ANNUAL REPORT

OF THE

THE CENTRE OF ACADEMIC

DEVELOPMENT(CAD)

FOR 2015

1. INTRODUCTION AND BACKGROUND TO THE CAD

The Centre for Academic Development (CAD) was launched with the appointment of the new Executive Director at the end of 2011 by the Vaal University of Technology. The CAD was created in response to the ambitious plans the university has concerning a number of key objectives as set out in *VUT's Strategic Plan 2016-2020*, which are to:

- Increase the adoption of eLearning and contribute to the success and engagement of students
- Enhance the student experience, skills, and satisfaction to increase retention and throughput
- Enable greater access and flexibility in the delivery of quality teaching and learning
- Encourage a culture of innovation and continuous improvement in learning and teaching
- Establish an environment that will encourage uptake and embed eLearning in core practice
- Support the institutions goal to deliver a "student-centered" learning experience

Further CAD is aligned with the corporate strategy of the institution through the following strategic objectives namely strategic objective sis which focuses on teaching and learning and strategic objective five which is aligned with access and success. The above mentioned objectives are aligned with VUT'S vision to be "a university that leads in innovative knowledge and quality technology education." The objectives also align with the VUT mission, which is "to produce top quality employable and entrepreneurial graduates who can make an impact to society" by:

- Adopting cutting-edge technology and teaching methods
- Producing a scholarly environment conducive to learning and innovation, and
- Developing a Curriculum that meets the needs of society in Africa and beyond.

The CAD's vision is to be a leading research-informed centre that promotes creative and innovative teaching and learning experiences by developing all students and staff to reach their optimum potential both locally and globally. The mission of the centre is to optimize the maximum potential of the university by developing transformative, innovative curricula with stakeholders (academia, industry and professional bodies) utilizing and integrating appropriate traditional and digital technologies to enhance the teaching and learning experiences and practices. As a leading centre we will creatively enhance academic development through learning, student, tutor, language, staff, and. Interventions will be implemented through proper research, peer, self-evaluations and assessment. Furthermore, we will strive to develop academic leadership by providing training programmes that will optimize academic potential. The values of the staff employed in the centre should reflect the following:

1. Tenacity – Striving with self-confidence through planning and management for envisioned goals;
2. Fostering – Creating a nurturing work environment which promotes professionalism;
3. Ubuntu – Embracing the uniqueness of each member and the value of human dignity;
4. Innovative – Trend setters in teaching and learning.

The following through the strategic planning process with all staff in the CAD was considered to be the four strategic objectives:

- To achieve excellence in teaching, learning and assessment the CAD will offer quality programmes, promoting active learning as part of the curriculum to address the multi-faceted needs of academic staff.
- To contribute towards academic leadership transformation the CAD will offer innovative customized leadership development programmes.
- To ensure access and retention for success the CAD will develop and implement quality student-centered programmes.
- To develop and implement teaching, learning, assessment and curricular approach aligned to VUT Teaching and Learning model

2.1 BACKGROUND TO ACADEMIC STAFF DEVELOPMENT

In 2015, the focus and the main activities of academic staff development intended are to contribute to the realisation of the Centre for Academic Development strategic objectives which are in alignment with the optimisation of teaching and learning as outlined in the VUT 2015 – 2015 Strategy.

The majority of developmental workshop was informed by international best practices in higher education teaching such as Ramsden's (2003) principles of effective university teaching which are aimed at improving students' experience of higher education. Chickering and Gamson's seven principles of good teaching in undergraduate education (1987) and Ambrose etal 's Seven Research Based Principles for Smart Teaching (2010) also inform most workshops. The topics are also greatly influenced by the local CHE initiative of Improving Teaching and Learning in higher education and the current Quality Enhancement Project which focussed on:

- Enhancing Academic as Teachers
- Enhancing Student Support and Development
- Enhancing the Learning Environment
- Enhancing Course and Programme Enrolment Management

In general, the listed QEP focus areas are intended to promote a more holistic and invitational teaching and learning context that would contribute to the best possible student's experience. The QEP focus that has specific bearing on the activity of The Academic Staff

Development is the first one – Enhancing Academics as teachers - , which is a complex and multifaceted project as depicted in the illustration below.

The need for academic development and support arises from the increasing of access to South African higher education since 1994, as stipulated in the Higher Education Act 101, which has resulted in the admission of a new category of students from disadvantaged backgrounds (Cross & Carpentier, 2009) who may also face the additional pressure of being first generation students (De Jager & Van Lingen, 2012; Higher Education News, 2012; Scott, Yeld & Hendry, 2007). It is commonly known that a significant percentage of contemporary students are academically and socially under-prepared for higher education (Scott, et al., 2007). The amalgamation of the traditional and the new has resulted in a diverse student population with a range of distinctive needs and goals. Subsequently, the need to support the transition to university life in the South African higher education context is magnified (Van Schalkwyk, Leibowitz & Van der Merwe, 2009).

The work of the centre aligns itself within the field of academic development and support. Academic development and support can be defined as the enhancement of teaching and learning with a particular emphasis on supporting academic staff and students. Academic Development and support is implemented in five focus areas within the centre. The Centre focuses on the following strategic areas, divided into 4 units:

(1) Academic Staff Evaluation and Development Unit,

(2) First Year Experience Unit;

(3) Academic Support and Language Development Unit;

(4) Unit for educational Instructional and Multimedia Technology.

2.2 The Work of Academics

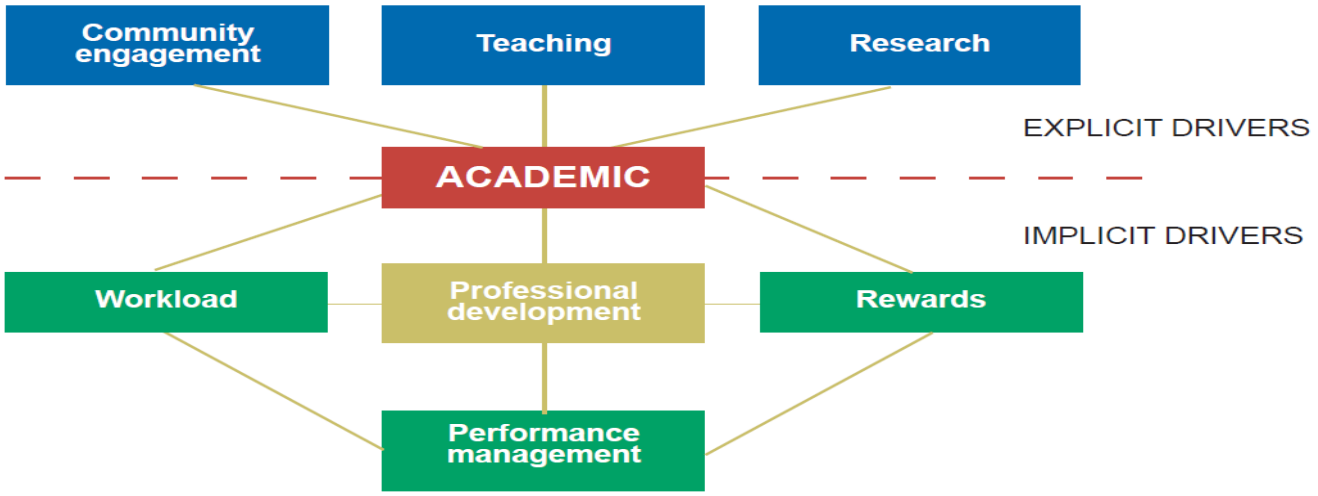


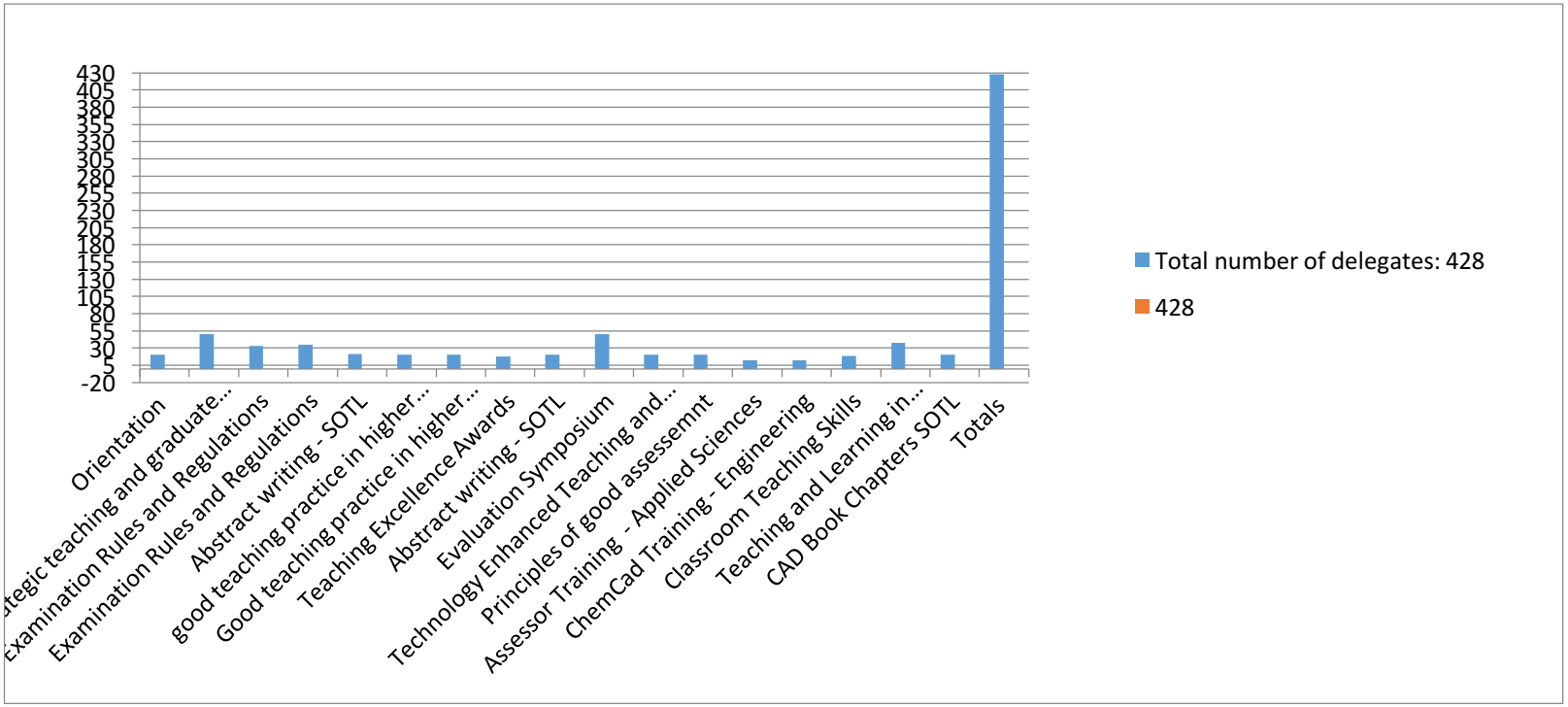
Figure 1.1: Inter-related structural elements that drive how academics allocate their time, energy and attention.

The operations of CAD attempts to contribute to the realisation of most of the blocks in the diagrams through the various workshops that are offered. The issue of rewards is indirectly linked to professional development which is realised through the Rectors Award tor Teaching Excellence – RATE. In 2016 attempts will be made to align the RATE criteria to that of the National Teaching Excellence Award. . In the meantime, the RATE exists as an avenue to reward teaching excellence and has attracted increasing number as depicted below.

2.3 RATE PARTICIPANTS SINCE 2013

YEAR AND TOTALS	2014 (18)				2015 (20)				KEY	
PARTICIPANTS PER FACULTY	M S	ASC	HS	ENT	MS	ASC	HS	ENT	MS	MANAGEMENT SCIENCES
	1	11	5	1	6	4	9	1	ASC	APPLIED SCIENCE
									HS	HUMAN SICENCES
									ENT	ENGINEERING AND TECHNOLOGY

2.4 2015 FIRST SEMESTER WORKSHOPS ATTENDANCE



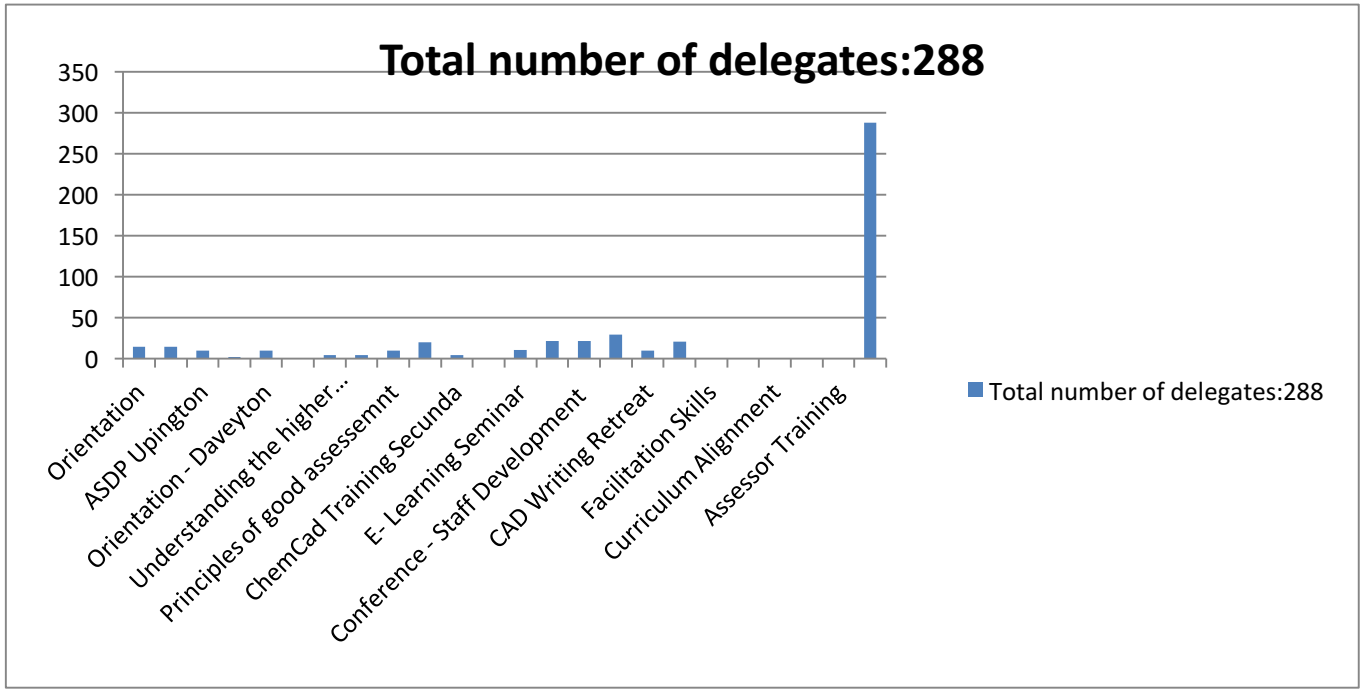
The 2015 first semester workshop started with the Orientation of newly appointed academic staff as usual followed by an international Teaching and Learning Symposium of Graduate attributes and the evaluation Symposium. These two even were quite popular, and timely in sensitising staff on international and national trends. However the International symposium was interrupted by the campus disturbances of January 2015, this had a negative impact on the 50 academics that came to the venue but did not get the full benefit from the international speaker because she cancelled her trip to the Vaal. The other highlights of the semester were three discipline specific workshop that attracted large crowds. The Scholarship of Teaching and Learning (SOTL) workshops were also very popular and produced spin offs in the form of increased request for post-graduate supervision in the area of proposal writing. The SOTL workshops were also designed to address the innovative initiative of producing a Book on VUT's contribution to academic development. It is hope that the publication will be part of the 50 years celebration of VUT.

2.5 COMPARISON TABLE 2014 VS 2015

TYPES OF WORKSHOP/ ITEMS	**YEARS**	
	2014	**2015**
Total number	14	17
Total number of participants	198	428
Discipline specific	None all were generic	– assessor – applied sciences - CHEMCAD – Engineering - June Pym – Management science
Generic types	All were generic	14
Other sites of delivery	none	1 Daveryton 1 Secunda Examination workshop

The discipline specific workshops proved to be the ones with more impact and highly favoured by staff. Therefore, in future a concerted effort needs to be made to partner and collaborate with various departments in order to generate relevant discipline specific workshops.

2.6 2015 SECOND SEMESTER WORKSHOPS SECOND ATTENDANCE

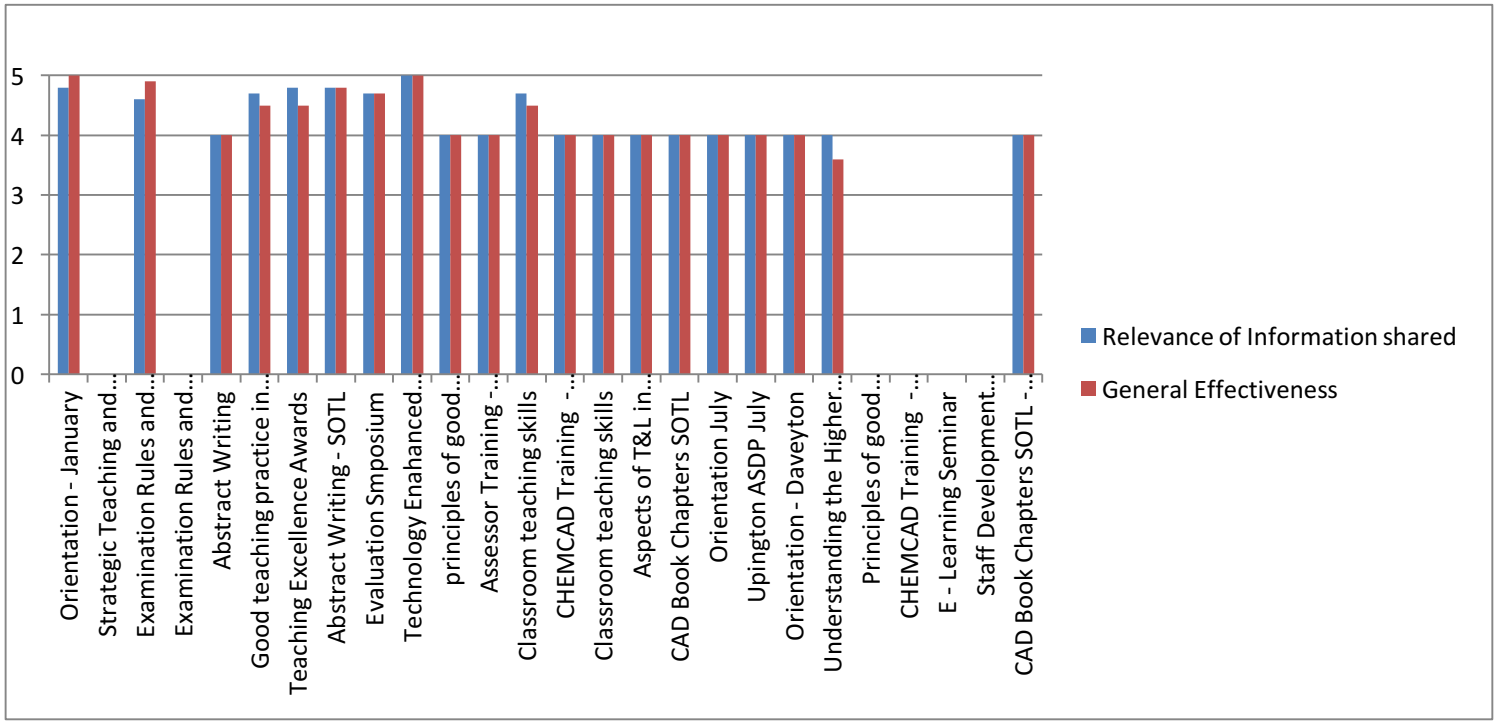


During the second semester, academic numbers plummeted by over 50%. This is attributable to the September campus lockout and possibility that some of the topics might not be addressing their discipline specific needs. Even the Annual In-house Staff Development Conference- whose purpose is to advance scholarship at VUT, attracted very low numbers despite the fact that an international keynote speaker – Beatrice Tucker was invited. Attempts will be made in 2016, to announce the call for papers much earlier during the first semester. Since the discipline specific workshops proved to be more popular more will be offered as collaborative efforts with various disciplines. The frequency of campus unrests during the second semester is contributing to the decreasing numbers of academics willing to attend developmental workshops.

2.7 SECOND SEMESTER WORKSHOPS

TYPES OF WORKSHOP/ ITEMS	**YEARS**	
	2014	**2015**
Total number	11	Planned- 12 Actual – 9
Total number of participants	80	288
Discipline specific		3 – assessor – Daveyton - CHEMCAD – Engineering
Generic types	11	14
Other sites of delivery	Daveyton	1 Daveryton 2. Upington
Annual Staff Development Conference	80 Theme : Student Experience	30 Theme : Learning Communities

2.8 ANALYSIS OF PARTICIPANTS WORKSHOP EVALUATION: RELEVANCE AND EFFECTIVENESS



The ratings are based on the responses from all the academics that attended the workshops during the 2015 academic year. Most of them border around the very satisfactory area indicating that the relevance and the effectiveness of the workshops were quite acceptable and up to the standard deemed appropriate by the participants. The workshops that did not take place during the campus lockout in September have been left without ratings so as to highlight the gaps that such events create in training activities

2.9 GENERAL RECOMMENDATIONS AND CONCLUSION

This section provides conclusion and recommendation derived from the learning experiences of all participants/ academics during the academic year of 2015. The trends indicate that most of the academics experienced the learning encounters that the workshop provided as valuable and worthwhile in enhancing their teaching practice particularly the ones that address specific needs of disciplines. So it would be ideal to have the collaboration with various disciplines for the 2016 academic year so as to reach more academics by organising more discipline specific workshops, while maintaining the generic workshops for the benefit of the wider VUT community interested in improving the general teaching and learning environment. Although the level of contentment of staff with regard to the relevance of the workshop were high, for the future, it would be ideal to deepen relevant pedagogical approaches that will underpin and develop general student learning.

2014 RECOMMENDATION	**2015 REALISTION AND PERSISTENT CHALLENGES**
Swedish pedagogical competence discourse	Needs to be address more urgently in 2016
Engagement with graduate attributes would be ideal.	At conception stage but needs to be addressed more urgently
for 2015, most workshops will be half day sessions	The status quo more favorable : half day workshops maintained
A persistent concern with the deteriorating facilities emerged	Deteriorating facilities still an issue of great concern, there has to be concerted effort to upgrade the maintenance of the facilities.
in 2015, attempts will be made to diversify facilitators and presenters	It is a welcome move that needs to be continued in 2016 by drawing from a community of scholars from organizations like HELTASA and UTLO.
The issue of developing discipline specific pedagogical knowledge is of great concern and needs to be explored.	Generation of more discipline specific workshops.

	Aligning RATE criteria to HELTASA criteria
2015 combined recommendations from the faculties	Promoting collaborative initiatives in community engagement involving CAD and faculties.
Familiarization with Engineering Council of South Africa - ECSA criteria and its impact on teaching and learning Work integrated learning challenge The needs of employers and the wider economy and increased emphasis on employability skill Employer involvement in course specification and delivery Recruitment imperatives in view of lab space Exploring the blended approach and embracing more electronic learning The fostering of entrepreneurship in the context of high unemployment rates. Employee involvement in course specification and delivery The role of human sciences in higher education Dealing with student and lecturer under - preparedness for higher education teaching and learning.	In 2016, VUT and CAD needs to address the majority of the recommendations from faculties.

2. THE EVALUATION UNIT

Student evaluations of teaching sessions were conducted during the first and the second semester in 2015. The purpose of these evaluations is to ensure that the Centre for Academic Development is enabled:

- To establish what helps/hinders students' learning, motivation, engagement, and overall satisfaction with the effectiveness of teaching (Tucker *et. al*. 2013).
- To give feedback to individual Lecturers on the impact of their teaching so as to enrich the student experience within the VUT community.
- To inform departments and faculties on the areas in need of attention in teaching and to address these needs through staff development initiatives within the university (Marsh 2007; Rindermann *et. al.* 2007).

3.1 Background

During 2015 the Evaluation Unit had to focus on conducting evaluations for the faculties of Humanities and Management Sciences. However, there were departments in the Engineering faculty which needed evaluations conducted in preparation for the Engineering Council of South Africa (ECSA) visit. With the Evaluation Unit only functioning with two staff members the task was overwhelming. What exacerbates the challenge is the tendencies of academics to wait until about the last few weeks available for classes before requesting to have evaluations conducted for their groups. With two staff members and the manager in the unit responsible for other managerial functions within the CAD, the evaluation work has become more demanding on unit. The Evaluation Unit is working on having evaluations conducted in an online platform and this is anticipated to address this limitation in the near future.

3.2 Evaluations Conducted

First Semester Evaluations Conducted

Roger Baxter	Information Systems 2.1
Roger Baxter	Information Systems 2.2
Stephen Adeyemi	Work Study 3
Rishi Sukraj	Automation 3
Vincent Buma	Structural Analysis 3
Mapolo Koloko (Mech Eng)	Costing 2
Olga Evangelou (Mech Eng)	Industrial Engineering 4
Prof Peter Osifo	Reactor Technology 4
Mr Bernard	Documentation
Mr Kabelo	Transport 4
Mr Kwimi	Financial Information Systems 2a
Mr Limo Rutto	Thermodynamics s3
Mrs Marelize Beer	Water Engineering 3
Mrs Lethoroli	Chemical Engineering
Jacob Ikotun	Civil
Joella Mukulay	Applied Mechanics 1
Mr Khumalo	Operations Research
Luzanne Dippenaar	Anatomy and Physiology 1

3.3 Second Semester Evaluations

Department	**Name of Lecutrer**
Chemical Engineering	Mr E Modiba Mrs C. Brink
NDT	Mr Fikile Mmethi

	Mr Alfred Fai
Health Sciences	Ms Nntsoereng Mrs Mothebe Mrs Makqhale Mrs Anita Dukas Mrs Jessica Combrink Ms Selepe Mrs Makwela
Human Sciences	Dr de Witt Mrs Anel Du Plessis Mrs Charlene Haywood Mrs Linda du Preez Mrs Nkululeko Khumalo Mrs Anneke Laurie
Management Sciences	Mrs Linda Roos Mr Pieter Roos Mrs Van der Bank Mr Sam Monisi Dr Pierre Joubert
Applied	Mr Martin Raphatelo Mr Robert Reid

	Mr Neo Leduma Mr Nkululeko Goqu Mr Leonard Ndlovu Mrs Nhlapo
Chemical Engineering	Mr E. Modiba Mrs C. Brink
Metallurgical Engineering	Mr. D. Jacobs
Mechanical Engineering	John Ikome John Shivambu Mr Benga Mr I Khumalo (x3) Mr S Ayedemi (x2) Mrs Olga Evangelou Prof Tengen Mr Rishi Sukraj Mrs T van Wyk (x2) Mr Wilchers Gift Ntlabathi

3.4 Faculty report: Engineering and Technology

(Please see the attached Microsoft excel reports attached as appendix 1 for the reports in Engineering)

Mechanical Engineering report attached as Appendix 1

Chemical Engineering Report attached as Appendix 2

3.5 The SASSE, LSSE and BUSSE EVALUATIONS

VUT entered into an agreement with the University of the Free State (UFS) in order for VUT to have students participate in the national survey. Data collected during these surveys is very critical in addressing the issues related to teaching and learning within VUT. We need to have all stakeholders involved with teaching and learning within VUT to engage with this data in order to facilitate the improvement of teaching and learning practices within VUT. The faculties need to engage with feedback meetings with the UFS in order to exploit the use of data collected for the improvement of student success. Three kinds of surveys were agreed upon between the VUT and UFS and details of each will be elaborated on below.

3.5.1 SASSE

There were no survey sessions scheduled for 2015 in terms of the agreement signed between VUT and UFS. The South African Survey of Student Engagement (SASSE) will be conducted again in 2016. This will run for a few weeks between August and September. We urge the faculties to respond to invitations with the UFS and CAD in making use of data to address issues related to student success. Reports that we engaged with UFS are attached to this report. CAD would like academics to engage with data reports in order to provide targeted interventions in the teaching and learning environment to support our students'' success.

We would like to make a request to have VUT sponsor this project by donating five thousand rand (R5000) towards the SASSE project. The money donated will be used as a bait to encourage participation in the survey. We propose to have a random draw of ten (10) students who participated where each will receive five hundred rand (R500) cash deposited in their student account. Experience from

other participating universities in the SASSE survey indicates that cash initiatives increases participation rates in the surveys. Students are able to even use their mobile smart phone devices to participate in the surveys.

3.5.2 **LSSE**

The Lecturers Survey for Student Engagement (LSSE) was not conducted in 2015 as it takes place concurrently with SASSE. It will take place in August-September of 2016 where Lecturer participate in surveys that address student engagement within the university environment. The LSSE runs concurrently with the SASSE and data is collected from Lecturers on how they have experienced students' engagement within VUT.

3.5.3 **BUSSE**

The Beginning University Survey for Student Engagement (BUSSE) was opened in February 2015 for first year students to participate. Arrangements to have the students participate in the BUSSE survey were planned to take place during the student orientation programme in February 2015. As part of the orientation programme in 2015 students were allocated time during the programme to go into the computer laboratories and conduct the surveys. Unfortunately, there were disruptions to the entire student orientation programme and unfortunately the university management had to make a decision to suspend the implementation of students' orientation programme in the interest of calmness and restoration of order in the university community. This in turn implied that the survey participation plans for first year students at VUT could not take place. Attempts were also made to encourage participation by first years through the promotion of BUSSE surveys in the first year classes. This did not reap the desired results as low participation rates were experienced. At the end of the survey only one hundred and fifty-nine (159) students had participated in the survey. We still need to work in collaboration with a variety of stakeholders within VUT in order to ensure that VUT gets maximum benefits from the BUSSE project. This will ensure that timeous interventions are implemented in order to address student learning issues that are

diagnosed as first years enter the VUT environment. The VUT BUSSE 2015 report is attached (Appendix 4) and as VUT we need urgent further research conducted in this area to address issues of student learning so as to promote student learning and student success. The data from the surveys has been collated and the UFS has provided data. The next BUSSE will take place in January/ February 2017. The Evaluation Unit will work in a closer collaboration with the First Year Experience (FYE) unit in order to implement strategies that will promote greater participation rate from our first year students.

2.6 Teaching Module and Peer Evaluation Policy

The Evaluation Unit has worked on the revision of the Teaching, Module and Peer Evaluation Policy which was initially approved by senate in 2012. The policy document has been reviewed and the revised policy is being taken through the required university processes. The policy will be discussed at the Faculty Board meeting and the CAD will further engage with the academic heads of departments in the Faculty Management Committee meetings. The policy will be further discussed at the Curriculum Committee meeting before being presented to senate for approval. A copy of the suggested revised policy is attached to this report.The Evaluation Unit envisages using the Evaluation systems to timeously diagnose problematic issues in the teaching that our students receive in class and facilitating the improvement of teaching practices within the university. The basis for this is that we should facilitate the improvement of student learning and thus, student success. Literature supports the use of this kind of data primarily for the improvement of teaching where after evaluation we follow up with guidance related to teaching practice improvement (Rindermann et.al. 2007). The policy further suggests the use of a standard questionnaire which will reviewed from time to time in order to ensure the validity and reliability of the instrument (Benton & Cashin 2012). The model was adopted from Curtin University model which has been is been used nationally by other 21 universities within Australia. The instrument is also adapted and used by various other universities internationally as a valid and reliable model of good practice in student evaluation of teaching.

The questionnaire designed does not favour a specific style of teaching but inquire of students about the activities that the teacher engages in, in class, and how students perceive these actions to improve or hinder the students' learning.

The Evaluation Unit will further pilot the evaluation process online in order to increase the number of evaluations conducted annually. This has implications on the level of reports generated for the staff and faculties. These reports need to be timeously generated and actions taken with regards to interventions conducted in order to improve staff performance. The Evaluation Unit will thus act closely with the Staff Development Unit in order to address identified trends in evaluation related to teaching and learning.

The Evaluation Unit is further looking into making the evaluations available on-line using the Blackboard Online facility in order to increase participation of groups of students in this regard. The intention is to pilot this exercise early in the first term of 2016 so that it is implemented in the second term and increase participation rates in these surveys. Students will also be able to use smart mobile phones to respond to these questions used on the instrument.

2.7 Orientation of Newly Appointed Academic Staff

The orientation programme is conducted twice a year (in January and July) in order to ensure that our academic staff members are equipped with the relevant knowledge and skills that are recognized as good practice within higher education. The purpose of the orientation programme is to ensure that newly appointed academics are equipped with the relevant skills necessary in order to promote good teaching practices that would promote learning and the success of students.

Starting January 2015 the Human Resources (HR) office was responsible for the day one of the orientation programme. During day one the newly appointed employees are informed of the relevant policy information and resources available to all employees related to human resource business side of VUT. Day one of the orientation programme is attended by all employees of VUT both academic and non-academic staff members. CAD then continues with day two and three of the programme with a focus on the academic staff appointed.

3.8 Programme

The two day initial programme is conducted by CAD is intended to provide academic staff members with the skills on teaching and learning approached that facilitate student learning. Thereafter, the newly appointed academic staff members are expected to attend the year-long programme through a series of workshops on the academic staff development programme. The newly appointed academics are expected to attend at least five of the workshops on the academic staff development programme for 2015. This has proved to be challenge as academic staff members indicate that they are swamped with work and they are not able to attend the orientation programme.

The CAD is implementing other strategic ways to ensure that academic do get support to attend these programmes. A member of staff within CAD in the staff development unit will facilitate the process of ensuring that CAD maintains consistent and continuous support for the newly appointed academic staff members starting 2016. CAD will attempt to ensure that staff members attend the five workshops as required to complete the orientation programme.

Starting 2016 the department staff development will take on the accountability for the orientation of newly appointed academic staff members. CAD will work on getting a “licence to teach” accredited programme in order to facilitate ensuring that academic staff members without the teaching qualification are assisted to teach using appropriate methods that encourage students learning.

3.8.1 Attendance

Twenty (22) staff members attended the orientation programme in January and eleven (11) staff members attended the July orientation programme. The names of staff member who attended are:

January 2015

NAME AND SURNAME	DEPARTMENT
Lerato Toona	Health Sciences
Sihle Moyo	Software Studies
Lesego Molefe	NDT
Siyanda Nkwanyana	NDT
Mali Manono	Metallurgy
Marvin Jacobs	Legal Sciences
Marjone Van der Bank	Legal Sciences
Frans Fouche	Legal Sciences
Kuda Marumo-Ngwenya	Hospitality & Tourism
Julia Mofokeng	Hospitality & Tourism
Progress Hove	Logistics
Donald Mahlangu	Logistics
Van Loury- Okoumba	Logistics
Gift Tlale	Logistics

Teboho Mofokeng	Logistics
Duan Watters	EDSU
Edward Appiah	Electrical (Secunda)
Sthembiso Guvusela	Logistics
Imtatia Ngcakaza	Health Sciences

July 2015

NAME & SURNAME	**DEPARTMENT**
Innocent Mudhombo	Accountancy
Soby Manuel	Accountancy
Thokozane Sithole	Physics
Christopher Chitumba	Communication and Education
Thembekile Mafube	Accountancy

3.8.2 Feedback from Attendants

Feedback is collected from delegates who attended the orientation programme and adjustments to the programme are made according to recommendations and suggestions made in these reports.

The newly appointed academic staff members were satisfied and commended CAD for the good programme. Further suggestions were also raised that we have other presenters (instead of only CAD staff members) on the programme for variety of presenters on the programme. This will be considered in the future workshops for orientation of academic staff members.
The attendants were satisfied with the effort that CAD has put into the orientation programme. One newly appointed academic staff member indicated that he has been at VUT for two years and is only invited now to the academic orientation programme which is long overdue. Attendants indicated that the programme was effective in providing the skills they require as academic staff members to conduct their duties. The discussions were robust and the general feeling was we need such forums amongst academics for development of a community of scholars as individuals within the university operate in silos. These kinds of discussions provide a scholarly environment that would encourage and motivate staff members to grow in the academe.

The newly appointed academics also indicated that they think the orientation programme provided relevant information that was immediately usable in their work situations. The programme was also rated as informative and interactive. The feedback indicates that the programme was well organised and well conducted. More suggestions were also given to move away from the printed materials and have our notes in electronic format.

The programme was well conducted and the topics discussed in the programme were rated quite well. We distributed the orientation programme in the printed format for the last time this year. Starting next year CAD will look into distributing material in electronic format. The presenter who would like to bring working documents into the workshop, which the presenter would like to use during the workshops, the presenter would have to print such materials themselves or make timeous arrangements with the CAD to have such materials ready for the workshop use.

It was further recommended that we have different academics from within the university present on some of the topics for the programme as it would bring a variety on the programme. This was well received and we will make attempts to incorporate that into the programme in the near future.

3.9 DAVEYTON ORIENTATION PROGRAMME

The CAD further conducted an orientation programme at the Daveyton campus on request from staff members there as they were not aware of the programme on the main campus as they were offline for a while in the beginning of the year. A one day programme was designed for the campus. The programme was conducted on the 6th August 2016. The following staff members attended the programme.

NAME AND SURNAME	DEPARTMENT
Roy Malon Shamhuyenhanzha	Marketing
Ibukunowa Abosede Modupe	Applied Sciences
Asphat Muphoshi	Marketing

3.10 Evaluation of Teaching Symposium

The Centre for Academic Development (CAD) hosted a National symposium on the Evaluation of Teaching at the Bon Hotel on 23 April 2015. Heads of Departments, lecturers and academics attended the symposium. The purpose of the symposium was to review how student evaluation of teaching contributes towards the improvement of teaching practices and as a consequence promote student learning and success in higher education. Practices included how the Universities of Technology have used the evaluation of teaching to

address the quality issues and also learning from the research universities on how the same is being used to address issues related to the improvement of quality of teaching practices.

The speakers invited to the symposium included internal and external academics from various higher education institutions.

Keynote Speaker	**Title of Presentation**
Luclaire Airey- Quality Assucance (Cape Peninsula University of Technology)	Quality Assurance in Universities of Technology
Prof. Thengani Ngwenya- Center for Excellence in Learning and Teaching (Durban University of Technology)	Assurance of Quality Teaching- current practices
Dr Juan-Claude Lemmens (University of Pretoria)	Quality Assurance (Traditional University perspective)
Bruce Matee Centre for Academic Development (Vaal University of Technology)	VUT- A way forward for Quality of Teaching and learning

The symposium generated a number of debates and issues that need to be further explored for VUT and CAD needs to take some of the discussions further. The CAD will further conduct a symposium for the following year as a way to ensure improvement of the quality of Teaching and learning within the university. The debates highlighted the need for staff members within the university to engage more with some of the policies for mutual understanding of policies in order to bridge the gap in understanding between managerial issues and staff issues.

3.11 VISIT TO CURTIN AND QUEENSLAND UNIVERSITY

A team from CAD visited Curtin University and the University of Southern Queensland in Australia in May 2015 in order to learn from the successes of these universities with regards to successes with student learning improvements. Curtin University has historic similarities with VUT as it was initially established as a University of Technology but it has evolved over the years to embrace the university status with credible systems in place to compete with similar type of institutions internationally. University of Southern Queensland on the other hand is historically a research intensive university that has extensively exploited the use of technology in teaching and learning. Both universities are well established and have excellent systems in addressing issues related to student learning and ultimately student success.

Curtin University has a good model of student evaluation of teaching called EVALUATE. The model is recommended by some experts in the field of academic development as well designed and addressing issues related to what helps or hinders student learning (Alderman *et. al*. 2012). The Evaluate system is used by a number of universities in Australia and they have allowed other universities to use the Evaluate model in order to longitudinally be in a position to compare teaching practices across institutions. VUT was able to draw from this experience in reviewing student evaluation policy.

Collaborations were established with the Evaluation unit and Beatrice Tucker, who is the head of the evaluation unit at Curtin University was invited to the CAD In-house staff development conference as a keynote speaker as well as facilitating workshops on evaluation of teaching with the Academic heads and staff. The report on staff development has details of the conference. CAD is working on inviting Beatrice Tucker again in the current year to engage VUT staff members in the evaluation of teaching and how that can be used to improve the quality of teaching and learning within the university. Apart from lessons learnt in the evaluation unit, Curtin has excellent systems in the creation of learning spaces which also contribute in facilitating student learning and success.

The University of Southern Queensland has an online system that is used to gather as much data on student learning experiences in order to inform current teaching practices for improvement in the overall quality of instruction. As a research intensive university the scholars in the evaluation unit/academic development unit shared scholarly work with VUT and these will become helpful in future developments in VUT.

3. FIRST YEAR EXPERIENCE

Orientation 2015

4.1 Introduction

The year kicked off with the orientation program for first year students. Orientation programs offer a critical and non-repeatable opportunity for higher education institutions to assist first year students to transition from life at secondary school to life at university. Orientation is an institution's "best opportunity to introduce a strong learning environment, build the foundations for academic success, welcome students and families to the campus community, promote student interactions with faculty and staff, and convey the values and traditions of the new institution" (Mullendore & Banahan, 2005, p.391). Following is an account of the orientation program that was conducted at the Vaal University of Technology for the 2015 first year student cohort.

4.2 The outcome of Orientation 2015

Orientation 2015 was scheduled to take place from the 30th of January to the 7th of February 2015. The overall aim of the program was to promote positive adjustment to the university. The welcoming program was intended to create a welcoming climate, orientate students to the university environment, including all student support services, familiarize students with the campus environment, and to minimize anxiety. The faculty orientation programs were aimed at introducing students to the dean, heads of departments and lecturers, disseminate program specific information, promoting positive relationships between faculty and students, and to develop skills that promote academic success. International student orientation was aimed at providing a platform to exclusively address issues pertaining to international students e.g. services rendered by the International Relations and Advancement Department, Home Affairs, Residence, SAPS, Medical Aids and different banking sectors to mention a few. International students were also provided with an informal opportunity to familiarize themselves with the South African political history and the Vaal community.

Ninety group leaders (senior students from all four faculties) and twenty Public Relations (PR) students were trained on the 26th and 27th of November 2014 to assist with orientation 2015 and to facilitate the various first year student groups. Refresher training took place on the 27th, 28th and 29th of January 2015. The group leaders and PR students were trained on the following topics: knowing yourself, self-respect, time management, motivational skills, leadership skills, goal setting, self-motivation and adjustment to university.

The welcoming program that was scheduled for the 30th and 31st of January 2015 has to be cancelled due to senior student protest actions. Faculty orientations were conducted as planned from the 2nd to 5th of February 2015 in the Desmond Tutu Great Hall. A consultative and tailor made approach was followed in order to design the various orientation programs for the faculties. In addition, other stakeholders (e.g. Campus Clinic, HIV/Aids Unit, Student Counselling, Alumni Office, Work Integrated Learning (WIL), Technology Transfer and Innovation Directorate (TTI)) had the opportunity to market their services and products and to interact with the students during faculty orientation week in the foyer of the Desmond Tutu Great Hall. International student orientation also took place as planned.

With respect to marketing the orientation event, the VUT sms system, posters and VUTFM were utilised to inform students about orientation 2015. In addition, information about 6 orientation 2015 was also disseminated through social media (e.g. Facebook and Twitter). The entire orientation program was accessible on the VUT website.

4.2.1 Student attendance

The table below is an overview of the number of first year students that attended the various faculty orientation events:

FACULTY	ATTENDANCE
Management Sciences	325
Applied and Computer Sciences	352
Human Sciences	418
Engineering and Technology	490
Total	**1585**

A total number of 1585 students attended the faculty orientations. The international student orientations that took place on the 3rd and the 7th of February 2015 were respectively attended by 60 and 48 students.

4.3 Lessons learnt

Despite the senior students' protest actions and interference with the orientation program, a reasonable number of students attended the faculty orientation programs. Though, it is concluded that the orientation program did not adequately succeeded in reaching most first year students and addressing issues important to the adjustment of the first year students. 7 It is apparent that the VUT will have to

relook the timing, design (e.g. adding a module to the first year curriculum to address specific matters pertaining to orientation and adjustment to university), location and delivery of its orientation program. Senior student protest actions defeated the purpose of orientation and may create the impression that the VUT may be a dangerous and unsafe place. The orientation program's primary aim is to assist first year students to adjust to, and connect with their new academic environment, and to get them involved in university life. To achieve this goal, orientation needs to come about in a contained and physically and psychologically safe environment. Only then the VUT will excel in communicating and showing to students that they care about their students' success.

Towards a framework for Orientation 2016

4.4 Evaluation of Orientation 2015

The main aim of the evaluation was to find out what first year students thought of the Orientation 2015 program. A brief questionnaire was distributed through the faculties. Completed questionnaires were received from the Faculties of Human Sciences (N=270) and Applied and Computer Sciences (N=192). Since the welcoming program did not take place, the focus was on students opinions about the faculty orientation programs.

4.4.1 Key findings

Orientation should not be ruined by senior students.

Orientation should be conducted prior to the start of classes, prior to the arrival of senior students.

4.1.1.1 Faculty orientation can improve with respect to:

- More time for faculty orientation.

- Students to meet all their subject lecturers and have more interaction with them.
- Provision of more information on the program/subjects.
- Program specific campus tours.
- More career information (e.g. information that could assist in planning their careers).
- Activities to be more interactional and fun (e.g. competitions and prizes).
- Activities designed to assist students to get to know each other.
- T-shirts for students.
- Provide students with a detailed campus map.
- Include information sessions in the program on student etiquette, NFSAS, bursaries, etc.

4.4.1.2 Towards a framework for Orientation 2016

Based on the orientation 2013 to 2015 implementation experiences, as well as the 2015 first year student perceptions of orientation 2015, the following framework was proposed:

4.4.1.3 CAD's role and responsibilities

- A coordinating and support role.
- Assist faculties with program design.
- Coordinate and provide funds for the orientation program activities.
- Train the group leaders (mentors) to assist with orientation.
- Graphic design support (e.g. faculty orientation programs, posters, etc.).
- Assist with the marketing of the orientation program.

- Evaluation of the program.

4.4.1.4 Faculties roles and responsibilities (per faculty)

- Establish an orientation committee and appoint a coordinator.
- Design and develop a faculty program in collaboration with CAD and the other support services and stakeholders.
- Request the funding needed for program implementation from CAD (include employees needed to assist with the implementation of the program (e.g. events coordinator).
- Attend the orientation progress meetings (e.g. October, November, December & January) to report on the program design and the progress made on organizing the event.
- Implement the Orientation 2016 program.
- Assist in evaluating the program.

First year student motivational seminars

4.5 The aim of the seminars

The main aim of the motivational seminars was to inspire first year students through alumni and other motivational speakers' success stories, and to create a sense of togetherness and belonging through art and culture.

4.5.1 Implementation outcome

The venue for all the seminars was a tent that was erected in the open space between GW-building and K-block. The theme for the seminars was "The sky is the limit…" Alumni from the different faculties were invited to tell their stories, and to give guidelines to students

on how to succeed in their studies. The motivational speaker for all four events was Mr. Eric Theron. Mr. Theron is a person who was born without arms and had to overcome various obstacles in life.

4.6 Motivational seminars for first year students took place as follow:

Date (2015)	Faculty	Number of students attended
28 July	Human Sciences	79
29 July	Applied and Computer Sciences	73
30 July	Engineering and Technology	0
31 July	Management Sciences	191
Total		**373**

A total number of 373 students attended the seminars.

4.7 Lessons learnt

Misperceptions about the definition of a “first year student at VUT” were encountered. The Faculty of Applied and Computer Sciences indicated that they only registered 30 first year students during the 2nd semester, and that they considered students who registered during the January 2015 intake as 2nd year students at the time of the seminars. According to the Faculty of Applied Sciences, they did inform and released the first year students for this event. Likewise, the Faculty of Engineering and Technology indicated that they only registered a few first year students during the 2nd semester, and that they considered students that registered during the January 2015

intake as 2nd year students at the time of the seminars. The aforementioned students had to attend their classes and were not released to attend the seminar.

The motivational seminar for the Faculty of Management Sciences took place during the same time as the faculty's Faculty Board meeting. First year students were released from classes except for the Logistic students who wrote a semester test at the time. This indicated that students also make choices in terms of what events to attend or not, and that the organizing team do not have control over the choices that students make. Therefore, it is apparent that students will not necessarily choose to attend an event like a motivational seminar versus having free time.

It was concluded that the seminars were poorly attended by students, and that the seminars did not succeed in reaching most first year students. The intention, design, and timing of the seminar programs should be relooked. Effort should be made to clear misperceptions about the definition of "first year students", and to improve communication with faculties regarding these events.

4.8 FYE best practise report

The FYE best practice report was commissioned to obtain knowledge on best practice so as to develop a draft framework to inform the design and delivery of a FYE initiative at the Vaal University of Technology (VUT). The intention of the FYE initiative is to enhance the first year students learning experience, throughput and success. In 2014, the University of Johannesburg (UJ) and Tshwane University of Technology (TUT) was identified as national benchmarking partners. In 2015, Curtin University Perth, Western Australia and University of South Queensland Toowoomba, Australia was identified as international benchmarking partners. Following is overview of the findings on FYE best practices.

4.8.1 Overview of the findings on FYE best practices

Reflecting on the literature, discussions and information shared, the following guidelines were identified from the UJ, TUT, Curtin University and USQ FYE initiatives so as to inform VUT FYE best practices:

(1) good theoretical underpinnings, (2) a definition for the FYE, (3) a clear set of objectives articulated, (4) principles guiding the FYE (5) structures to support the FYE across the University, Faculties and campuses, (6) a variety of institutional wide programs or initiatives serving multiple purposes, (7), coverage of first year students across all campuses, (8) relevant institutional research through FYE specific assessments that feed into data-driven decision-making and planning processes, (9) subjecting the various FYE programs or initiatives to objective scrutiny so as to sustain, improve and expand the FYE, 12 (10) functional institutional systems and processes to support FYE initiatives, (11) a high degree of collaboration between stakeholders, (12) a sound understanding of stakeholder roles and responsibilities, and (13) a common understanding of how stakeholders involvement contribute to a meaningful whole.

In the context of programs, the following were identified: (1) career assessment and counselling to prospective students, (2) potential assessment and placement testing, (3) an initial one week orientation program, (4) and extended orientation approach, (5) a first year curriculum that engages students in learning, (6) ongoing risk profiling for all first time entering students for early identification of academic risk factors and early intervention, (7) a variety of programs in critical areas of student development and support, (8) formulation of learning communities, (9) senior student involvement in various forms, (10) co-curricular activities (11) focus on residences and day-houses as centres of academic excellence, and (12) ongoing research activities to determine the impact of all programs on the academic success of students.

Moreover, during the discussions it was emphasized that much of the success of a FYE initiative is dependent on a strong senior leadership presence, and the status that the initiative has in the entire institution and the Faculties. Barefoot (2000, 17) indicated that “a pervasive and central problem is that many of the programs and activities that constitute the ‘first year-experience’ are in a continuous battle for

status within the academy" and that it is at risk of never becoming a central, sustainable part of the institution's fabric. In this regard, Siegel (2011) advocated for the first year in higher education to be elevated to a high priority for the entire institution and the commitment from senior leadership.

Following is a draft framework for the VUT First Year Experience best practices. 13

4.8.2 A draft framework for the FYE best practices

The draft framework for the FYE best practices is based on the literature and the practices of the benchmark partners. The draft framework is subjected to change and development.

4.8.3 The draft framework for best practices:

- Ground the FYE initiative in the first year experience literature and other relevant theories and models.
- Articulate clear goals for the FYE.
- Develop a definition for the FYE.
- Develop guiding principles for the FYE.
- Establish structures to support the FYE in the university, faculties and across campuses.
- A representative University FYE committee.
- Faculty FYE committees.
- Special interest or research groups.
- FYE student forum.
- Promote all activities within faculties and outside faculty that aim at promoting first year students' engagement, throughput and success.

- Undertake relevant research through FYE specific assessments to feed into data-driven decision-making and planning processes.
- Undertake ongoing evaluations of all FYE initiatives and programs.
- Develop and optimize institutional systems and processes to support FYE initiatives and programs.
- Develop, clarify and review stakeholders' roles and responsibilities.
- Consistent communication with stakeholders' about their role in and contributions towards a meaningful whole (e.g. FYE).
- Encourage consistent stakeholder collaboration and communication.

4.9 Challenges and opportunities

In order to develop the VUT FYE initiative and action plans for the faculties, a process was followed whereby colleagues from across the university, from both faculties and support and service divisions were invited to participate in action planning workshops hosted by the Centre for Academic Development (CAD). Although FYE programs may take many forms, their design tends to be informed by several common but crucial components that are firmly rooted in an established body of research.

4.10 FYE faculty action plan framework

With the aim of developing FYE action plans for the four faculties, a consultation process was followed. The consultation process (series of workshop with faculty and stakeholders across the university facilitated by external facilitators) comprised of the following steps in order to arrive at the VUT FYE action plan framework:

Developed a working definition for the VUT FYE (November 2014).

Developed a draft VUT FYE action plan framework (March – August 2015)

Meetings with faculty executive management committee members (EMC) for the faculties of Management Sciences, Human Sciences and Applied and Computer Sciences to tailor the draft action plan frameworks to faculty needs, and to discuss and document the actions (September 2015 – ongoing). The faculty of Engineering and Technology indicated that they will draw from the framework developed for the faculty of Applied and Computer Sciences due to the similarity of their first year student program components.

4.11 The framework identified the following five key FYE project objectives:

- To improve first year students' retention and success rates.
- To capacitate staff to teach, mentor, guide and refer first year students.
- To facilitate multidisciplinary collaboration in order to improve the first year experience.
- To increase the student and staff pride in studying and working at VUT.
- To advocate for improving the infrastructure of VUT to meet the basic agreed standards (e.g. functional IT systems, maintenance and cleaning).

4.12 Next is an overview of the core sub-projects that were prioritised:

Sub-project 1: **First year students**	**Sub-project 2:** **First year student lecturers**	**Sub-project 3: Referral and support system**	**Sub-project 4: Project evaluation**
• Establish faculty FYE committees. • Design and implement faculty orientation programs. • Profile students (e.g. NBTs, LEC, BUSSE). • Provide faculty (HODs) with departmental profiles. • Identify, refer and support at risk students/groups. • Feedback to faculty about referred at risk students/groups. • Class attendance. • Student consultation with lecturers. • Mentoring and tutoring programs.	• Assess first year student lecturers' developmental needs, including soft skills training. • Conduct workshops to address developmental needs.	• Inform first year student lecturers' about support services and programs. • Faculty to identify at risk students. • Support services to design a referral and feedback system. • Inform first year student lecturers' about the referral and feedback system.	• Evaluate the existing FYE program to see what is working and not working. • Benchmark FYE best practices. • Redesign the program where required. • Add other components as needed. • Involve first year student lectures and clarify their roles and responsibilities. • Measure the impact of the program. • Evaluate, document and update the program.

4.13 Lessons learnt

The initial two day action planning workshops were reduced to one day workshops for the faculties of Applied and Computer Sciences and Management Sciences to cut costs. Comments were made that the change in the process was noticed, and the inconsistency in the process was questioned.

Generally, the workshops were not attended by heads of departments (except for the faculty of Applied and Computer Sciences) which have process, quality and time implications.

Generally, workshops participants were negative based on their previous experiences that new initiatives, like the FYE, may not be implemented successfully. It was apparent that there is a very strong belief in the VUT community, especially amongst academics, that time is wasted on talking about new initiatives, because according to them, implementation may never take place.

Staff development workshops for first year student lecturers

Two staff development workshops were conducted. Following is an overview of the workshops.

4.14 What makes a good first year student lecturer?

The aims of the workshop were (1) to conduct a needs analysis with respect to first year student lecturers training needs (in addition to what is already offered by the CAD staff development department), (2) to share research on and start conversations about “What makes a good first year student lecturer?”

The workshop was facilitated by Ms Dine du Preez, a Supplemental Instruction (SI) Coordinator at the Centre for Academic Development at the Vaal Triangle Campus of North West University. The workshop was attended by eight first year student lecturers from across the faculties. 17

4.14.1 The good university teacher is skilled more than a lecturer: Basic counselling skills for first year student university teachers

The workshop was a practical workshop that taught first year student lecturers' basic counselling skills since they are mostly the first line of contact before they connect students with the relevant support they need (e.g. academic, emotional, finances, etc.). The workshop also provided information on the referral and feedback processes once students were connected with the relevant in-house support systems.

The workshop was attended by 23 participants, mostly lecturing staff, but also colleagues from Library, Corporate Affairs and Community Engagement. There was a high interest in the workshop, and colleagues that could not be accommodated had to be placed on a waiting list. The workshop was conducted by Ms Veronica Moodley, Senior Psychologist at the VUT Student Counselling and Support department. Participants indicated that it was a very relevant workshop, and that it should be offered in the first semester. Participants also requested the workshop to be included in the new Staff Orientation programme and that it should be compulsory at least for all new lecturing staff.

4.14.2 Discussion and Conclusion

The VUT is now facing the ongoing challenge of developing, delivering, evaluating, and optimising an institutional wide First Year Experience initiative that reflects the multiple purposes it must serve. Most important the FYE initiative should be able to respond to and address the needs of the first year student population unique to the VUT. The most fundamental challenge for VUT is for all stakeholders

to join forces and to engage with each other on an on-going basis about the FYE. If the FYE operates under the premise that it is no one's problem, but everyone's problem, it follows that it can be everyone's solution (adapted from Siegel, 2011).

5. LEARNER MANAGEMENT VUTELA DELIVERY

The objective of this report is to review the uptake and use of technology for learning. The use of blended learning at VUT is gaining momentum amongst enthusiastic students and innovative lecturers who are committed to the best teaching and learning practices (Kozma, 2008). E-Learning is supportive in the drive to foster increased student success and throughput rates that goes hand-in-hand with a change in learning and teaching practice. The success of digitising teaching and learning is dependent on (Kilfoil, 2015):

- Establishing a base line of
  - Staff ICT skills
  - Student level of digital literacies
  - Professional development of lecturers
  - Extent of current use of digital technologies
  - Availability of devices / bandwidth
  - Pedagogical approaches

In order to foster transformation in education, lecturers are required to understand the deeper skills of reflection, intention and generativity associated with digital literacy skills (Johnson et al., 2015). The need for a paradigm shift in the mind-set of lecturers, spurs institutional leaders on to better understand what the perceptions of faculty members are in relation to ICT use for educational purposes.

The accelerated adoption of technology in the higher education realm requires data-driven technology planning in order to provide high quality learning interventions at lower costs. VUT like all other universities is attuned to the global trends in the higher education sector, i.e. competition for resources, global connectedness, strategic partnerships, increased demand for access, and the role that technology can play in addressing these challenges. Blended learning is being forwarded by the office of the DVC Teaching, Learning and Research supported by faculty senior and middle management and support departments. Practice and processes are being strategically addressed by management of Teaching and Learning functions in VUT that involve strategic change programmes addressing teaching and learning practice as well as infrastructure weaknesses, business processes, support structures, resource models and related issues.

VUT has ambitious plans to support the development of blended learning. A number of key objectives are:

- Increase the adoption of blended learning and contribute to the throughput rates, success and engagement of students.
    - Regular workshops in New Blackboard -VUTELA user training and Instructional design are being conducted.
- Enhance the student experience, skills and satisfaction to increase retention and throughput.
- Enable greater access and flexibility in the delivery of quality teaching and learning.
    - Mobile Learn has successfully been deployed in Blackboard which presents blackboard in a familiar mobile App interface to the students, and drastically adds to the ubiquitous use of Blackboard
- Encourage a culture of innovation and continuous improvement in learning and teaching.
- Establish an environment that will encourage uptake and embed blended learning in core practice.
- Support the institution's goal to deliver a "student-centered" learning experience.
-

VUT is undergoing a paradigm shift marked by a step-change in its approach to the management and deployment of blended learning in addition to addressing various strategic challenges. The key strategic issues include:

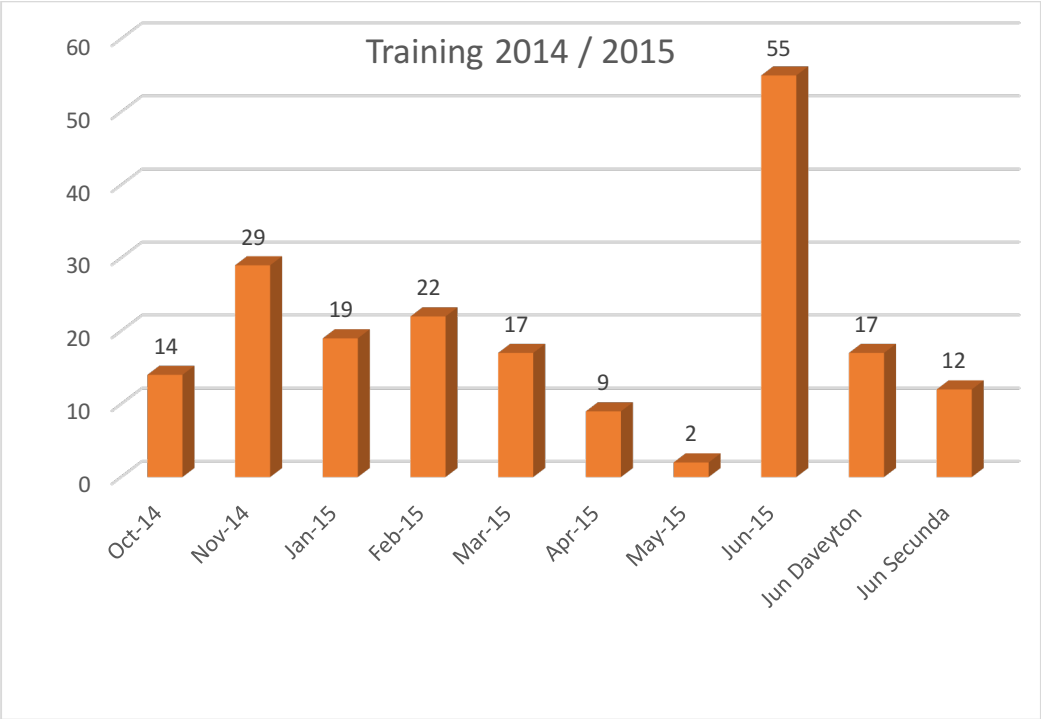
- Strategy, academic leadership and faculty engagement for blended learning
- Student access and infrastructure issues
    - Provision of Wi-fi network infrastructure is expanding rapidly on campus
- The support infrastructure for academic staff and students
    - Support for the sound instructional design of modules is available to departments and for students a walk-in helpdesk and email-based support is available during office hours.
- System integrations and associated business processes to underpin the growth of blended learning
    - A systems integration project from ITS to Blackboard has been completed successfully involving all key stakeholders (IT services, CAD, Office of the Registrar).
- Organisational and management structures that will enable effective practice and change
-

Interventions to address these issues in order to secure a step change in blended learning and have a sustainable and significant impact on core practice, include

5.1 Blended learning Development

- VUT is implementing a development initiative with appropriate governance and management to systematically progress the development of blended learning over the next 3 years. A clear vision and plan is being established and suitable resources being acquired to support it. Upon the completion of the Pathfinder Projects that built capability and capacity, along with the migration to a unified blended learning environment Blackboard, and in parallel, the office of the DVC Academic and Research's systematic progression of the broader strategic issues, the following noteworthy milestones have been achieved:
    - The number of modules implemented since February 2015 on Vutela (Blackboard LMS) are 144.

- Second Semester: 59



Faculty	Subject name	Subject code	Lecturer	Enrol
Management Science	Management Skills	BHMSY1A_S2_2015	MR. KGAOGELO KEKANA	11
Management Science	Accounting Skills	BAACY1A_S2_2015	George Motomboti	62
Management Science	Business Information System 3	BABRO3A_S2_2015	Leonard Ndlovu	36
Management Science	Cost Accounting 1.2	BACRY1A_S2_2015	Anel du Plessis	102
Management Science	Cost Accounting 2.2	BACRY2A_s2_2015	John Beneke, Leonard Ndlovu	41
Management Science	Financial Accounting 1	BAFRY1A_S2_i2015	MR. EMMANUEL IMUEZERUA	100
Management Science	MANAGEMENT ACCOUNTING 4: MODULE 2	BKCGY4A_S2_2015	Anel du Plessis, Mr Anthony MURUDI	52
Management Science	Financial Management	BAMRY1A_S2_2015	Leonard Ndlovu	45
Management Science	TRAINING DEVELOPMENT STRATEGIES 4: MODULE 1	BHBSX4A_S1_2015	Fathima Mahomed	18
Management Science	THE PERSONNEL FUNCTION: MODULE 2	BHDAY1A_S2_2015	MR. KGAOGELO KEKANA	78
Management Science	MANAGEMENT SKILLS 1: MODULE 2	BHMSY1A_S2_2015	MR. KGAOGELO KEKANA	11
Management Science	ORGANISATIONAL MANAGEMENT: MODULE 2	BHOGY1A_S2_2015	MR. KGAOGELO KEKANA	23
Management Science	ECONOMICS 1: MODULE 1	BBCRX1A_S1_2015	Koleka Rangaza	319
Management Science	Economics 1.2	BBCRY1A_S2_2015_	Afamefuna Nwogbo	813
Management Science	Economics 1 for Marketing	BBEKX1C_S1_2015	Koleka Rangaza	415
Management Science	Entrepreneurship	BBENT1A_S1_2015	Onica MATSHEKE	537
Management Science	ENTREPRENEURSHIP	BBENT1A_S2_2015	Onica MATSHEKE	282
Management Science	INFORMATION TECHNOLOGY SKILLS 1:	BBISX1A_S1_2015	Onica MATSHEKE	314
Management Science	Marketing 3.2	BMBHY3C_S2_2015_	Roy Shamhuyenhanzva	53
Management Science	Personal Selling 1.2	BMBPY1B_S2_2015	Roy Shamhuyenhanzva	70
Management Science	Sales Management 3.2	BMBVY3B_S2_2015	Roy Shamhuyenhanzva	62

Applied Science	Inorganic chemistry 2	AAICA2C_S2_2015	Dr EL Viljoen	157
Applied Science	Inorganic chemistry 2	AAICC2C_S2_2015	Dr EL Viljoen	88
Applied Science	Inorganic Chemistry 3	AAICA3B_S1_2015	Dr EL Viljoen	148
Applied Science	Advanced IT Management 4	AIATM4A_s2_2015	rene vaneck	77
Applied Science	BUSINESS ANALYSIS MODULE 2.2	AIBYT2C_S2_2015	rene vaneck	91
Applied Science	Information Administration for PR	AIPRI1A_s2_2015	Lerato Thabane,	101
Applied Science	Research Methodology	AIRES4A_S2_2015	Anneke Harmse	47
Applied Science	Physics 1A	APFSG1A_S1_2015	Daleen Du Plessis,	897
Applied Science	ICT SKILLS	AIICT1A_S1_2015	Felicity Moreki,	1584
Applied Science	ICT Skills	AIICT1A_S2_2015	Lerato Thabane	1181
Applied Science	Computing for legal Assistance	AILAY1A_S2_2015	Innocentia Moloi	37
Applied Science	Computing for Safety	AISMY1A_S2_2015	Lindi Manda,	265
Applied Science	Mathematics 1 for Engineering Students	AMATH1E_S2_2015	Joan van Ellewee	225
Applied Science	Mathematics 1 for Engineering Students	AMATH1E_S1_2015	Maria Skhosana,	887
Applied Science	Mathematics 1 for Chemistry Students	AMATH1S_S1_2015	Joan van Ellewee,	226

PROCESS CONTROL & COMP SYSTEMS	Database Programming	ERDAP4A_S1_2015	Michael Benson, Carel Bosman	28
PROCESS CONTROL & COMP SYSTEMS	Database Administration 4	ERDBA4A_S1_2015	Michael Benson, Sina Molepo, Carel Bosman	4
PROCESS CONTROL & COMP SYSTEMS	Micro Systems Design4	ERHDE4A_S1_2015	Marius Viljoen	6
PROCESS CONTROL & COMP SYSTEMS	CAR-ERCIY2B-SEM2-GRP-A	EROPS3C_S2_2015_A	Carlos Nshimba, Nicolas Kashama Nawej	31
PROCESS CONTROL & COMP SYSTEMS	Systems Analysis 2	ERSAN2A_S2_2015	Sina Molepo, Carel Bosman, Michael Benson	4
PROCESS CONTROL & COMP SYSTEMS	Systems Analysis 2	ERSAN2A_S1_2015	Michael Benson, Sina Molepo, Carel Bosman, Gwen van der Merwe	34
PROCESS CONTROL & COMP SYSTEMS	Software Engineering 3 - First Semester	ERSOE3A_S1_2015	Michael Benson, Sina Molepo, Carel Bosman	32

CIVIL ENGINEERING	Reticulation design and management IV	ECRDM4A_S2_2015	Rwanga Sophia Rwanga	79
ELECTRONIC ENGINEERING	Design Projects3	EADES3B_S1_2015	Marius Viljoen	2
ELECTRONIC ENGINEERING	Design Projects 3 S2 2015	EADES3B_S2_2015	Marius Viljoen	47
ELECTRONIC ENGINEERING	Electronic Application 3	EAETP3C_S2_2015	Hannes van Rensburg	16
ELECTRONIC ENGINEERING	Work Integrated Learning1	EAEXP1A_S1_2015	Marius Viljoen	36
ELECTRONIC ENGINEERING	Work Integrated Learning 2	EAEXP2A_S1_2015	Marius Viljoen	37
ELECTRONIC ENGINEERING	Power Electronics 3	EAPOW3B_S2_2015	Hannes van Rensburg	128
ELECTRONIC ENGINEERING	Power Electronics 4	EAPOW4A_S2_2015	Hannes van Rensburg	5
ELECTRONIC ENGINEERING	Projects 2	EAPRJ2B_S2_2015	Eben Viljoen	36
MECHANICAL ENGINEERING	B.Tech Design Project Mechanical Engineering	EMMCA4A_Y_2015	Reyner van Tonder, Kenan Altaki, Koos Jacobs	151
MECHANICAL ENGINEERING	Maintenance Engineering 1	EMMNA1B_S1_2015	Reyner van Tonder	2
METALLURGICAL ENGINEERING	Metallurgical	EYPRE2B_S2_2015	Nkele Martha Baloyi	65
PROCESS CONTROL & COMP SYSTEMS	CAR-ERCIY2B-SEM2-GRP-EFH	ERCIY2B_S2_2015	Carlos Nshimba	32
PROCESS CONTROL & COMP SYSTEMS	CAR-ERCIY2B-SEM2-GRP-B1	ERCIY2B_S2_2015_B1	Carlos Nshimba, Nicolas Kashama Nawej	38
PROCESS CONTROL & COMP SYSTEMS	CAR-ERCIY2B-SEM2-GRP-CDC	ERCIY2B_S2_2015_CDC	Carlos Nshimba, Nicolas Kashama Nawej	37
PROCESS CONTROL & COMP	Database Principles 3 - First	ERDAP3A_S1_2015	Michael Benson, Sina Molepo,	32

Human Science	Applied Communication Skills	HKACX1A_S1_2015	Rynette Erasmus	2715
Human Science	Applied Communication Skills	HKACX2A_S1_2015	Samson Monisi	1537
Human Science	Applied Communication Skills 1.2	HKACY1A_S2_2015	Rachael Tadokera	39
Human Science	Language and Life Skills 1.2	HKLLY1B_S2_2015	Liesl Roos	124
Human Science	Tourism	HTTCE0A_S2_2015	Erica Strauss	6

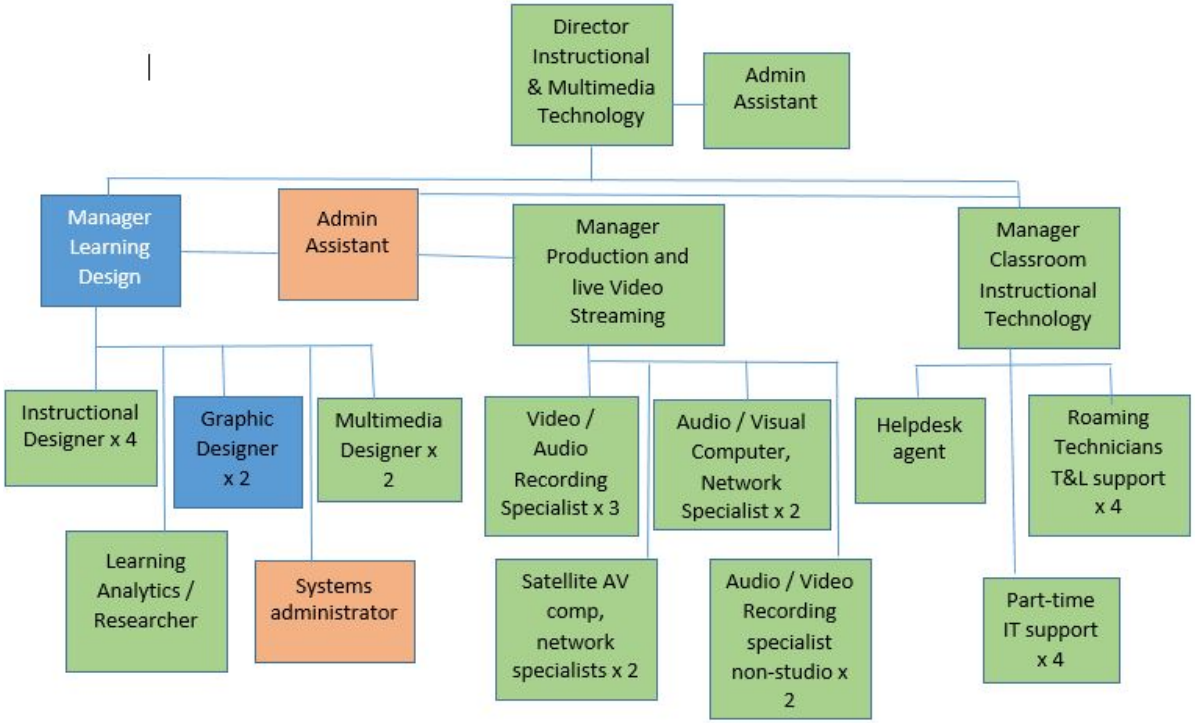
	MS	AS	ENG	HS	
Modules	21	15	18	5	59
	11	157	79	2715	
	62	88	47	1537	
	36	148	16	39	
	102	77	36	124	
	41	91	37	6	
	100	101	128		
	52	47	36		
	45	897	151		
	18	1584	65		
	78	1181	32		
	11	37	38		
	23	265	37		
	319	225	32		
	813	887	28		
	415	226	6		
	537		31		
	282		34		
	314		32		
	53				
	70				
	62				
Students	3444	6011	865	4421	14741

Training 2015				
AS	HS	MS	ES	
87	40	45	16	188

- The University has converged to a single Learning Management System (LMS), Vutela (Blackboard Learn), the most widely adopted and supported LMS in South Africa, and has migrated modules from Moodle and Sakai.
- Moodle and Sakai are strategically not being decommissioned as CAD in principle supports open source Learner Management System implementations.
    - The number of active student users on Vutela are 14741 to-date.
- CAD is systematically expanding the blended learning team skills base to ensure appropriate skills are available to progress a blended learning development project. The following appointments have been made:
    - A Project manager E-learning who has instructional design expertise
    - An application administration (Blackboard) help desk staff member has been employed for 1 year on a temporary contract.
- A programme centric approach to the development of Blackboard modules, as well as a consistent presence in terms of course administration and management, and content provision has been embarked upon. This facilitates a managed and sustainable growth process that can be targeted at particular cohorts and incrementally rolled out to ensure a consistency of experience and quality.
    - Training has been done per department as well as to representatives of departments.
    - Departmental instructional design of shared modules is being conducted upon request.

- Training has been conducted on two occasions at both Secunda and Dayveyton Campus, and one session was held at Upington campus.

5.2 The Systems Integration (SIS) between Blackboard and ITS will ensure that Blackboard is populated and driven by student, staff and course data from ITS.



The above organogram is the envisioned structured for the e-learning unit in CAD that has been tabled at a Senate Committee Meeting. In line with the strategic action plan that supports the functions of the e-learning unit a major roll-out of Vutela will be done to students and staff during 2016. Contract workers will be hired to support functions of lecturer Vutela training. Students workers will also be contracted as per their maximum acceptable working hours to advocate, train and orientate students in the use of VUTela.

VUTELA /BLACKBOARD IMPLEMENTATION SINCE FEBRUARY 2015 : Deliverables completed	
2015 Action Items	**Deliverables**
Development of capacity and capability within E-learning Unit	Project Manager E-Learning with instructional design expertise and LMS Application administrator appointed. Application administrator trained in-house and sent for development to CPUT to shadow systems administration function in a work-integrated learning context. Project management skills being developed In LMS Application administrator New E-Learning Organogram and approval of two new senior Instructional Design and Educational Technologist posts have been established for 2016
Culmination of Pathfinder Project	Pathfinders interviewed in one-on-one basis to understand their experiences and chart the way forward to deliver their modules in real live environment and get them to expand and involve their colleagues

Training and capacitation of staff	2 training workshops (New Blackboard User training and Instruction Design training workshop)and training material designed and being delivered in-house 3 Academic staff members trained as Blackboard certified trainers (Train the trainer) 188 lecturing staff members have been trained in Blackboard New User training and Instructional Design
Delivery of Blended learning Modules	The number of modules implemented since February 2015 on Vutela (Blackboard LMS) are 159. The number of active student users on Vutela are 14741 to-date.
Systems Integrations Project	Has been launched, 4 virtual meetings have been held with all key internal stakeholders, Blackboard SA and Dutch SIS expert Monale Tabane has finished first extraction of data from ITS and creation of feed to BB Tisetso is busy importing Monale's feeds.

Development of Teaching and Learning Model	Neill Butcher and Associates held initial workshop with deans of Faculties to design framework for the model
Vutela interface	Designed and launched with link from VUT website
Support of staff and students in use of Vutela	Office hours support and consultation to lecturers upon appointments 5 days a week Student are supported during office hours 5 days a week in a walk-in center and by e-mail.
Student ease of use and accessibility	Mobile App launched and student's orientation PowerPoint made available to lecturers. Student orientation session been conducted upon request, to-date 5 sessions have been conducted with 35 – 40 students in each session. Capacitation of lecturers to conduct their own orientation sessions.
Library systems integration with Blackboard	Turnitin has been integrated into Blackboard
Blackboard systems maintenance and support	Latest version of Blackboard Learn has been installed successfully

Project to investigate trajectory of audiovisual provisions, smart classrooms and conferencing services	Investigation phase of this project is underway with vendors in the mentioned services demonstrating the range of products, application and services available. Strategic decision to keep the portability of services and products as a key focus
Change Management Workshops for Technology-integrated Learning	A project has been launched with Eiffel Corp to deliver Cultivate Change management workshops staring in November 2015 continuing to 2016 for all levels of staff at VUT.

5.3 Broader Strategic Issues

- VUT still needs to progress a review of the broader support infrastructure ensuring that it is streamlined, "joined-up" and effective in meeting staff and student requirements for pedagogic, application, technical and administrative support, as appropriate, and that escalation paths exist to rapidly troubleshoot and resolve issues. The goal should be to establish clear roles, responsibilities and interfaces between the key players, specifically, CAD, IT, the Library, and Registry.
- The PC replacement cycle / laptop provision process that ensures students have an appropriate level of access via PCs / laptops / notebooks is being looked by IT.
- IT Services has a strategic priority the development of the institutional network, particularly wireless, and systems infrastructure to ensure it provides a reliable and robust service.

- Roll-out of wireless networks is gaining momentum across the Vanderbijlpark campus
  - CAD has outsourced systems provision of the LMS to secure access to specialist skills, high availability support, and in parallel allow II Services to focus on local infrastructure requirements.

Reflecting on VUT's current position the University is fully ready to drive institution-wide adoption of blended learning. VUT's approach between July 2013 and December 2014 was one of building capability and capacity through Pathfinder projects, gaining a deep understanding of Blackboard, addressing the core infrastructure issues, migrating to Blackboard 9.x, and has implemented solutions in preparation for broader adoption which started from February 2015. Successful implementation of the systems integration project form ITS to Vutela is a significant milestone that has been reached in the Vutela implementation project. A strategic project plan for Vutela institution-wide adoption as per the performance evaluation contracts between the DVC Teaching, Learning and Research and the four deans will be devised for 2016.

6. PREFERRED STUDENT EXPERIENCE

6.1 MATHS CENTRE

The main aim of the maths centre is to assist VUT registered students with mathematics and statistics problems. We strive (together with the maths department), for improvement in their mathematics performance, develop their self-confidence and ensure independent life-long learners with strong critical thinking mathematical abilities. The following services were provided during 2015 so as to support the Department of Mathematics in trying to improve success and pass rate for the students.

Services:

- Tutorial classes
- One on one consultation
- Small group consultation
- Examination revision classes
- Extra classes

Attendances: 2015 ATTENDANCE FROM FEBRUARY TO NOVEMBER

	FEBRUARY	MARCH	APRIL	MAY	JUNE	JULY	AUGUST	SEPTEMBER	OCTOBER	NOVEMBER	TOTAL
MATHS 1	**273**	**260**	**256**	**138**	**4**	**5**	**70**	**38**	**39**	**14**	
MATHS 2	**74**	**70**	**45**	**31**	**14**	**108**	**266**	**299**	**303**	**199**	
MATHS 3	**217**	**180**	**122**	**117**	**7**	**44**	**125**	**69**	**100**	**66**	
OTHERS	**20**	**46**									
STATISTICS			**3**	**6**	**10**	**3**	**10**	**5**	**4**	**4**	
INTRO			**15**	**18**	**0**	**9**	**9**	**14**	**10**	**0**	
TOTAL	**584**	**556**	**441**	**310**	**35**	**169**	**480**	**425**	**456**	**283**	**3739**

N.B Attendance here is only for consultation at the maths centre.

6.1.1 Focus of the services we provide

The strategic focus of the maths centre services is:

1. To assist students with maths problems in their undergraduate studies.

2. To provide non-judgmental support for students outside their teaching time i.e students consulting after their normal maths classes.

3. To provide one on one and small group support for any student(s) of the university with mathematics difficulties no matter how small it is.

6.1.2 Student feedback

After the consultation in the maths centre, we ask students to give feedback on the consultation they have with a tutor.

They find the consultation helpful regarding the following:

- To think critically
- To work independently and in a group
- To have confidence in solving mathematical problems.

6.1.3 Targets for the year 2015

- Ensure that the Mathematics Centre operates efficiently and effectively in providing individualised Mathematics, Mathematical Literacy and Statistics (MMLS) support and class group/s development as well as support to VUT staff and students across all campuses.
- Raise awareness of the purpose and functions of the Mathematics Centre.

- Build partnerships with academic staff and departments to ensure MMLS consultations and tutorials are integrated into the mainstream curricula and liaise with departments regularly.
- Co-ordinate the efforts and actions of the team in delivering MMLS support and development.
- Undertake research to ensure best practices and monitor the effectiveness of the Mathematics Centre.
- Developing and implementing appropriate assessments in line with departments.
- Develop community of enabled and motivated mathematics lecturers and tutors to deliver a quality service by developing tutor training materials and workshops.
- Design and develop supplementary resource material in the Mathematics Centre.
- Maintain professional working relationship with lecturers, tutors and peer assistants in the Mathematics Centre.
- Creating and maintaining an atmosphere conducive to learning at Mathematics Centre
- Design, develop and implement evaluation strategies.

6.1.4 Challenges

We experience the following challenges:

i. Time allocated for tutorial classes was limited;(students were encouraged to consult further at maths centre after maths centre tutorial classes)
ii. Some of the venues for our tutorial classes were double booked for example Friday venues are double booked for church services;
iii. The maths centre venue is too small to accommodate many students at once especially when students prepare for their semester tests; we need more space.
iv. We also have problems with students seeking help in the 11^{th} hour, which gives pressure on space.

An overview of the evaluation/feedback

Majority of students complained in their feedback forms that the maths centre is too small.

Also students need more tutors in the centre at any given period.

Students are thankful for their one on one consultation as shown in their feedback.

6.1.5 Lessons learnt

Lessons learnt emanate from the challenges we face throughout the year such as students seeking help at the last minute.

The diagnostic testing proved to be a good way of marketing amongst others.

6.1.6 Way forward

To have a bigger venue which is divided into 3 compartments i.e each group with each room. Maths 1 ,2 and 3 will have different rooms for consultation.

To make use of the e-learning platform such as blackboard (Vutela).

Collaboration with the departments is essential.

Maths 1 results for 2015

Campus	Vanderbijlpark
X88EXM1	(All)
X88CYR	2015

Row Labels	ENROLLED	ADMITTED	WROTE	PASSED	Pass rate	Success rate
AMATH1E	1073	735	735	632	86.0%	58.9%
AMATH1S	245	162	162	142	87.7%	58.0%
Grand Total	**1318**	**897**	**897**	**774**	**86.3%**	**58.7%**

Collaboration with the maths department has been strengthened compared to previous years.

The maths 2 final exam pass rate has improved from 79% to 86.3%.

6.2 THE MENTOR PROGRAM

6.2.1 Introduction

The Learning Communities program was established in November 2014. A Learning Community at VUT comprises of senior students who are appointed as Mentors and first year students known as Mentees who are divided into small groups of 30. Each group of 30 mentees is allocated to one Mentor who progressively strives to facilitate a smooth transition from high school to university life and culture. Transition should be perceived as a change from inside the classroom but also from outside the classroom as well, influencing the Mentees academic achievement and psychosocial lifestyle.

Members of a Learning Community:

- learn together through at least one shared class
- Interact through study activities facilitated by student mentors,

- Supported by Lecturers and faculty with shared interests
- Involve in social, psychosocial and professional activities
- benefit from academic support programs facilitated by Mentors
- Assisted in building awareness of taking responsibility of their own learning.
- The program is student centred and develops students into active learners

6.2.2 Training information 2015:

Mentors are required to attend compulsory on-going training throughout the academic year. Mentors have the opportunity of enhancing skills required to facilitate small Mentee groups effectively. The training program below was facilitated in the 2015 academic year

DATE	VENUE	PRESENTER	No of Mentors attending
27-29 November 2014	Isak Steyl	Linda Mandewo	110
20 March 2015	VUT Lapa	Elize Heuer, Valerie Hlubi, Thapelo Kgakatsi	70
15 April 2015	VUT Lapa	Linda Mandewo, Valerie Hlubi	54
22-24 July 2015	Isak Steyl	Linda Mandewo, Valerie Hlubi Thapelo Kgakatsi	70
26 October 2015	T117	Linda Mandewo	30
23-25 November 2015	Isak Steyl	Linda Mandewo, Valerie Hlubi Thapelo Kgakatsi	110
Total			444
27 November 2015 Certificate ceremony for Mentors and Tutors			

Focus of the Mentor Skills Development workshops

The strategic focus of the Learning Communities training is to ensure that the Mentors understand their role and function within the Mentoring program. The Mentor training activities facilitated in Mentor sessions are designed to empower Mentors and motivate them to understand how their role impacts on the students' academic and social lives.

6.2.3 The Mentor skills development training program has been divided into the following sessions namely:

- A two day Orientation training workshop which includes?

    - **Relationship Building**

      Mentors are made aware of the importance of developing a community of Mentees. Their appointments as Mentors has given them a new academic home where as family members they should learn how to better know each other and how to collaborate in a healthy and inclusive environment.

    - **Tertiary Education**

      This activity informs the Mentors on how to assists the Mentees with understanding the difference between high school and tertiary

      Learning Communities and Mentors at VUT.

      Mentors are made aware of their roles and responsibilities.

    - **Diversity**

This session focused on diversity in the mentoring environment.

Mentors were made aware of how prejudice can affect how they relate to their mentees and how this can develop into unnecessary attitudes that may have a negative effect during their mentoring sessions. Mentors were sensitized on different ways of celebrating and appreciating diversity and move to a non-judgmental, non-discriminatory mentoring environment.

- **Facilitation Skills**

The focus is on how to facilitate activities and knowing the qualities of a good facilitator. The Mentors were made aware of how their behavior impacts on the manner in which students will appreciate attending Mentor sessions.

- **Learning styles**

Mentors were involved in an activity that assisted them in discovering their own learning styles. This assisted them in appreciating the different learning styles that students present within a mentoring session and also how their on learning styles impact on their facilitation.

They were also exposed to an activity on multiple intelligences and their peak and valley times, how these relate to their learning styles and how to implement these strategies to support the different learning styles of their tutees. They were encouraged to share this with their mentees.

After each training Mentors were requested to fill an evaluation form and write a short reflection on how their demeanor as Mentors will improve their Service delivery

6.2.4 Below are some of the verbatim responses from the Mentors:

"I have gained a lot of knowledge on facilitation, diversity and I have made new friends"

"I have gained skills that will help me understand Mentees much better"

"I have developed the confidence to work in small groups'

"I learned about the importance of time management"

- Check-in sessions and Class visits

  Mentor check-in sessions took place once a term. These sessions provide opportunity for Mentors to share their experiences and learn from one another. The check-in sessions serve as a skills development workshops, giving the Mentors the opportunity to improve their facilitation skills, and share good practices

  The Mentors are observed and evaluated during their Mentor class visits the class visits also serve as an observation and developmental exercise for the mentors.

- Report submission

  The mentors submitted reports and registers fortnightly, following a strict guideline. Rreports help the mentors to understand what worked in their groups and what did not, so that they can plan for improvement immediately. It is a chance to develop future goals, evaluate their group from within, and tell their stories. Reports are definitely necessary to determine if they are accomplishing the goals that are proposed.

TERM	FACULTY	NUMBER OF MENTORS	NUMBER OF MENTEES
1	APPLIED SCIENCES	13	195
	ENGINEERING	11	82
	HUMAN SCIENCES	27	678
	MANAGEMENT SCIERNCES	28	556
2	APPLIED SCIENCES	10	151
	ENGINEERING	4	43
	HUMAN SCIENCES	25	476
	MANAGEMENT SCIERNCES	21	270

3	APPLIED SCIENCES	8	102
	ENGINEERING	2	10
	HUMAN SCIENCES	15	260
	MANAGEMENT SCIERNCES	11	150
4	APPLIED SCIENCES	8	90
	ENGINEERING	2	10
	HUMAN SCIENCES	15	320
	MANAGEMENT SCIERNCES	11	150

The program Coordinator and Mentors archived a successful collaborative working relationship with some Lecturers. This was fundamental in identifying students who benefited from the program. Feedback from the Lecturers was very positive, indicating how students' performance improved when engaging with mentors. Lecturers also played an important role by being present in some of the sessions

The following academic departments worked effectively with the mentors:

Logistics, Human Resources, Marketing, Cost and Management Accounting, Financial Information System, Internal Auditing, Public Relations, Legal Assistance, Analytical Chemistry, Information Technology, Engineering systems, Industrial Engineering, Power Engineering, Mechanical Engineering, Chemical Engineering ,Electrical Engineering, Hospitality Management, Biomedical Technology, Bio Technology, Graphic Design, Fashion, Safety Management.

6.3 TUTOR DEVELOPMENT

6.3.1 Background

Tutorial classes play a vital role in undergraduate learning. The tutor's roles and responsibilities are to help students consolidate and extend their learning beyond what they have learned during lecture lesson (Forster 2013). In order for the tutors to perform their roles and responsibilities they should be trained on skills that will develop them to be effective leaders and facilitator.

Tutor training development skills the facilitators, approach the training with the student centred approach and collaborative learning by providing students the opportunity to be active and showing them that their contributions play a pivotal role in the training. The words students and tutors will be used interchangeably in this report.

6.3.2The training objectives

- Know and understand their roles and responsibilities in the Vaal University context.
- Know understand how to facilitate learning to encourage students to participate actively in the learning experience.
- Be aware of diversity and how to respond to the diverse needs of their tutees in the classroom
- Understand the need to prepare, organise before tutoring sessions
- Know understand and how to use Blooms learning objectives to ask questions in class

The facilitators created a non-threatening environment by clearly outlining the objectives of the training and explain the importance of tutor training.

The getting to know each other activity tutors were paired where each tutor should introduce his/her pair the purpose was to make tutors who feel reluctant to take risk to feel comfortable. The facilitator together with the tutors ground rules were established and the expectation as the tutors were concern about their roles and responsibility they wanted to know if the training is going to equip them with the knowledge and skills of facilitating learning.

The facilitator explained how ground rules can be a helpful tool to deal with difficult situation to refer back to them when the student behaves inappropriate.

6.3.3 Leadership

This session began with questions and answer method because the facilitator wanted to build the knowledge from what the tutors already know. The tutors had to define leadership, five students were allowed to define leadership to show how they can define the concept in different way because they think differently but the meaning is the same. The characteristics of the leader were designed by the tutors and they were divided in five groups of four, each group was requested to report on what they think are the good characteristics of the leader. The tutor's inputs were compared with the facilitator's presentation and all the common characteristic were adopted to be the characteristics of a good leader tutor at Vaal University of Technology. Leadership was discussed to show how students will respond when they practice these leadership styles in the classroom observing both negative and positive effects of the leadership styles.

It is important that tutors should understand the literature behind social constructivism and why VUT adopted the philosophy of social constructivism. The philosophy was discussed based on comparing the traditional and constructivist classroom. To conclude the activity there was a worksheet completed where the tutors had to differentiate the activities in a traditional and constructive classroom.

6.3.4 Facilitation Skills

It is vital for the tutors to understand student learning because students approach to learning is different and the tutor needs to know how to use inclusive tutoring techniques to accommodate, and cater for the needs of the students. The teaching and learning in the 21st century emphasises composition of knowledge, skills and the values are organised in four categories

- Ways of thinking: creativity, innovation, critical thinking, decision making and learning how to learn
- Ways of working: communication
- Tools for working: (Rosetsky-Saavedra and Darleen-Opfer 2012) the tutors did learning style inventory and were requested that the tutor should design the activity to accommodate the three learning styles: visual, auditory and kinaesthetic, and to present a lesson to the group.

Understanding diversity was discussed and the facilitator stressed that when the tutors plan for their sessions they should avoid using examples that exclude other students or use examples that show discrimination in the classroom. It was also emphasised by the facilitator that the role of a tutor is to be a facilitator, guide, and a creator of a learning environment that is non-threatening and be prepared to motivate students to achieve academically. Tutors can influence students by tutoring with enthusiasm and designing interesting activities and also the usage of examples that make student s to connect with the real world.

Lesson learnt

Identification of the gaps in our training which a high need for the tutor training was,

- Dealing with difficult students in the classroom.
- Formative assessment and constructive feedback to improve students learning.
- The use of tutoring strategies and methods to be used by the tutors when facilitating learning.

6.3.5 Challenges

- The collaboration with faculties in terms of guidance and support of the tutors to focus on ways to improve practice of tutoring
- Working with the faculties to identify training needs of the tutors to tailor made the training based on the faculty needs
- Getting feedback from tutors in a report form
- Poor students' attendance in tutorial session

6.3.6 Ways forward

To strengthen the tutor programme, the following has to be taken into account:

- Building an effective working relationship between tutors and lecturers
- Integration with lecturers during tutor trainings
- Classroom observation, students' feedback, feedback from the tutors to reflect on their experiences by writing reports, reporting system has to be developed to improve the quality of learning
- Establish a support group for the tutors that will involve student counselling, CAD and faculty staff
- Create a tracking system of tutors performing effectively to receive incentives
- To train tutors on early identification of students in need of other support and refer them to other support service

6.3.7 Continuous development workshops attended

DATE	DESCRIPTION
16 &17 Mar 2015	First year experience (FYE) Strategic planning for the faculty of
12 May 2015	Technology Enhanced Teaching and learning
16 &17 Jul 2015	Supplementary Instruction
27 Sep to 2 Oct	Proposal writing
30 Nov to 3rd Dec	Learner enhancement checklist

6.3.8 Tutors trained 2015

05 and 06 May 2015		07 and 08 May 2015	
Applied Science	08	Applied Science	06
Engineering	06	Engineering	02
Human science	05	Human science	04
Management	03	Management	02
Total tutors trained 22		Total tutors trained	14

6.3.9 Tutors trained second semester

28 and 29 July 2015		**05 and 06 August 2015**		**17 and 18 August Secunda**	
Applied Sciences	00	Applied Sciences	00	Applied Sciences	00
Engineering	16	Engineering	09	Engineering	08
Human sciences	01	Human sciences	00	Human sciences	03
Management Sciences	03	Management Sciences	00	Management	07
Total tutors trained second semester 47					
Total of the tutors trained in 2015: 83					

In the year 2015 11 training sessions with the tutors one out of the 11 training sessions was a verification and reflection session, whereby the tutors had to verify their details, submit reflection report and reflection of the tutor program in the year

The training was concluded by reflecting on the training and the expectation list was used as an assessment tool to measure if expectations were met. The following hand-outs were provided and how to use them as tools to refer to them to improve the classroom practice. Learning objectives by Bloom Taxonomy: to use to design questions from lower order learning to higher order learning. Diversity: to have a deep understanding of diversity. Learning style for self-inventory and background reading to assist tutors on how to respond on diverse needs of students in the classroom. Traditional and constructivist worksheet: to use as a checklist to ensure that tutors do not transmit information to student but engage them to be critical thinkers. Facilitation skills: to read more about facilitations techniques to encourage students to actively construct new knowledge.

7. CONCLUSION

In conclusion the CAD follows an integrated strategy with programmes, activities, actions and strategies been implemented at a macro, meso and micro level through **Academic Staff Evaluation and Development, First Year Experience , Academic Support and Blended and ELearning.**

It aims to:

- Communicate a vision for teaching and learning appropriate to the needs of all VUT students and staff;
- Ensure that the approach to teaching and learning is relevant, innovative and responsive at a national macro, meso and micro level within the institution driven by best practice;
- Act as a framework for policies and plans related to teaching and learning , including a timeline with clear accountabilities for action through which the strategic goals in learning and teaching can be achieved;
- Guide faculties in the development and implementation of their own teaching and learning plans;
- Ensure the embedding of academic development and support at the coalface by integrating teaching and learning staff specialists within faculties;
- Teaching and learning staff specialists will work with academic lecturers and HoDs in the following focus areas namely academic support, blended and eLearning, academic staff evaluation and development and the first year experience;
- CAD primarily responsible for advocacy, policy and the development of projects, action plans with teaching and learning staff specialist position in faculties who will action multiple projects;
- Immediate offering of academic development and support policy, action plans and programmes in the faculty;
- The faculties and departments commit to an institution-wide academic development and support plan and process that will enable VUT to embed and secure the benefits of access and success;
- This should involve faculties/departments developing action plans to realize the institution's objectives for academic development and support;
- The faculties/departments identify a manager with responsibility and accountability for delivering and coordinating growth and development who will work with the central service teams to develop and deliver local plans that will enable growth and adoption of academic development and support.

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