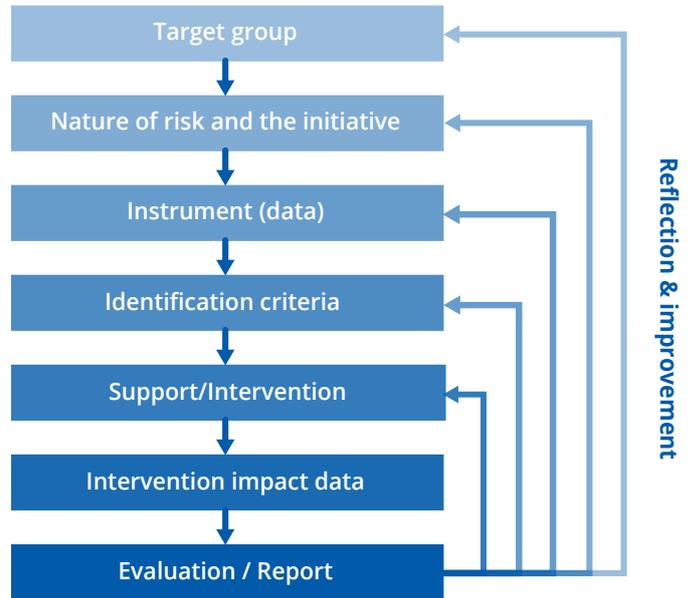
The throughput rates of first-time entering students who completed their three-year and four-year programmes in minimum time improved. In 2014, the minimum-time-to-completion rates for three- and four-year degrees were 37% and 39%, respectively. The throughput rates increased from 39% and 40% in 2015 to 45% and 42% in 2020 for the three- and four-year programmes, respectively. Note that the percentages above for the four-year programmes include the NAS and EMS extended curriculum programmes, and the five-year programmes include the augmented ENGAGE programme in EBIT, affecting the overall success rate.

SUMMARY AND NEXT STEPS

The University seeks to provide an environment where students can succeed and flourish. The University is fully committed to supporting and assisting students and eliminating obstacles to success. The University recognises that student success support and opportunities is a systemic and holistic institutional data-driven process and therefore has developed an integrated approach to student success within and beyond our campuses. Students are also required to take responsibility for their own academic success. Students are responsible to use opportunities optimally, e.g., attend tutor sessions, visit student advisors (FSAs), attend workshops, attend the

academic orientation week, and complete the UPO online orientation module.

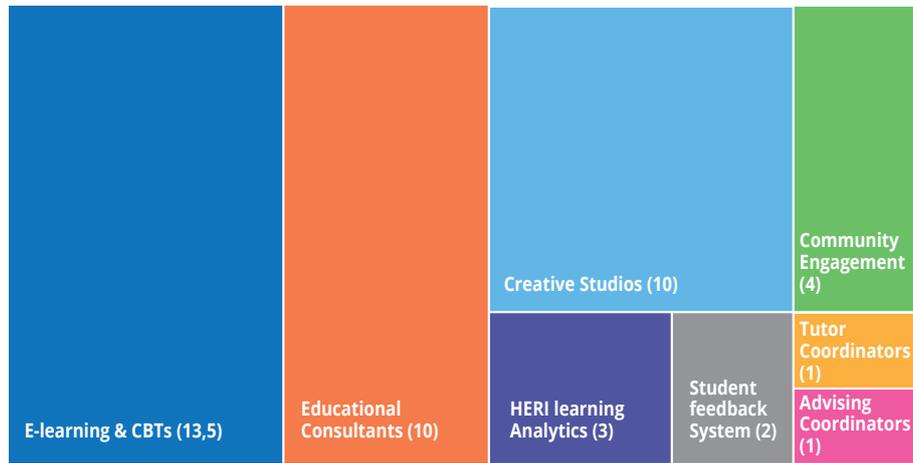
The impact of each student intervention should be measured, analysed, reported, reflected on, and improved. The reflection does not only include success and challenges but also results in the continuous improvement and rethinking of the target group, instrument, data, identification criteria, and support.



The first step towards enhancing student success is to provide quality teaching and learning opportunities for students to engage actively and authentically with the knowledge, skills, attitudes, and values of a particular discipline/field. The past few years marked a renewed realisation that teaching and learning is the most critical student success factor. It is not only the US-based Achieving the Dream that realised the importance of teaching and learning but we also see it in the UK's Teaching Excellence Framework (TEF), the European Forum for Enhanced Collaboration in Teaching (EFFECT) project, and locally the DHET's Framework for Enhancing Academics as University Teachers.

The Department for Education Innovation (EI) is mainly a lecturer-facing department that drives student support by providing leadership training for implementing 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. The lecturers must ultimately take responsibility for student success through their teaching excellence, quality assessments, and relevant curricula. EI offers institution-wide workshops and

Faculty/Staff Facing Academic Development



Wrap-around Student Support (Housed in EI)

Student Facing Activities



Figure: The structure and size of the Department for Education Innovation (EI)

priority courses to enhance hybrid teaching, learning and assessment. The courses are interactive and focus on educational sound principles and on the implementation of appropriate technology within the context of the 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 which is funded by the DVC's office.

The next step includes the further enhancement of the quality and efficacy of teaching by strengthening the implementation of UP's teaching model, TEACH The UP Way, which is student-centred, inclusive, technology-enabled, self-directed, inquiry-based, assessment-driven and flipped learning. The modules with very low pass rates should receive special attention.

Strengthening the HIMs Project

The HIMs reviews showed a positive outcome on the module success rates of a selection of gateway modules, which could lead to improved throughput rates; however, this initiative requires a holistic effort that functions at the nexus of the module and programmes. Possible causes of the poor performances of students in these modules could include the following:

- **Curriculum:** programme structure, articulation and alignment, module content, prior knowledge/skills, admission requirements, credits (notional hours)
- **Assessment** (formative & summative): expected outcomes, quality, marking, moderation, level, nature, weights, quality assurance, cognitive demand
- **Teaching and learning:** student engagement, prerequisites, prior knowledge, key concepts, clickUP content, learning materials, study guides, communication, cognitive demand
- **Student data:** Student preparedness, student engagement, class attendance, dropout rates, deregistration rates, early alerts, formative assessment
- **Policies and practices:** timetable, facilities, prerequisites, student support (including lecturer availability, tutors & FSAs)
- **clickUP (LMS):** design, activities, assessment, communication

To support such an initiative, the following review process is proposed:

- Step 1:** Faculties identify and select the bottleneck modules in consultation or based on the data from the Department for Institutional Planning (DIP) (Dr Mxolisi Masango) OR download the [Faculty Module Pass Rate Report](#) or the [Module Pass Rate per Department](#) or use the [HIMs dashboard](#).
- Step 2:** Deputy Deans: Teaching and Learning work with the HoDs and lecturers. Contact Dr Juan-Claude Lemmens from HERI, who will upload the lecturers to a Microsoft Teams self-evaluation report and train the lecturers on completing the report.
- Step 3:** The lecturers complete the module self-evaluation report and notify the DD: T&L, HoD or module coordinator when completed.
- Step 4:** Based on the actionable data from the module self-evaluation report, the DD: T&L, HoD or module coordinator request support from the relevant sections of the Department for Education Innovation:
- Faculty Student Advisors (FSAs):
 - The FSAs will assist or set up the Retention Center in clickUP in collaboration with the lecturer as an early warning system (low activity, low marks, irregular and a drop in access).
 - The FSAs perform five-minute class visits to HIMs modules at the beginning of each semester (or quarter for quarterly modules) to remind students and lecturers of their services and how they can support students in modules that are challenging. Similarly, the tutors for these modules should also introduce themselves and indicate how they will support students

during the first lectures of each semester (or quarter for quarterly modules).

- Education Consultants will support with any teaching and learning quality, assessments, and curriculum issues.
 - Instructional Designers will support with clickUP content, student and lecturer engagement, course/learning design, Student activity probability pass prediction data.
 - Student Feedback: SFTS EI team support with formative mid-semester survey to identify possible issues that students experience.
 - Tutorials: Contact Dr Kgadi Mathabathe for tutor support.
- Step 5:** Evaluation of module interventions and outcomes
- The lecturing team completes the section in the Notebook that evaluates the module interventions and outcomes (facilitated by the module coordinator)
 - The lecturing team will provide a report (possibly a self-reflection survey) to the HoD and DD at the end of the Semester
- Step 6:** Reporting on the interventions at a Tshebi meeting
- HoD or DD give feedback on the impact of the interventions at a Tshebi meeting. A purpose of Tshebi is to present and discuss data of high-impact service modules across the phases of progression and arrive at actionable recommendations follow-up by Deputy Deans.

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

The implementation of teaching and learning in the performance management of teaching staff

The performance for each module taught should include important elements of teaching excellence and ensure student success align to the UP teaching model, TEACH THE UP WAY.

1	IMPROVE meets a-d	Positive moderators' reports
		UP study guide that includes a plan per contact session that will enable students to come prepared to class
		clickUP: use of Grade Center for all modules
		clickUP: A clear weekly roadmap that will allow students to come prepared to class for each contact session
2	PERFORM meets a-j	Good student feedback (at least 3.5)
		Pass rates above ... % (as agreed by HoD)
		Evidence of engagement of all students in class, e.g. clickers
		Satisfactory handling and solving of student complaints
		Attended clickUP or professional development courses in the past year
		Use quality formative and summative assessment to support learning
3	EXCEED meets all	Implementation of an innovative teaching method, strategy, and assessment plan, redesigned the curriculum of the module/programmes that demonstrates improved teaching or as a result of evidence from the student feedback
		SoTL: published T&L-related article in an accredited journal or Faculty T&L awards or participation in Flexible Futures/other Education conferences/workshops, brown bag lunches

Anthology REACH as a Student Relationship Management (CRM) system

El will investigate the use of Anthology REACH as a Student Relationship Management (CRM) system to support student success and retention. This will enable the advising team to manage the student success processes and improve the institution's communications, planning, and tracking tools from one central hub. Anthology REACH is a comprehensive, integrated planning and advising student success platform. This will consequently eliminate student success data silos at UP. Anthology REACH connects student advisors, support departments, and lecturers to enhance student success. The platform identifies students at risk so that we can prioritise and personalise our support efforts to students. It also uses nudges to ensure students get support at

critical points when they are most likely to get stuck or drop out. It also includes a case management system to manage and record referrals and provide accurate reporting data for funders.

Awareness and training of teaching staff to use student data reports

The University promotes an evidence-based approach to student success by increasing the use of data-analytics by developing dashboards for Deputy Deans and HoDs. Lecturers can generate the Bb Analytics for Learn Student Report and make it available to the students within each course. Each undergraduate course also provides access to Student Risk Reports under the Evaluation in the Course management links. The instructor report provides an integrated dashboard at the aggregated and the individual

student level. 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. EI will increase academic staffs data awareness and capacity by:

- Staff development: ASSESSMENT, METRICAL and GRADE CENTER courses: Create an awareness of the data reports available in clickUP, e.g., clickUP risk reports and Student reports. Encourage staff to activate student reports with students.,
- Share frequently via e-mail with HoDs and Deputy Deans data reports based on specific requirements and provide Pyramid Training to stakeholders to analyse the shared reports further.

Make tutorials impactful

In 2023 we plan to implement a revamped institutional tutor training system to make tutorials at UP more impactful. This includes exploring different tutoring modalities for the varying faculty teaching contexts, including tutoring-specific items in the student feedback system survey, strengthening inter- and intra-faculty support to all staff involved in tutoring or supplemental instruction e.g., tutor coordinators CoPs, tutor CoPs, and capturing the tutor and student achievements through Badger and implementing a better system to improve data capturing, reporting and quality assurance. System integration of tutoring data and training with the current LMS will also be explored.

ADDENDUM A: FLY@UP INFORMATION

The UP student success support life cycle could be divided in four phases, namely a connection phase, an entry phase, a progress phase, and a completion phase. The support networks include the Disability Unit, Student Counselling Unit, Student Health Services, The Careers Office, Department of Security Services, Department of Student Affairs, Centre for Sexualities, AIDS and Gender, Fees and funding, Library, IT Helpdesk, etc.



PHASE 1: CONNECTION



PHASE 1: CONNECTION

Your initial application: You are considering UP as your academic home after school and apply

What is available	What does UP offer?	Department responsible	What is your responsibility?
Online applications	Applications for study at the University of Pretoria in 2020 are fully online. Application for admission to undergraduate study programmes for both South African and international citizens close on specific dates in the year preceding the year of study.	DESA	To apply, go to: https://www.up.ac.za/online-application
Career guidance	Career/programme exploration on the UP website	DESA	Find out about the careers you are interested in. Interview people in that career. Shadow professionals in the career(s) you are interested in.
JuniorTukkie	JuniorTukkie has been established to assist learners in Grades 9, 10, 11 and 12 to make responsible study and career choices. JuniorTukkie also develops important skills in order to better equip these learners for the challenges they may face as a student in their personal capacity as well as professionally.	JuniorTukkie office	https://www.up.ac.za/juniortukkie
Faculty Websites	Find out about the courses available in the different faculties	Faculties	https://www.up.ac.za/programmes
Study fees	Contains crucial information such as banking details, costs of study, payment dates, refunds, international student charges, meals, residences, and quotes		Find out what your studies will cost https://www.up.ac.za/student-fees
Student funding	Financial aid, which includes merit awards, funding opportunities, NSFAS funding, as well as UP bursaries.	Finance	Go to https://www.up.ac.za/student-funding and find a funding option that you would like to apply for. Apply as early as possible

PHASE 2: ENTRY



PHASE 2: ENTRY

You meet the requirements of UP and register at the institution

What is available	What does UP offer?	Department responsible	What is your responsibility?
Online curriculum	Programme and module advice	Faculties	Access online curriculum advice and familiarise yourself with the programme requirements by studying your faculty's yearbook https://www.up.ac.za/yearbooks/home
Online registration	Registering for your modules online	DESA	Ensure that you register for all the required modules and for an adequate amount of module credits
Face-to-face registration	Administration staff are available on the Hillcrest campus in January to assist students who have difficulties with online registration.	DESA	If you need face-to-face assistance, do try to go to the Hillcrest campus as early as possible in January as queues tend to become long.
Safety on and around campus	Security officers accompany students and personnel members from 18:00 to 06:00 daily from designated points on the various campuses.	Security services	Know what is expected of you and what you should avoid. https://www.up.ac.za/department-of-security-services/article/23390/-safety-on-campus Know the emergency numbers: 0800 00 64 28 or 012 420 2310/2760
Student funding	Financial aid, which includes merit awards, funding opportunities, NSFAS funding, as well as UP bursaries.	Finance	Check on your funding application https://www.up.ac.za/student-funding
Wireless hotspots	The University intranet provides access to the Library online periodicals, TuksPrint, Timetables, Credit Card Payments (Student Account), Web Room Booking, Human Capital Management (HCM), Financials (FSCM) and Request (ERS), ITS Service Catalogue, Password Self Service, Collaboration spaces, etc.	ITS	During your first year's registration at UP you receive a student email address: to set up your email: https://tinyurl.com/yyfj5pfp (you may be asked to self-enrol, do this by clicking on submit)

Orientation	The Academic Orientation Week is one of the most important events in the University's academic calendar. During the compulsory Orientation Week, which takes place the week before classes start each year, you will learn more about the services offered at the University aimed at helping you with your studies and well-being and making the transition to university life easier.	EI	Please remember to keep a close watch on the University's official channels such as the website (www.up.ac/orientation) and official UP Facebook, Twitter and Instagram pages for any updates.
FSAs: consultations and workshops	You will meet your FSAs during the orientation week. The services offered by the Faculty Student Advisors include individual consultations and workshops on academic support, goal setting & motivation, adjustment to university life, time management, study methods, test / exam preparation, stress management, and career exploration.	FSAs are faculty based	Find out who your FSA is and make an appointment early in the year to ensure that you make use of all the support available to you as a student www.up.ac.za/advising .

PHASE 3: PROGRESS



PHASE 3: PROGRESS

Register for UPO, AIM and other required modules; Integrate into the UP way

What is available	What does UP offer?	Department responsible	What is your responsibility?
Wi-fi, IT Labs, Laptop assist	Wi-fi, IT Labs, Laptop assist	ITS	Take your laptop to the Laptop assist shop at the Piazza in the student centre on the Hatfield Campus.
clickUP	Your classroom experience is extended and supported by an online classroom called clickUP. clickUP is the in-house name for the Learning Management System used at UP. You must be registered as a student to get full access to clickUP. Download the Blackboard mobile app!	EI	Access clickUP as soon as you start your academic year or orientation: https://www.up.ac.za/media/shared/360/Documents/clickup-access-and-orientation-manual.zp167562.pdf
UPO	UPO is the university's extended online orientation. It is a fully online module that is compulsory for all first-year students and is presented through clickUP	EI	Complete the course
Digital literacy skills	AIM is a module called Academic Information Management. The AIM Labs are primarily utilized by first-year students for a compulsory AIM (Academic Information Management) module. AIM Modules are part of the Faculty of Engineering Built Environment and Information Technology (EBIT). AIM is a compulsory module assisting students to improve their proficiency using the Microsoft Office Suite, a bundle of software developed by Microsoft, (Word, Excel, Access, PowerPoint) over two semesters. Additional skills taught are the use of electronic Library Catalogue and electronic Library Databases to access electronic resources necessary for students to do online research.	EBIT	Find more information about AIM here: https://www.up.ac.za/yearbooks/modules/view/AIM%20101

UP Readiness Survey	During the orientation week all first-year students are required to complete the UP Readiness Survey, which is used in combination with high school results to identify students who need proactive support with the above-mentioned support services during the first year.	EI	Complete the UP Readiness Survey in UPO (Access your result approximately two weeks later on your student portal).
Mentors	The STARS Mentorship programme is a student development programme. The aim of the programme is to assist first-year students with their adjustment from high school to university life by supporting them socially and emotionally with the intent to boost their academic performance. The programme employs the capabilities of senior students on our campus (second year and above), who are trained within the programme to assist and groom the first-year students through the first semester of their arrival at the university.	DSA	More information is available in UPO
Hybrid learning	The culture of excellent teaching is firmly entrenched at UP across all fields of study. Our committed academics have multiple approaches to teaching to ensure that students with a variety of learning strengths succeed. Good teaching helps students to excel and graduate in the minimum time set out for a degree. Our degrees are locally accredited and internationally recognised. Part of the learning is dependent on access to the online learning management system, known at the University as clickUP.	Faculties	Prepare for each class and engage in class! To find out more: https://www.up.ac.za/hybrid-learning

Tutors and tutorials	Tutorials are offered in some modules to ensure that students receive the academic help they need. These sessions are offered in addition to your normal lecture times. The support is provided by senior undergraduate as well as post-graduate students. They help students individually as well as in groups. Your lecturers will provide you with details regarding tutorials.	Faculties	Ensure that you know who your tutors are and when tutorials or consultation hours are. Consult your study guide or clickUP for each of your modules. Tutorials offer additional opportunity to engage with module content, often in a smaller group setting. You might find that the tutors are more accessible than lecturers - so make use of the help that they provide!
Assessments	The UP makes use of both formative and summative assessment. This means that you obtain a semester mark by handing in projects or assignments and/or writing semester tests (formative assessment). You need a certain semester mark to qualify to write the examinations (summative assessment)	Faculties	Consult your study guide and clickUP for more information on assessments and assessment dates.
Examinations	Examinations are written twice yearly, in June and in November.	Faculties	Consult your study guide and clickUP for more information on examinations, including examination timetables. Examination preparation workshops are presented by FSAs and a section of UPO is also dedicated to examination preparation.
Books	Take out or use books/ebooks Online access to articles, books etc	Department Library Services	Visit http://www.library.up.ac.za/ for more information. You can also visit https://prezi.com/view/WKYSAa50C4Zd2McaMxMP/ for an overview of the various library services. You can chat to a librarian online here: https://tinyurl.com/y5u2rknu
Collaboration spaces	The library offers learning and collaboration spaces for students. These can be booked. There are also interesting events hosted by the library.	Department Library Services	Book a library venue for your next groups study session or meeting here https://up-za.libcal.com/ . You will also find out about upcoming events on this page

MakerSpace	The Department of Library Services at the University of Pretoria (UP) is home to the first Library MakerSpace in South Africa. A MakerSpace is a creative laboratory where people with ideas can get together with people who have the technical ability to make these ideas become a reality. It provides students access to some of the latest and most current technology trends such as 3D printing, 3D scanning, electronics and 3D design software.	Department Library Services	http://www.library.up.ac.za/makerspace/index.htm
Student social learning spaces	There are several student social learning spaces on all campuses with WIFI and coffee facilities.	Facilities Management	Use the social learning spaces.
Printing, binding and copying	The University of Pretoria has a well-established bindery, offering high standard, professional binding services to UP staff, students, academic departments as well as private clients.	Department Library Services	Find out how to set up your TuksPrint account here: https://tinyurl.com/yyeb9kzw or you can also visit the website and go to the various links for more information: https://www.up.ac.za/tuks-print Bindery: https://library.up.ac.za/bindery
Ready-for-Work programme and PODS	The Ready for Work initiative has been launched to prepare graduates for the world of work by providing training for additional skills over and above academic competence and work experience. Services include skills to: building your CV, workplace readiness, entrepreneurship, what employers expect from you, finding a job, and career fairs and events.	Ready for work	Visit https://www.up.ac.za/ready-for-work to find out about all these services and to register for a skills training course.
Student societies	With more than 100 official societies to choose from, student life is vibrant at Tuks! There are various types of societies: religious, political, social, cultural, academic, etcetera.	DSA: SRC	Become part of student life by joining a student society, find out more here https://www.up.ac.za/student-life/article/259341/societies
Tuks Sport	Membership is open to students, staff, alumni and the community. Our clubs offer something for everyone, whatever your interest in sport and fitness, find out more on what our more than 30 clubs have to offer and get involved!	Tuks Sport	If you are interested in joining one of the Tuks Sport clubs, go to https://www.up.ac.za/tukssport and click on your sport of choice.

Residences	As we live by our motto – Legaegae, Real Home – we strive to provide each and every student with a living community they can call home.	Department of Residence Affairs and Accommodation (TuksRes)	Are you looking for that special place you can call your home away from home? Then a residence at the University of Pretoria is just the place for you. Find out all you need to know about residence placement, here: https://www.up.ac.za/student-accommodation
Community engagement	The UP sees Community Engagement as a key priority, entrenched in our strategic objectives and in our vision and mission statements. At UP, Community Engagement is treated as an integral part of teaching and learning research, voluntary work done by students and institutional responsibilities. The focus is particularly on areas where the University has proven competencies that can enhance development and capacity building in identified communities.	EI: Unit for Community Engagement	Visit the Community Engagement website: https://www.up.ac.za/education-innovation/article/257709/community-engagement
FREE Student Health Services (SHS)	Student Health Services on the Hatfield Campus is staffed by medical doctors, professional nurses, dieticians, optometrists, HIV peer counsellors (or Befrienders, who are specially trained CSA&G volunteers. Services are FREE to all registered students of the University of Pretoria.	DSA: Student Health Services (SHS)	Find out where the SHS is located on your campus and visit them for all your health queries: https://www.up.ac.za/student-health-services
Professional psychological support service	The Student Counselling Unit offers assistance in times of psychological distress. This implies trauma such as rape, assault, muggings, domestic abuse, and physical abuse. If you are experiencing an emergency of this nature, please alert the receptionist immediately and she will mobilise the relevant staff member to attend to you.	DSA: Student Counselling Unit	Emergency assistance during office hours 07:30-15:30 Website: https://www.up.ac.za/student-counselling/article/257955/contact-us If you are experiencing an emergency after hours , please contact Campus Security Services (0800 006 428) or the UP/SADAG 24 Hour Care line (0800 747 747) or SMS 31393 for a call-back.

<p>Disability services</p>	<p>UP recognises the rights of all its students and takes special pride in making education accessible to students with disabilities. The Disability Unit works closely with departments and faculties to make the academic journey more equitable to navigate for students with disabilities.</p>	<p>Disability unit</p>	<p>If concession support is required for a Specific Learning Disorder, Attention Deficit Hyperactivity Disorder or any other Psychiatric Disorder there is a specific assessment battery that is required. Kindly contact du@up.ac.za for further information thereof. https://www.up.ac.za/disability-unit</p>
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PHASE 4: COMPLETION



PHASE 4: COMPLETION

Graduation and beyond: You have reached your UP finish line

What is available	What does UP offer?	Department responsible	What is your responsibility?
Post graduate studies	If anything, a postgraduate degree will enhance your CV and equip you with the knowledge required to thrive in your industry.	DRI	If you would like to register for a postgraduate degree, or to find out more about post graduate studies, go to https://www.up.ac.za/students/article/2734301/postgraduate/
Career advice	All UP students and alumni have access to the TuksCareers on the UP Student Portal for up to two years after graduating. You will be able to view job adverts, download CV templates, follow employers of your choice, book for events and make appointments with Career Services for one-on-one assistance.	Ready for work	Go ahead, log into TuksCareers, and start exploring the ready for work environment.
Tuks alumni	The UP Alumni Connect Platform has been launched. It will help you re-connect with former classmates and to grow your professional network. UP Alumni Connect will also keep you informed about what is happening at your alma mater and keep you up to date on events that are taking place.	Department of Institutional Advancement: Alumni Relations	Join the community now at www.upalumniconnect.com . Our relationship with our alumni is invaluable and we'd love to stay in contact with you. This way, you'll always be kept up to date on the latest news, events, academic research, career advancement opportunities, and many more UP alumni offerings. https://www.up.ac.za/alumni/article/256572/contact-alumni-relations

APPENDIX B:

Factors influencing students' academic performance and the UP initiatives

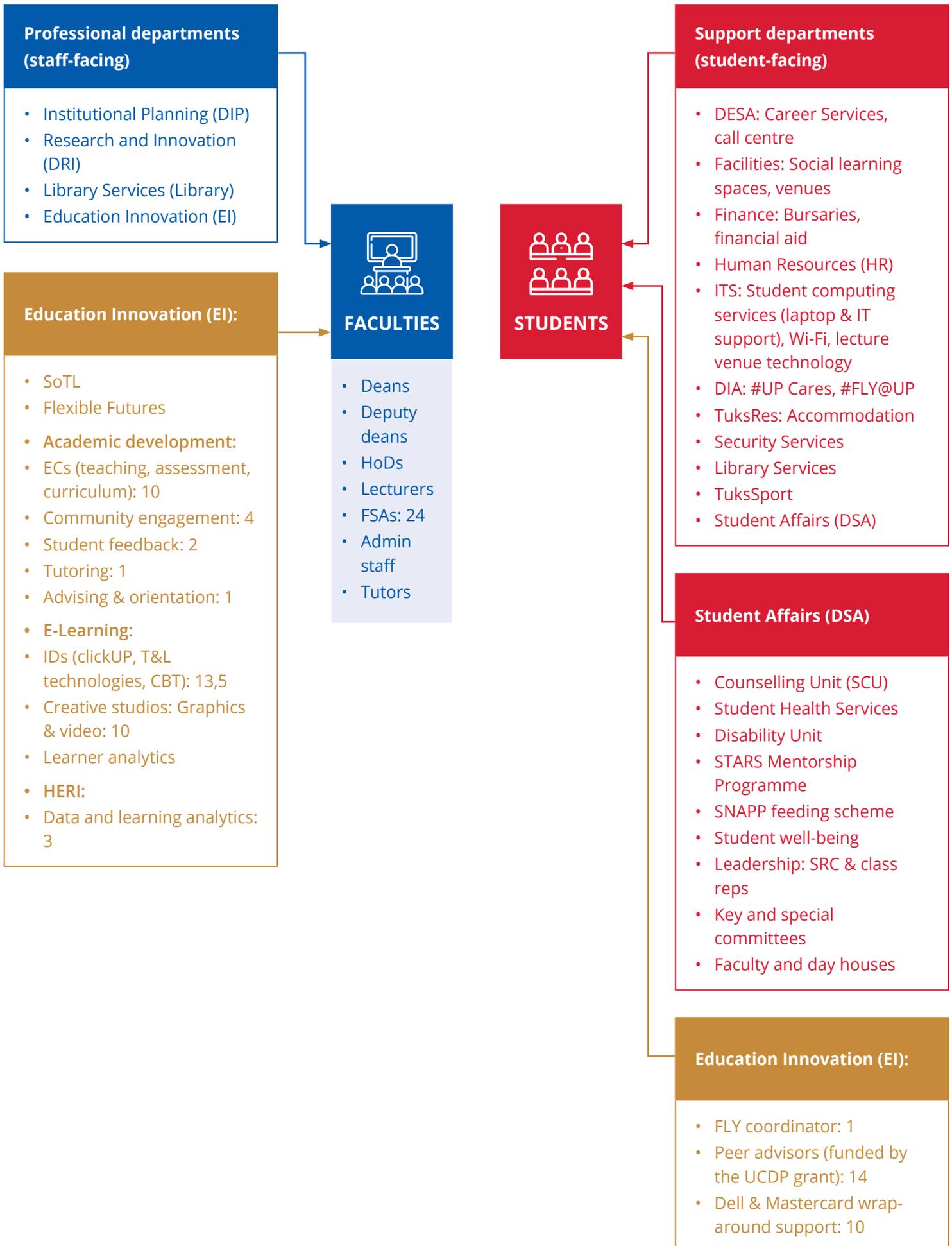
Based on the following article: Richardson, M., Abraham, C., & Bond, R. (2012). Psychological correlates of university students' academic performance: a systematic review and meta-analysis. *Psychological bulletin*, 138(2), 353.

Categories	Factors influencing students' academic performance	Actions or Initiatives
Intelligence (cognitive capacity or ability)	Capacity to critically analyse learning material	Admission requirements set by Faculties (APS score)
	Ability to represent and manipulate abstract relations	
	Concentration (capacity to remain attentive and task focused during academic tasks)	
	Organization: capacity to select key pieces of information during learning situations	
	Capacity to synthesize information across multiple sources	
	Metacognition (capacity to self-regulate comprehension of one's own learning)	
Intellectual curiosity (need for cognitive stimulation)	General tendency to enjoy activities that involve effortful cognition	Admission requirements set by Faculties (APS score)
	Academic intrinsic motivation (self-motivation for and enjoyment of academic learning and tasks)	
	Performance goal orientation (achievement striving to demonstrate competence relative to others)	
Perseverance & Conscientiousness	Conscientiousness (self-disciplined and achievement-oriented – a commitment to staying at university and obtaining a degree) VS Procrastination (a general tendency to delay working on tasks and goals)	Past module success rate
	Effort regulation GRIT (persistence and effort when faced with challenging academic situations) VS Avoidance of activities that may lead to demonstration of low ability and achievement	

Self-responsibility & discipline	Peer learning (work with other students to facilitate one's learning)	Informal learning communities
	Time/study management (capacity to self-regulate study time and activities)	FSA workshops
	Locus of control: perceived control over life events and outcomes VS Drinking, party, friends, drugs, alcohol, eating, social media, streaming, reels, videos	Structured learning environment: Before-During-After Engagement in class (clickers) Study guides & clickUP Formative assessments
	Self-assigned minimal goal standards	FSA workshops & more formative assessments
	Help seeking tendency to seek help from instructors and friends when experiencing academic difficulties	Data driven support via learning analytics: FSAs & Tutors
Students' approaches to learning (Study methods)	Deep: combination of deep information processing and a self (intrinsic) motivation to learn & Strategic: task-dependent usage of deep and surface learning strategies combined with a motivation for achievement VS Surface: combination of shallow information processing and an extrinsic motivation to learn & Rehearsal: learning through repetition	Entry requirements set by Faculties APA score & NBT
	Learning goal orientation: learning to develop new knowledge, mastery, and skills	
Motivation	First choice degree	
	Informed degree choice based on aptitude and interest	Career services
	Student centred teaching & Inquiry-based teaching	TEACH THE UPWAY
Psychosocial contextual influences	Emotional intelligence: capacity to accurately perceive emotion in self and others (VS academic stress, test anxiety, depression, anxious)	Student counselling services

External factors that may facilitate or hinder performance	Limited funding: access to device, textbook, connectivity, accommodation, study space/conditions	NSFAS, Dell, Mastercard, ISFAP
	Limited time (part-time work)	
	Poor health	Health services
	Disabilities	Disability unit
Normative belief (social normative pressures relevant others bearing on what behaviours)	Academic extrinsic motivation: learning and involvement in academic to satisfy others' expectations: parents, community, friends	STAR mentorship programme for first generation students
	Social support from family members and/or significant others	
	Agreeableness (compliant in social situations)	
T&L quality (Institutional)	T&L quality	EI courses and support, HIMS project
	Curriculum alignment	Aligning module outcomes, assessment & activities, articulation between modules (programme mapping)
	Assessment quality	
Support (Institutional)	Institutional academic integration	Orientation programme
	Academic support: lecturers & tutors	Tutors, FSAs
	Social integration and ability to relate to other students	Orientation programme
	Institutional integration	Orientation programme

ADDENDUM C:



DEPARTMENT FOR EDUCATION INNOVATION

<https://www.up.ac.za/education-innovation/>