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1.1 INTRODUCTION
Since 2017, every Dean and Director within my line compiles a Reflective Report that I then consolidate, including my reflections. The consolidated DVC (Academic) Reflective Report reflects the state of the academic project through the lenses of the seven faculties, together with the academic professional support directorates within this portfolio.

2022 was an extraordinary year. We had to continue grappling with an unforeseen global COVID-19 pandemic (hereafter ‘the pandemic’) in 2020 and 2021 and ensure the successful completion of the 2022 academic year. The pandemic made us rethink a lot of what we thought we knew in the academic project, while coping with the impact of the pandemic on our lives and health and on our families.

Since the cataclysmic effects of the pandemic experience were still with us and we remained online, it would be remiss not to reflect on its impact on the 2022 academic project and the start of the 2023 academic year.

This 2022 Reflective Report contains an overview of our academic approach and decision-making during 2022, as well as a self-evaluation of the most pertinent work done during the course of the completed Institutional Operation Plan (IOP) 2016-2020 and progress made to date in the IOP 2021-2025. To this end, it comprises:

• A radical change to our policy framework following our evidence-based approach to learning and teaching during the pandemic;
• Strategic integrated planning and implementation during IOP 2016-2020 and IOP 2021-2025;
• People planning; and
• Leadership reflections by the Deans of the seven faculties, as well as Directors of the four directorates.

1.2 THE DVC (ACADEMIC) PORTFOLIO
The DVC (Academic) Portfolio is the largest DVC portfolio at the University of the Western Cape (UWC). We lead the academic project, focusing on Learning and Teaching, Academic Planning, the University in the Digital Age as well as Community Engagement and Performing Arts. Central to the academic project is that students and academic staff members are respectively co-creators of knowledge and that, at the heart of this endeavour, lies excellence and the success of our students, and a deep commitment to social justice and being change agents. The seven faculties are centrally positioned within the portfolio, supported by the Directorate of Learning, Teaching and Student Success (DLTSS), the Centre for Innovative Educational and Communication Technologies (CIECT), the Academic Planning Unit (APU) and the Community Engagement Unit (CEU), which, since 2019, includes the Centre for Performing Arts.
1.3 EVIDENCE-BASED RESPONSE TO COVID-19

A radical change to the UWC learning and teaching policy framework followed our evidence-based approach to learning and teaching during the COVID-19 pandemic. The reflection written by Prof Subethra Pather, Dr Vanessa Brown and Prof Vivienne Lawack in the Reflective Report for 2020 explained how following an evidence-based approach to learning and teaching during the pandemic enabled UWC to take decisive action on a principled basis.

An evidence-based approach encouraged the UWC leadership to rely on available evidence, analyses and facts to develop university guidelines for learning, teaching and assessments during a time of crisis. The objective was to ensure university leadership did not take for granted the resource disparities that exist among the student population and university academics. Evidence was gathered from students and staff in two stages.

As a first step, data was collected related to resource readiness to engage online in ERTL, and later in the semester, data was collected on staff and students' personal experiences with ERTL during the pandemic. As we were dealing with the unknown, the collection of data at different stages allowed UWC to provide evidence-based plans and support to staff and students in a staggered manner to ensure relevance.

Following the evidence-based approach ensured policies, guidelines and decisions were informed by an understanding of the vulnerabilities and challenges faced by staff and students during this time. The data also showed that UWC staff and students were strongly committed to completing the academic year successfully, thereby demonstrating incredible resilience in the face of the upheavals and trauma unleashed by COVID-19. Although there were challenges for both students and academics, the experience also provided insight into the future positioning of flexible learning and teaching at UWC.
The evidence-based approach followed at UWC in 2020, 2021 and 2022 enabled us to proceed from a principled basis. All decisions concerning moving the academic programme online in 2020 followed proper protocols through the institutional governance structures of the Senate Executive Committee ('the SEC'), Senate Academic Planning Committee ('the SAP') and Senate.

Although the majority of UWC students engaged in online learning in 2020, many had difficulty doing so. The data we collected showed 8% of our students did not participate in online learning and about 22% only partially participated. The development of UWC’s blended approach guidelines allowed a wider and more inclusive approach to student participation as students learn in digital and online media, as well as traditional face-to-face teaching. This approach can also include a range of technologies and the deployment of both physical and virtual resources to suit different purposes, learners, and contexts.

The proposed blended learning and teaching approach for 2021 considered the continued risk to public health posed by COVID-19. Hence, the developed guidelines for blended learning and teaching proposed a framework for proceeding with the 2021 academic year that considered public health concerns as well as evidence-based learnings arising out of UWC’s experience with online learning in 2020. With the advent of the third wave of infections, the university opted to remain online in 2021 and to plan the scenario for hybrid learning and teaching to start in 2022. The realities of infrastructure and resource challenges to the blended/hybrid learning and teaching approach experienced during 2020 and 2021 would be addressed once our smart buildings were reconfigured and provided that the pandemic did not change the situation. Approximately 235 new ‘smart hybrid venues’ were reconfigured, including 18 tutorial rooms and 26 laboratories.

For the 2022 academic year, 1 294 new modules were created across faculties and uploaded to the iKamva (Sakai) platform, the institutional Learning Management System. iKamva was invaluable in this setting, with users accessing it three times per day on average (user details are reported in the CIECT section of this report).

1.3.1 ASSESSMENT AND STUDENT PERFORMANCE DURING THE PANDEMIC

Decisively changing the UWC’s assessment plan already distributed to students was an exceptional situation because of the pandemic. UWC’s online assessment criteria considered the three ‘Is’: integrity, inclusivity and immediacy. At the core of the assessment guideline principles were care and compassion. The 2021 UWC Guiding Principles for Flexible Learning and Teaching Contingency Plan 2021 and the UWC Guiding Principles are amended via the SAP. The SAP considered our experience in 2020 and the severity of the second wave of the pandemic. The SEC approved the SAP recommendation that we remain online in the first semester of 2021. The SEC also approved these Guiding Principles for Flexible Learning and Teaching Contingency Plan, 2021:

1. Term One would start online in a phased approach from 8 March 2021.
2. A concerted endeavour would be made for all students to complete the academic year in 2021.
3. Disparities among our students’ socio-economic backgrounds were acknowledged and efforts would be as inclusive as possible, with various ways of ensuring different categories of students were catered for, including students with disabilities. The use of print media, PowerPoint presentations, flash drives, etc. would be explored.
4. A flexible learning and teaching approach that included online platforms, among others, would be adopted.
5. A varied and phased approach to assessments would be considered on a discipline-specific basis.
6. Academic rigour would be maintained at all times – a ‘pass one, pass all’ approach would not be acceptable.
7. The university would remain committed to making budgetary adjustments to ensure plans were realised for learning and teaching to take place.
8. Faculties would provide remedial classes and offer opportunities to students who may have been prejudiced by a lack of resources to catch up on lost work.
9. Every faculty and lecturer would adopt an approach that was sensitive to and aligned with the institution’s values.

In addition, the SEC approved amended ‘UWC Guiding Principles on Assessment during the COVID-19 Pandemic – 2021’:
Principle 1: No Exclusions
Where practically possible, no student with COVID-19-related issues will be excluded from any scheduled assessment during the course of a module, including the final assessment, during the period of this crisis.

Principle 2: Without Prejudice
If students report they were prejudiced due to lack of access to a learning-conducive environment, access to resources and/or other reasonable circumstance related to COVID-19, then such students will be provided with additional assessment opportunities within a reasonable time.

Principle 3: 100% CA Modules
Modules that have 100% Continuous Assessment as their assessment type should include higher-weighted integrated assessments in their assessment schedules, which bring together different module outcomes. This principle should be read with Principle 9.

Principle 4: CFA Modules
All modules that have CFA (Continuous and Final Assessment) as their assessment type may propose changes to the current ratio of continuous assessment (CA) to final assessment (FA), to the SEC via the SAP.

Principle 5: No Sit-Down Exam
Except where otherwise required by accreditation bodies, no sit-down examination will be held for Semester 1 modules. These exams will be replaced with Summative Assessments (SA) evaluating the achievement of core outcomes. The SA’s submissions must be deployed and undertaken remotely and online by students.

Principle 6: Practical and Clinical Work
Practical assessments and clinical evaluations will be conducted in a phased approach, depending on the severity of the pandemic.

Principle 7: Credibility of Student Submissions
Final and summative assessment tasks, in particular, must be designed to ensure the authenticity and credibility of student submissions, namely, that the submission reflects the student’s own work, as far as is reasonably possible.

Principle 8: Changes to Assessment Schedules
Changes to assessment schedules of modules must be submitted by lecturers to heads of departments (HoDs) with the original schedules and the proposed new assessment schedules. The Faculty Academic Planning Committee must approve these changes and students must be notified of such changes by lecturers.

Principle 9: Flexibility of Assessments
As far as possible, the university will accommodate the need for flexibility regarding the scheduling of assessments, reassessments and catch-up opportunities.

Principle 10: Internal and External Moderation
Assessment must be subject to normal internal and external moderation processes. For exit-level modules, assessments must be externally moderated and all non-exit-level modules must be moderated internally.

SEC decisions were ratified at the first Senate meeting of 2021. Given the severity of the pandemic, a decision on blended learning would be taken later in the first semester. We were guided by the trajectory of the pandemic, which required flexibility on our side. The CIECT prepared online orientation for first-year and senior students and the return-to-campus task team worked on a scenario plan for 2022, given the decision to remain online. Details were communicated separately on this matter.

We were aware that this situation was not ideal – learning does not only happen in the classroom but through interaction with peers and lecturers. Students were also being deprived of university co-curricular programmes. But, under these trying circumstances, our greatest priority was to ensure the safety of students and staff.
2022 Academic Year

In 2022, we continued to build on the foundation laid in 2020 and 2021, but also to leverage the learnings during these years. The performance of our students in 2022 is reflected in the figures/graphs below.

**GRAPH: OVERALL WEIGHTED AVERAGE FINAL MARK OUTCOME 2022**
It is evident from the above that we had a good rate of completions and that we had a successful 2022 Academic Year from an undergraduate perspective.

The evidence-based approach to learning and teaching followed during the pandemic enabled UWC to take decisive action on a principled basis. This ensured the policies, guidelines and decisions were informed by an understanding of the vulnerabilities and challenges faced by staff and students.

The data also showed UWC staff and students were strongly committed to completing the academic year successfully, and demonstrated incredible resilience in the face of the upheavals and trauma unleashed by the pandemic.
Despite the challenges for both students and academics, the experience provided insight into the future positioning of flexible learning and teaching at UWC. Using these insights, we followed an inclusive process to develop two new policies that signaled a radical change for our academic project at UWC. The Flexible Learning and Teaching Provisioning Policy and Assessment Policy were approved by Council in September 2021, and the UWC Curriculum Transformation and Renewal Framework was approved by Senate in November 2021. In addition, we embarked on an extensive consultative process to further institutionalise the Scholarship of Engagement for Societal Impact at UWC.

Following this process, Senate approved the UWC Framework for the Scholarship of Engagement (SoE) for Societal Impact (SoE) in October 2022. I want to thank my co-drafters, Dr Cornel Hart and Prof Priscilla Daniels, for working with me so tirelessly to make this milestone happen!

1.4 STRATEGIC INTEGRATED PLANNING AND IMPLEMENTATION

1.4.1 OVERVIEW, VISION AND KEY STRATEGIC PRIORITIES

A key shift under Goal Two of the IOP 2016-2020 was the shift to ‘Learning and Teaching’. It not only provided a philosophical change but spoke to the main reason we are in higher education: teaching without any learning would not meet the objectives set out in White Paper 3 of 1997. This is retained in Goal 2: Learning and Teaching in the IOP 2021-2025.

The 2021 Reflective Report provided an overview of the strides made in the previous IOP as well as areas for consolidation, acceleration and innovation. The UWC Council adopted the new IOP 2021-2025 by following an inclusive process.

This 2022 Reflective Report builds on those gains. Goal Area 2 of the Institutional Operating Plan (IOP) 2021-2025 focuses on Learning and Teaching. The vision for this goal area is: “To provide high-quality, evidence-based learning and teaching opportunities that are underpinned by responsive curricula and a diversity of learning, teaching and assessment practices in order to nurture graduates who have the knowledge, skills and attributes to succeed in the world of work; are lifelong learners and are socially aware, ethical and caring global citizens.” But the academic project extends beyond Learning and Teaching in Goal 2 as it firmly slots into every IOP goal area, as explained in the table below:

<table>
<thead>
<tr>
<th>GOAL AREA</th>
<th>STRATEGIC PRIORITY FOR THE ACADEMIC PLAN</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 The Student Experience</td>
<td>Foster a conducive environment for excellence in learning and teaching to enhance the student experience and ensure student success and retention</td>
</tr>
<tr>
<td>2 Learning and Teaching</td>
<td>Develop a conducive environment for excellence in learning and teaching, embracing pedagogies enabling graduates to acquire attributes for the changing world</td>
</tr>
<tr>
<td>3 Research and Innovation</td>
<td>Create a conducive environment for a research-led approach to learning and teaching</td>
</tr>
<tr>
<td>4 People Framework</td>
<td>Create a nurturing environment to enhance academics as teachers at all academic levels</td>
</tr>
<tr>
<td>5 Financial Sustainability</td>
<td>Develop a CE and CPD and online education model to enhance the quality and financial viability of CE, CPD and online programmes at UWC</td>
</tr>
<tr>
<td>6 UWC in the Public Domain</td>
<td>Develop a plan to market and communicate the academic project at UWC</td>
</tr>
<tr>
<td>7 Developing the Campus and Surrounding Areas</td>
<td>Develop SMART and alternative learning spaces that will enable flexible learning teaching and provisioning at UWC</td>
</tr>
<tr>
<td>8 Leadership, Governance and Management</td>
<td>Develop leadership as a competency in academic staff</td>
</tr>
</tbody>
</table>
In terms of the IOP 2021-2025, the graduate in the changing world of work in the 21st-century context plays a central role, as well as the effect of technology in learning, flexible learning provision, epistemological access and success, professionalisation of teaching and learning, improving the status of teaching and learning, incorporating research with learning (scholarship of teaching and learning), and national developments (including social justice, citizenship and social inclusion).

An extensive survey was conducted to gain insight into students who chose to study at UWC. A total of 4 300 first-year undergraduate students began studying in 2023, and 3 608 of these students participated in the research. Some key findings included:

- 74% of respondents indicated that UWC was their preferred higher education institution.
- 30% indicated their daily commute to campus is between 11km and 20km.
- 73% felt overwhelmed by schoolwork in their final year at high school at least twice a week. And 60% felt overwhelmed by personal problems in their final year of high school at least twice a week.
- 26% of respondents had attended school in a suburban area.
- 47% indicated that they would attend many social functions at campus, including sports days, student braais and fundraising events.

The four key priorities we focus on are:
- Excellence and student success and retention
- Research-led learning and teaching
- Learning with technology (emerging technologies)
- Transformation and renewal of the curriculum

This Reflective Report also deals with people planning and development and selected Apex projects. These are discussed below:

1.5 EXCELLENCE AND STUDENT SUCCESS AND RETENTION: OPERATION STUDENT SUCCESS

Excellence and student success are key pillars of Goal 2, amplified by the Graduate Attributes and a focus on learning and the skilfulness of graduates in the 21st century.

In terms of the IOP 2021-2025, the graduate in the changing world of work in the 21st-century context plays a central role, as well as the effect of technology in learning, flexible learning provision, epistemological access and success, professionalisation of teaching and learning, improving the status of teaching and learning, incorporating research with learning (scholarship of teaching and learning), and national developments (including social justice, citizenship and social inclusion).

The SAP and the Senate Teaching and Learning Committees within UWC are stringently managed and administered. The administrative functions are excellently performed in ways that support the goals of the APU and the university system. The system of academic reviews functions well. A Regulatory Committee was established in 2016 to ensure the regulatory framework is complied with, so the SAP can concentrate on the academic issues.
In implementing these key principles, we have devised various interventions to enhance student success and retention at UWC, as seen below.

1 ACADEMIC STUDENT SUPPORT
   - OPERATION STUDENT SUCCESS PROJECT 2022

Operation Student Success was conceptualised in the Office of the DVC (Academic) as a high-impact practice to support students’ engagement, sense of belonging, academic retention and success. There are various student success initiatives, examined below.

UWC Siyaphumelela Student Success Project 2020-2023
UWC is in its second year of a three-year funded project from the Kresge Foundation to be a partner in the Siyaphumelela network. UWC receives a total of $100,000 per year from Kresge to support student retention and success initiatives at UWC. The funding ends in June 2023.

What is Siyaphumelela?
The Siyaphumelela (‘We Succeed’) initiative in South Africa helps partner institutions foster a culture of student success, identify data and tools to improve student success, strengthens institutional capacity, and develops practices for long-term student success. The Kresge Foundation is committed to strategic learning and knowledge-sharing that builds on the
• Improve institutional capacity to collect student data and integrate the use of data across different institutional divisions (e.g. Institutional Planning, Institutional Research, ICTS, CIECT, student services, and faculties)

• Expand evidence-based student success efforts at UWC, using a network approach that builds on existing strengths

• Increase data transparency and accessibility within institutions to support student success

• Sharing our strengths and successes with the Siyaphumelela partners.

Three Project Streams of Phumelela@UWC

1. Strengthening the university’s business intelligence capacity: staffing, institutional capacity, building data systems, integration of data.

2. Using learning analytics to enhance student support. This stream uses the following lens to support and enhance student success, i.e academic and psychosocial. The following actions are taken into account:
   - Incorporate data from BUSSE, SASSE, LSSE
   - Track and monitor students through Tutorial Management System
   - Strengthen first year student transition (FYST) for all incoming students
   - Strengthen senior year transition (SYT) peer mentoring for at risk second-year students (building on Make Your Mark (MYM))
   - Promote mental health and well-being
   - Produce video supporting FYE101
   - Design academic advising system

3. Developing curriculum and other support interventions in high priority modules (HPMs).

Siyaphumelela 2.0 will focus on first year HPMs and initiatives to support students in these high priority modules.

Governance

The following structures have been established at UWC to ensure the success of Phumelela@UWC project:

- Steering Committee: Composition – DVCs Academic and Student Development & Support (co-chairs), IP, APU, DLTSS, CSSS and SRC representative

- Siyaphumelela Student Success Committee (SSSC) – Chair DVC Academic. This is a sub-committee of SAP. SSSC is the only committee in the University that comprises such a wide range of representatives from academic, service, support, professional, administrative and management constituencies that play a role, directly and indirectly, in student success.

Purpose of SSSC. In 2019, Senate and Council approved UWC’s Student Retention and Success Framework. The Siyaphumelela Student Success Committee (SSSC) is insights, experiences and reflections of our partnership, and advances our student success mission. This is the Siyaphumelela network’s second cycle of funding. In the first cycle (2015-2019), there were five South African partners: NMU, DUT, WITS, UFS and UP. In the second cycle (2020-2023/4), three new universities were added to the partnership: UWC, UCT and UKZN.

UWC Siyaphumelela Project

UWC’s Siyaphumelela project is titled Phumelela@UWC, meaning Succeeding@UWC. The student success goals for Phumelela@UWC align with the student success and retention framework and the strategic objectives from the Institutional Operating Plan (IOP) 2021-2025, mainly:

Goal Area 1: The Student Experience

Goal Area 2: Learning and Teaching

Goal Area 3: Research and Innovation

The project enhances the use of data analytics in the development of evidence-driven student success initiatives. In addition, we hope to invest in resources to support targeted interventions and approaches that have the potential to make a noticeable difference.

Phumelela@UWC Project Goals:
The project goals are aligned to the Siyaphumelela project goals:

• Establish a more student-centred culture at UWC

• Successfully use data analytics to improve student success outcomes at UWC

Reflective Report 2022
administration, finance, academic etc – when trying to obtain assistance. This evidence on students’ well-being and mental health is being used to design and implement a programme for the training of tutors, mentors and FYTOs in supporting students’ mental health. Various centres across the University are working collaboratively on this programme, which is still in the design phase. This programme is being conceptualised according to Activity Theory. The programme will empower peer student support leaders to support students as a first respondent in issues leading to stress and mental well-being.

Thirdly, the high priority modules identified within specific programmes will be the focus in upcoming reporting year. Many of the modules regarded as HPM prior to the pandemic have given way to new HPMs identified during the pandemic. A more in-depth investigation will be done on these HPMs pre- and during Covid-19. Workshops will be held with faculty staff on unpacking the data and seeking strategies to support students and staff with the high priority modules. The next steps will be using data for a holistic view of cohorts of students in the identified high priority modules. The project will explore student data further so we can break down/disaggregate the data and to understand student needs according to different characteristics.

Lastly, the formation of the Data Analytics Working Group (DAWG) acts as advisors or support to the data analytics project. The working group comprises specialists in data, analytics and higher education. On a bi-weekly basis, the group advises, analyses and reviews various reports, data sets, indicators, and surveys linked to the broad student success, retention and enrolments to identify university-wide priorities to support the student success project.

Discussions at the Siyaphumelela Working Group, Data Analytics Working Group and Siyaphumelela Student Success Committee assisted with developing the action plan to address first-year students’ mental health issues. These were facilitated by looking at different data sources, including the first-year pre-entry attributes and expectation survey, Beginning University Student Survey Experience (BUSSE). Through the surveys, it was clear first-year students felt overwhelmed by personal problems, school work and other related environments.

Siyaphumelela Conference Presentations
II UWC TUTOR ENHANCEMENT PROGRAMME (TEP)
The UWC Tutor Enhancement Programme (TEP), which forms part of Operation Student Success in the DVC Academic’s Office, was conceptualised as a high-impact practice to support student engagement, sense of belonging, academic retention and success. The TEP encourages the development of tutors and students’ talent in various fields of study and helps with the training of potential future academics. Academic departments and tutors take on the responsibility of supporting students to achieve academic success through support provided by peer tutors across all seven faculties and in two associated departments, CIECT and the Writing Centre. The institution spends approximately R13 500 000.00 annually on the tutor programme.

Tutor Budget
In 2022, a budget of R17 million was set aside for supporting approximately 216 modules across the seven faculties. With approximately over one thousand tutors appointed in the tutor enhancement programme.

<table>
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<td>CIECT</td>
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<tr>
<td>Writing Centre</td>
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Tutor Training
Institutional tutor training forms part of the TEP’s three-tier training model. Generic tutor training is offered to all tutors and is compulsory for all first-time tutors to attend. This year, the training was conducted online and covered relevant topics and methods on how to present and manage online tutorials. The training took place from 17 March 2022 – 1 April 2022. The table above right indicates the number of new tutors trained annually by the DVC Academic’s office on generic tutoring skills. The CIECT unit trains the tutors on online tutoring skills. The number of requests from faculties and units has increased over the past five years.

TUTORS TRAINED

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TUTORS APPOINTED

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<tr>
<th>Faculties/Units</th>
<th>2019</th>
<th>2020</th>
<th>2021</th>
<th>2022</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arts and Humanities</td>
<td>203</td>
<td>242</td>
<td>236</td>
<td>209</td>
</tr>
<tr>
<td>Community and Health Sciences</td>
<td>60</td>
<td>61</td>
<td>51</td>
<td>45</td>
</tr>
<tr>
<td>Dentistry</td>
<td>3</td>
<td>3</td>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td>Education</td>
<td>59</td>
<td>76</td>
<td>61</td>
<td>42</td>
</tr>
<tr>
<td>Economic and Management Sciences</td>
<td>229</td>
<td>263</td>
<td>280</td>
<td>213</td>
</tr>
<tr>
<td>Law</td>
<td>31</td>
<td>31</td>
<td>27</td>
<td>29</td>
</tr>
<tr>
<td>Natural Sciences</td>
<td>424</td>
<td>448</td>
<td>430</td>
<td>367</td>
</tr>
<tr>
<td>CIECT</td>
<td>19</td>
<td>23</td>
<td>13</td>
<td>15</td>
</tr>
<tr>
<td>Writing Centre</td>
<td>11</td>
<td>17</td>
<td>18</td>
<td>16</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>1 039</strong></td>
<td><strong>1 164</strong></td>
<td><strong>1 120</strong></td>
<td><strong>937</strong></td>
</tr>
</tbody>
</table>
The tutorial programmes in faculties and units take on the responsibility of supporting undergraduate students to achieve academic success through the tutoring programme. However, the COVID-19 pandemic created much uncertainty and anxiety among students, tutors and academics. The TEP had to transition into the online space. Tutors, who were also our students, had to be trained to work with their students in an online tutorial environment. Data, devices and training needed to be provided to tutors and students to ensure they had meaningful and successful online learning and teaching engagements. Tutors played an important role during the lockdown period to enhance student’s connectedness to the institution. The tutors were at the forefront of engaging with students to help them attain academic success – especially during this trying time.

Tutor & Student Feedback on Tutorials
The institutional tutor feedback survey in 2022 was administered to all tutors and students involved in UWC’s tutorial programme. The following section provides graphical comparative analysis from the surveys. This section covers responses from across all faculties and units from 2021 and 2022.

Tutor Feedback

### TUTOR FEEDBACK ON TUTORIALS

**TUTORIALS MODULE**

<table>
<thead>
<tr>
<th>Questions</th>
<th>2021</th>
<th>Academic Year</th>
<th>2022</th>
</tr>
</thead>
<tbody>
<tr>
<td>I had regular contact with my tutor outside of the tutorial.</td>
<td>2,854</td>
<td>2,045</td>
<td>1,008</td>
</tr>
<tr>
<td>My tutor prepared us for assignments, tests and examinations.</td>
<td>4,989</td>
<td>5,285</td>
<td>4,978</td>
</tr>
<tr>
<td>My tutor served as an important link between lecturer and me.</td>
<td>4,940</td>
<td>5,269</td>
<td>5,426</td>
</tr>
<tr>
<td>My tutor was aware of the diversity in the tutorial class and encouraged inclusivity.</td>
<td>4,822</td>
<td>4,643</td>
<td>912</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Agree</th>
<th>Disagree</th>
<th>Neutral</th>
</tr>
</thead>
<tbody>
<tr>
<td>2,954</td>
<td>49%</td>
<td>Neutral</td>
</tr>
<tr>
<td>4,989</td>
<td>53%</td>
<td>497</td>
</tr>
<tr>
<td>4,940</td>
<td>49%</td>
<td>5,426</td>
</tr>
<tr>
<td>4,822</td>
<td>77%</td>
<td>912</td>
</tr>
</tbody>
</table>

University of the Western Cape
The results, as depicted in the graph bottom left, show that these tutorials have had a positive contribution towards providing academic support to students. Tutorials provided students with a learning environment that encouraged counsel as well as engagement, which in turn had a positive impact on their academic performance. A lesser percentage of tutors in 2021, as compared to 2022, indicated that students in the tutorial class were actively engaged in the learning process with their peers. This may be as a result of the harsh 2021 COVID-19 restrictions as compared to 2022.

**TUTOR FEEDBACK ON TUTORIALS**

<table>
<thead>
<tr>
<th>Questions</th>
<th>2021</th>
<th>Academic Year</th>
<th>2022</th>
</tr>
</thead>
<tbody>
<tr>
<td>Being a tutor has improved my confidence</td>
<td>594</td>
<td>507</td>
<td></td>
</tr>
<tr>
<td>Being a tutor has made me consider pursuing a career in academic/lecturer</td>
<td>467</td>
<td>415</td>
<td></td>
</tr>
<tr>
<td>Being a tutor has taught me life skills that could carry into the work environment</td>
<td>597</td>
<td>503</td>
<td></td>
</tr>
</tbody>
</table>

This graph shows the impact tutorials have had on the tutors personally, as they reflect on the module they tutored. The results show very encouraging reflections on the likelihood the majority of the tutors will pursue a career in academia or becoming a lecturer. This information serves as a powerful tool towards employing some of these tutors as lecturers in the near future. A notable 97% in 2021, and 96% in 2022, indicated that being a tutor has taught them life skills they could carry over to the work environment, while 97% in both academic years say being a tutor has improved their self-confidence.

**STUDENT FEEDBACK ON TUTORIALS**

**TUTORS ENGAGEMENT SKILLS**

<table>
<thead>
<tr>
<th>Questions</th>
<th>2021</th>
<th>Academic Year</th>
<th>2022</th>
</tr>
</thead>
<tbody>
<tr>
<td>I had regular contact with my tutor outside of the tutorial.</td>
<td>2,094</td>
<td>5,900</td>
<td></td>
</tr>
<tr>
<td>My tutor prepared us for assignments, tests and examinations.</td>
<td>4,983</td>
<td>10,325</td>
<td></td>
</tr>
<tr>
<td>My tutor served as an important link between lecturer and me.</td>
<td>4,940</td>
<td>10,019</td>
<td></td>
</tr>
<tr>
<td>My tutor was aware of the diversity in the tutorial class and encouraged inclusivity</td>
<td>4,632</td>
<td>9,631</td>
<td></td>
</tr>
</tbody>
</table>

Student Feedback
During the hard lockdown, students had minimal direct contact with lecturers, therefore tutors had to step in and serve as the link between students and lecturers. From the results depicted on the previous pages, we see majority of the respondents agree tutors served this purpose during both academic years, despite having less contact with their tutors in both 2021 and 2022. 82% agreed in 2021 that their tutors were an important link between them and the lecture, and 84% agreed to this question in 2022. 83% of respondents indicated tutors prepared them for assignments, tests and exams in 2021, while 86% agreed to the same question in 2022.

III FIRST YEAR EXPERIENCE PROGRAMME (FYE):
The First-Year Experience at the University of the Western Cape (UWC) is an institutional initiative aimed at our first-year (FY) students. It is designed to foster a successful undergraduate student experience through strategic programming focusing on positive academic transitions and the development of learning communities. Through partnerships with faculties, departments, units, staff, and student leaders, we envisage our FYE creating the space for students to define how they will engage, learn and thrive at UWC.

Aim of UWC FYE
The aim is to provide student-centred initiatives to enhance first-year student transition and a quality student experience, thereby enabling students to stay and succeed at UWC.

FYE Activities
FYE Orientation:
A more inclusive role was taken on by the Office of the DVC: Academic during the scheduled institutional orientation programme to include the FYE programme. Orientation in 2022 took place online. The aim of the FYE orientation activity was to introduce our new FYs to the FYE programme and more importantly, the introduction of First-Year Transition programme (FYTP) and mentors.

The FYE orientation activity was interactive and collaborative and took place online on Zoom, Google Meet and our social media links. A total of 1 658 incoming FY students participated in the FYE orientation activity with a video presentation, tips on surviving first year and the Student Success Model activity. With the theme of success being the focal point of this programme, the FYs were encouraged to keep their end goal in mind – their graduation.

First Year Transition Programme
The First-Year Transition Programme was designed to help first-year students adapt to university life with minimal stress, allowing them to maximise their academic potential and graduate in the required time. The programme’s fundamental objective is to assist first-year students in making a seamless and successful transition to UWC by establishing a supportive and inclusive atmosphere that fosters a sense of belonging and connectedness to the university. Through the mentorship programme, we connect students to the many services and resources offered by the University to ensure satisfaction and engagement.

Mentoring is acknowledged as an essential part of university transition and change as it provides a caring, supporting relationship or collaboration built on trust between a mentor and mentee/s. This partnership enables students to build agency and self-directed learning so as to reach their maximum potential while also focusing on their future goals.

The FYTP model offers a layered approach to ensure first-year students are supported by fellow peers. The uniqueness of the FYT model is that it gives intentional and targeted support within each faculty and department. Mentors selected to support students are from the same faculty and department. Each faculty has a First-Year Transition Officer and an Academic Student Success Advisor linked to the seven faculties. during orientation, first-year students are invited to be part of the FYTP and matching of a mentor to a mentee is carefully handled by the FYTO and ASSA. The layered support from ASSAs, FYTOs and mentors provide mentees with academic, social and personal support in a hybrid model.

With the onset of the COVID-19 pandemic and our national lockdown, everyone was jolted into a sudden and forceful change of being. This highlighted and amplified the diverse challenges faced by many students, hindering their will to succeed at university. Students
In terms 2 and 3, mentors had slightly different challenges and stresses added on:

- Module changes and departmental transfers
- Device and data constraints
- NSFAS
- Heavy academic workload
- Assessment fatigue
- Examination stress
- Time management
- Mental health
- Accommodation
- Examination stress
- Time management
- Mental health
- Accommodation

The FYE Talks and the social media engagement with students created a further engagement with students that increased a sense of connectedness and belonging to UWC. FYE Talks is a new initiative in which first-year students are invited to take part in a lunch-time discussion focused on the challenges experienced by many first-year students. This platform provides a fun and dynamic safe space for experiences to be shared and voices to be heard. FYE Talks take place bi-weekly on Zoom with the following structure:

- Welcome and intro
- Check-in with first years
- Video or speaker (pertaining to topic)
- 15 breakaway discussions facilitated by mentor, FYTO and coordinator
- Main session Q&A
- Closing

This year the number of first year students on the programme increased dramatically.

FYTEP mentor and mentee totals 2022

<table>
<thead>
<tr>
<th>FACULTY</th>
<th>2022</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Mentors</td>
</tr>
<tr>
<td>Arts &amp; Humanities</td>
<td>11</td>
</tr>
<tr>
<td>Community &amp; Health Sciences</td>
<td>7</td>
</tr>
<tr>
<td>Dentistry</td>
<td>5</td>
</tr>
<tr>
<td>Economic &amp; Management Sciences</td>
<td>11</td>
</tr>
<tr>
<td>Education</td>
<td>5</td>
</tr>
<tr>
<td>Law</td>
<td>9</td>
</tr>
<tr>
<td>Natural Sciences</td>
<td>11</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>59</strong></td>
</tr>
</tbody>
</table>

The FYE Talks and the social media engagement with students created a further engagement with students that increased a sense of connectedness and belonging to UWC. FYE Talks is a new initiative in which first-year students are invited to take part in a lunch-time discussion focused on the challenges experienced by many first-year students. This platform provides a fun and dynamic safe space for experiences to be shared and voices to be heard. FYE Talks take place bi-weekly on Zoom with the following structure:

- Welcome and intro
- Check-in with first years
- Video or speaker (pertaining to topic)
- 15 breakaway discussions facilitated by mentor, FYTO and coordinator
- Main session Q&A
- Closing
As a first step in the process, a preliminary inventory of all current academic advising offerings at UWC was undertaken (faculty-specific and cross-cutting services). A total of 33 responses were received from across UWC.

Academic Advising Inventory Survey
The survey focused on learning about the different areas where academic advising is practiced; how active the service is; the processes followed; and the platforms being used for advising.

Below are the results from the 33 respondents. These results assisted in moving forward with the next step in formalising academic advising at UWC.

<table>
<thead>
<tr>
<th>WHICH STUDENT ADVISING AREAS DOES YOUR F/D/U ADDRESS?</th>
<th>33 RESPONSES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Registration</td>
<td>25</td>
</tr>
<tr>
<td>Degree and Module Changes</td>
<td>23</td>
</tr>
<tr>
<td>Curriculum Structure</td>
<td>21</td>
</tr>
<tr>
<td>Career Advising</td>
<td>19</td>
</tr>
<tr>
<td>Personal Student Support i.e. Bursaries and Food Assistance</td>
<td>18</td>
</tr>
<tr>
<td>Progression Rules</td>
<td>16</td>
</tr>
<tr>
<td>Academic Skills Advising</td>
<td>14</td>
</tr>
<tr>
<td>Departmental and Faculty Transfers</td>
<td>13</td>
</tr>
<tr>
<td>Student Mental Health and Well-Being</td>
<td>9</td>
</tr>
<tr>
<td>Student Mentoring</td>
<td>1</td>
</tr>
</tbody>
</table>

Actions taken from the results of this survey:
• More conversations around academic advising were needed. A working group should be created to brainstorm AA at UWC
• A more holistic view of academic advising is necessary

A call was sent out to all faculties, departments and units across UWC to join the Academic Advising working group. The aim was to brainstorm, workshop, and conceptualise Academic Advising (AA) at UWC – in terms of the vision and mission, a guiding definition, a structure across the institution, and a practice. A total of 35 members from across the institution, including student representation, joined the working group.
Dr Danny Fontaine-Rainen from UCT facilitated the workshops, which were attended by representatives across the UWC academic and support staff and students. Three workshops were identified in which we explored and engaged collaboratively on the themes below:

- Workshop 1: What is Academic Advising (14 September 2022)
- Workshop 2: Defining Academic Advising for UWC (6 October 2022)
- Workshop 3: Academic Advising at UWC: Definitions, Principles, Monitoring and Evaluation (3 and 4 November 2022)

Towards a UWC Definition of Academic Advising

Student success advising at UWC is a process grounded in holistic support for the student journey. It delivers and integrates academic, social and psychosocial advice in caring and collaborative ways that promotes each student’s agency and successful completion of their studies, as well as continued success in their career and life goals.
V ACADEMIC WEEK 2022:
DAY 1 – STUDENT ACADEMIC SUPPORT

The 2022 UWC Academic Week took place from 29 August 2022 to 2 September 2022.

This year the L&T support team in the DVC Academic’s office presented the Day 1: Academic Student Support Conversations workshops, which were presented on 29 August 2022. The L&T support team led by Prof Su Pather hosted five presenters from different universities.

Each presenter facilitated a one-and-a-half hour workshop based on topics relevant to student support and success. Below are a list of presenters and workshops:

<table>
<thead>
<tr>
<th>WORKSHOP</th>
<th>PRESENTER</th>
</tr>
</thead>
<tbody>
<tr>
<td>WORKSHOP 1: Peer mentors’ efforts to provide psychosocial support during the lockdown</td>
<td>Dr Nosisana Mkonto (CPUT)</td>
</tr>
<tr>
<td>WORKSHOP 2: The good, the bad and the ugly of tutor programmes: Moving towards the good</td>
<td>Dr Nelia Frade (UJ)</td>
</tr>
<tr>
<td>WORKSHOP 3: Rethinking first-year experience – building creative and sustainable relations</td>
<td>Dr Danny Fontaine-Rainen (UCT)</td>
</tr>
<tr>
<td>WORKSHOP 4: Psychological First Aid and effective referral practices</td>
<td>Ms Rone Gerber (UWC)</td>
</tr>
<tr>
<td>WORKSHOP 5: Rethinking the first-year experience at the University of the Free State</td>
<td>Mrs Lauren Oosthuizen (UFS)</td>
</tr>
</tbody>
</table>

CONFERENCE PRESENTATIONS ON STUDENT SUCCESS INITIATIVES

<table>
<thead>
<tr>
<th>Year</th>
<th>Presenters</th>
<th>Conference Title</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>2022</td>
<td>Brown, V; Lawack, V; Pather, S.</td>
<td>A Re-imagined Institutional Student Retention and Success Framework to Enhance Holistic Student.</td>
<td>6th International Conference on Future of Teaching and Education. Prague, Czech Republic, 14-16 October 2022.</td>
</tr>
<tr>
<td>2022</td>
<td>Abiodun, O.P; Bota, L; Chitongo, R; Davids, M; Goldberg, B.A; Jaftha, M; Johannes, C; Manie, N; Pather, S.</td>
<td>Peer Partnerships in a First-Year Transition Programme during COVID-19: Unmasking Student Voices. 2022 Focus Conference, The Premier Teaching &amp; Learning Conference.</td>
<td>Mangosuthu University of Technology. Durban 17-19 August 2022.</td>
</tr>
<tr>
<td>2022</td>
<td>Abiodun, O.P; Bota, L; Chitongo, R; Davids, M; Goldberg, B.A; Jaftha, M; Johannes, C; Manie, N; Pather, S.</td>
<td>Attributes of First-Year Students who Participated in a Peer-Mentored Transition Programme. 2022 Focus Conference, The Premier Teaching &amp; Learning Conference.</td>
<td>Durban 17-19 August 2022.</td>
</tr>
</tbody>
</table>
VI ACCELERATED EXCELLENCE PROGRAMME (AEP)

UWC introduced the Accelerated Excellence Programme (AEP) as a component of student retention as well as in alignment to UWC’s Reward and Recognition Strategy. Its purpose is to provide high performing second-year students with ‘essential skills’ for the changing world of work.

The AEP was in its third year of inception in 2022. Academic achievement is the major criterion in the first year of study. However, the equity of the group is considered as well. Thus the AEP’s participants are regarded as the high performing first-year students across faculties which may not necessarily be the top achievers in the faculty. Each Dean reviews and approves the selection of students in their respective faculties. Students approved by Deans are invited to participate in the AEP.

The AEP has monthly lunch time meetings and four residential sessions, which take place on a quarterly basis during a weekend.

The 2022 cohort

With 13 participants, this cohort was smaller than the previous groups. COVID-19 contributed to this contraction. The graph below demonstrates the demographic and general information of the cohort with regard to faculty and gender.

In 2022, the monthly meetings remained online but students did participate in face-to-face residential sessions. The first residential took place in April where the topics covered were presentation skills, CV development, analysis of self-awareness reports as well as interview techniques. We noted the cohort was more focused on self than on the collective than previous groups.

Residential two and three focused on community engagement and critical thinking skills, respectively. Some of the exercises overlapped, which contributed to reinforcement of the concepts such as deep and active listening and respect of differing points of view, to name a few. The final residential was the development of an entrepreneurial mindset. This was also the residential where the students reflected on their journey in the AEP.

Some of the reflections from AEP students were:
‘...I enjoyed meeting new people with similar interests and goals. It was interesting getting to know everyone and forming friendships...’

‘...Meeting other high performing students and getting to know each other...’
We introduced a Reward and Recognition framework in 2017 to foreground excellence and student success. This includes the Guidelines on the Recognition of Excellence in Learning, Teaching and Community Engagement at UWC, which resulted in the first Academic Achievers’ Awards function held in October 2017. This became an annual event, with the fifth Achievers’ Awards function held virtually in June 2021.

At the Academic Achievers’ Awards event, the Faculty Excellent Lecturer Awards and Faculty Emerging Excellent Lecturer Awards are awarded to faculties’ nominees. In addition, the Faculty Excellent Lecturer awardees are eligible for the Institutional Excellent Lecturer Award and we also award an Institutional Learning and Teaching Excellence Team Award. Since much of the innovation in teaching was evident as a result of the pandemic, the 2021 event included the Most Innovative Teacher Award and the same happened for the 2022 awards.

The top first-year, final-year and honours year performers in every faculty are awarded Learning Excellence Awards, with awards as well for the overall Institutional Excellent First-Year, Final-Year and Honours students.

The Engagement Excellence Awards recognise and reward individuals and teams who excel at integrating engagement into the teaching and learning, research and scholarship of the university. Two institutional awards are made, namely the Engagement Excellence Awards function held virtually in June 2021.

We also started Academic Week in 2017, initially as a means of ensuring academics could grapple with topical academic issues, but also for faculties and professional support staff to showcase their work. This led to greater cross-faculty awareness and collaboration. In the virtual Academic Week editions of 2020 and 2021, we discussed pertinent themes such as student success and retention, assessment, transformation and renewal of the curriculum and emerging technologies. The programme always ends with ‘UWC Creates’, which focuses on the creative talent of UWC students and staff. UWC Creates 2021 was in the form of a virtual concert presented by our Centre for Performing Arts staff, students and affiliate members.

Finally, in 2021, we initiated the Teaching Assistants (TA programme), now called the Graduate Teaching Assistants (GTA) Programme. A GTA is a UWC-registered postgraduate student who works under the guidance of a lecturer, senior lecturer, and/or head of programme to assist and support these academics in undergraduate module delivery. GTAs assist in the whole planning cycle of learning, teaching and assessment. They assist...
academics in matters concerning the academic programme and assessment of students. GTAs are attached to a particular lecturer and will attend lectures for the module, arrange and oversee the tutorial programme and assist with marking assignments. TAs work expressly under the guidance of an academic. Importantly, academics may not ‘outsource’ their duties to the TA and remain fully accountable for the course delivery.

Due to the success of the programme, we received a budget to continue with the GTA Programme this year and also received a Sibusiso Bhengu Grant to strengthen our Graduate Teaching Assistants programme, depicted in the table below:

**Table: Number of postgraduate TAs and budget allocation per faculty for 2022**

<table>
<thead>
<tr>
<th>FACULTY</th>
<th>REVISED 2023 BUDGET</th>
<th>COUNCIL FUND ALLOCATION (43%)</th>
<th>SBDG ALLOCATION (57%)</th>
<th>NO OF GAS 2023</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARTS</td>
<td>R3 344 000.00</td>
<td>R1 437 920.00</td>
<td>R1 906 080.00</td>
<td>40</td>
</tr>
<tr>
<td>CHS</td>
<td>R1 311 430.00</td>
<td>R563 915.00</td>
<td>R747 515.00</td>
<td>17</td>
</tr>
<tr>
<td>EDUCATION</td>
<td>R1 396 800.00</td>
<td>R600 624.00</td>
<td>R796 176.00</td>
<td>19</td>
</tr>
<tr>
<td>LAW</td>
<td>R15 02 100.00</td>
<td>R645 903.00</td>
<td>R856 197.00</td>
<td>10</td>
</tr>
<tr>
<td>DENTISTRY</td>
<td>R476 000.00</td>
<td>R204 680.00</td>
<td>R271 320.00</td>
<td>6</td>
</tr>
<tr>
<td>SCIENCE</td>
<td>R307 700.00</td>
<td>R1 320 831.00</td>
<td>R175 869.00</td>
<td>40</td>
</tr>
<tr>
<td>EMS</td>
<td>R2 784 800.00</td>
<td>R1 197 464.00</td>
<td>R1 587 336.00</td>
<td>38</td>
</tr>
<tr>
<td>TOTAL</td>
<td>R13 886 830.00</td>
<td>R5 971 337.00</td>
<td>R7 915 493.00</td>
<td>170</td>
</tr>
</tbody>
</table>

1.6 RESEARCH-LED LEARNING AND TEACHING AND THE SCHOLARSHIP OF ENGAGEMENT

I alluded above to the shift to ‘learning and teaching’ in Goal Two of the IOP. One of the graduate attributes refers to our graduates within the overarching, enabling attributes of “scholarship, creative and collaborative problem solving, lifelong learning and critical citizenship and social good”.

‘Project Y (Why)?’ aimed at finding ways of enhancing the critical thinking and research skills of our undergraduate students. The project is now in Phase 2, which requires broadening the learning from the pilot phase to include all faculties.

Our undergraduate students conduct research, but an undergraduate student workshop is required to determine the extent and level of engagement and expand it to ensure a critical mass. We have supported some faculty awards for best student research papers since 2020. In some faculties, student research seminars are already taking place, but this needs to be consolidated and accelerated through the expansion of Project Y (Why)? in 2022.

Finally, the increase in the Scholarship of Teaching and Learning (SOTL) publication outputs is very pleasing. We started foregrounding the Scholarship of Engagement at the first Community Engagement Colloquium in 2017. Since community engagement a core function of the academic project, much energy has gone into ensuring it takes a pivotal place alongside learning and teaching and research, but as integrated scholarship. In other words, community engagement is infused in our learning and teaching, and we ensure community engagement research is not only evidence-based, but matters. In 2021, we published our first Scholarship of Engagement Report that combined the Scholarship of Teaching and Learning and Scholarship of Engagement reports. More follows on this later in this Reflective Report.

1.7 LEARNING WITH TECHNOLOGY

The digital developments of our time are impacting all areas of life and work, all institutions of society and many people. Various designations are used to describe the locus or the extent of the changes e.g. digital society, digital era, digital economy, digital revolution, Fourth Industrial Revolution (4IR) and, in the new IOP, ‘digital transformation as a crosscutting theme’.

The pandemic brought to bear the ways technology disrupted how we learn, teach and assess – in addition to a rapidly changing world of work. In Goal Two, we firmly entrenched learning with technology through the inclusion of strategic priorities as well as in the DVC (Academic) Plan and in the Emerging Technologies and Flexible Learning and Provisioning Apex Projects, which culminated in a very successful Digital Academic Literacies Programme (DAL) in which the CIECT trained staff and students. The CIECT was our backbone when we had to move online. I would like to thank the CIECT for their tireless efforts in assisting our academic staff and students. Aside from my overview of how we dealt with the academic year using flexible learning and online teaching, the Reflective Report of its director Dr Juliet Stoltenkamp gives a good indication of the growth in learning technology stimulated as a result of the pandemic.
The second element of importance in this age is the fact that we are now at the stage where immersive technologies, the Internet of Things and Augmented Reality/Virtual Reality are issues that we grapple with under the banner of ‘AR/VR in the classroom’. The CIECT has developed the integration of our AR/VR library into the learning platform known as iKamva. In future, more of this will be available to the faculties that lend themselves to it, such as Natural Sciences, Community and Health Sciences and Dentistry. I look forward to iKamva being embedded in our teaching strategies in the IOP 2021-2025 period.
1.8 (RE)CREATING/THINKING UWC’S INTELLECTUAL IDENTITY AND TRANSFORMATION AND RENEWAL OF THE CURRICULUM

The transformation of higher education forms a key element of the broader processes of political, social and economic transformation of South African society. Public higher education institutions, through their practices and how they make sense of their knowledge generation and dissemination roles, can either reproduce the patterns of inequality that continue to shape our society or they can be critical levers of change. Universities can commit to being such levers by giving meaning to a distinctive academic role that helps to build an equitable society in alignment with the constitutional imperatives, as well as a moral and ethical obligation to enhance transformation. I take my role in advancing transformation in the broader sense very seriously, particularly the transformation and renewal of the curriculum.

One of the largest undertakings that I led at UWC was the ‘(Re) creating an intellectual identity for UWC’ Apex Project, which includes issues pertinent to transformation, Africanisation, decolonisation and internationalisation of the curriculum and ‘Internationalisation-at-home’, as strategic thrusts within the bigger project that will enhance the embedding of graduate attributes in the curriculum and co-curriculum. As stated, Senate and Council approved a new Charter of Attributes in 2016 that must be revisited considering the changing world of work. All these initiatives are underpinned by social responsiveness and social justice.

Reconceptualising the intellectual identity of UWC in an era of decolonisation and Africanisation is facilitated through a process of revisiting its history, and synthesising the core values and belief system that makes UWC uniquely UWC. We need to identify what we take forward and what we can leave behind as we move towards shaping its future. In the aftermath of the #FeesMustFall campaign, the process of revisiting UWC history and synthesising what makes UWC unique was identified as an important journey in the attempt to shape the future of UWC inclusively and comprehensively.

This project was launched in January 2017, with the assistance of a task team of eminent academics within the university and input from students. Social responsiveness and social justice underpin all these initiatives. An exciting part of the project is the Courageous Café Conversations with staff, students and alumni we initiated in 2017. We had five alumni courageous conversations in 2017 and 2018 (two in Cape Town, and one each in Gqeberha, Johannesburg and Kimberley). This input was analysed and reported to Senate and Council in 2019. Two virtual courageous conversations with alumni were held during the virtual 60th anniversary ‘homecoming’ of alumni in 2020 and 2021.

The Courageous Café Conversations methodology is an adaptation of the world café methodology, which “enhances the capacity for collaborative thinking about critical issues by linking small-group and large group conversations” (Brown & Isaacs, 2001: 2). These conversations are based on the systems perspective and postulate that through dynamic conversation and sharing of experiences, new knowledge is generated, facilitated by a process of collective intelligence. The sessions held in 2017 and 2018 facilitated pertinent discussion around the transformation of curriculum and the scholarship of engagement. They provided the preliminary data and rationale for developing a research proposal and registering the project with the Senate Research and Ethics Committee. The next level was to consolidate and share the findings of the courageous conversations - especially those with alumni – with the university’s senior management.

In 2019, I appointed a small task team to draft a ‘framework for transformation and renewal of the curriculum at UWC’. The draft Principles for Curriculum Transformation and Renewal were discussed at Academic Week 2020 and led to composing the UWC Curriculum Transformation and Renewal Framework. Roadshows were conducted with all faculties and support staff and students, and after an extensive consultation process with our stakeholders, culminated in the approval of the Framework by the Senate in November 2021. The next few years should see us accelerating this project and its outcomes, which will have a systemic impact.

I alluded to the scholarship of engagement in section 1.5 of my overview. In October 2017, Prof Priscilla Daniels and I hosted the first Community Engagement Colloquium. Since community engagement is integral to the ethos of UWC, as well as the graduate attribute of being ‘locally and globally engaged citizens’, the two-day colloquium was themed ‘(Re)thinking/ creating community engagement at UWC’ as part of the Apex Project.

The objective of the CE Colloquium was to explore engagement at UWC in partnership with our stakeholders to encourage critical reflection and facilitate relevance within the South African context. The presentations, posters and discussions provided...
opportunities to discuss innovation in engagement within the contexts of research, teaching, curriculum and community. Furthermore, it was our intention to showcase community engagement and examples of citizenry at UWC by staff, students and partners (government, NGOs and private sector). We created the opportunity for a session of courageous conversations to distil resolutions and principles for CE at UWC for the future. The colloquium provided the opportunity to critically engage with partners to enhance community engagement at UWC and to draft ‘Principles for Community Engagement @ UWC’ through collaboration.

The Community Engagement Colloquium has since become an annual event with the fourth convened in October 2021. In 2022, with the UWC Framework Scholarship of Engagement (SoE) for Societal Impact (SI) being approved by Senate, we embarked on further institutionalising SoE for SI at UWC. We, therefore, had our first UWC SoE for SI Colloquium in October 2022, followed by our second UWC SoE for SI Colloquium on 18 and 19 May 2023. In addition, we are piloting our SoE Model through the SoE for SI Knowledge Management Tool, which enables us to measure societal impact. We are currently piloting the Knowledge Management Tool in three faculties: Faculty of Community and Health Sciences, Faculty of Education and the Faculty of Natural Sciences. We hope to showcase some of the pilot’s results in the 2023 Reflective Report next year. This is an exciting process at UWC. Thanks to Dr Cornel Hart and Prof Priscilla Daniels, my co-drafters of the UWC Framework for the Scholarship of Engagement for Societal Impact. I could not have done this without you!
1.9 CURRICULUM MATTERS AND ACADEMIC REVIEWS

I ACADEMIC REVIEWS

In 2021, reviews were conducted of the School of Pharmacy and the Writing Centre, and of the Block Teaching Mode of Delivery. Meetings and interviews for the review of SLCA took place in December 2020, and all of the review related work, including report writing and further investigations requested by the review panel, took place in 2021. The Review of ICSSD also took place late in 2020, and the review activities continued into 2021.

In 2022, reviews were conducted of the Philosophy Department and the Earth Sciences Department. In addition, a University-wide review was conducted of the tutoring programmes in each faculty. Both the Department reviews have been concluded, but the tutoring review reports are still in process.

A review of ICSSD took place in 2020, and the review activities continued into 2022, with the establishment of an ICSSD task team, chaired by the APU Director, to take forward implementation of key recommendations – including on the future form and function of the ICSSD. These matters have now been resolved.

II Curriculum Matters: New Programmes

Between 2016 and 2018 we developed 18 new programmes. The Senate Academic Planning (SAP) and in particular, the SAP Curriculum Sub Committee (aka the Regulatory Committee), was very active in 2021. Curriculum renewal and transformation work was led by Mr Odwa Mntonintshi (assisted by a curriculum specialist and assistant both on one-year contracts funded by UCDG grant). The following new programmes were approved internally during 2021:

1. New online Masters in Health Data Analytics
2. Higher certificate in Sport Performance and Recreation Management
3. Higher Certificate in Early Childhood Care and Education
4. Postgraduate Diploma in Environmental Law and Management
5. Postgraduate Diploma in Transnational Criminal Justice
6. Postgraduate Diploma in Tax law
7. Postgraduate Diploma in Primary Care Nursing
8. LLM (and Mphil) in Competition Law and Policy
9. LLM (and Mphil) in Corporate Law
10. LLM (and Mphil) in Fintech Law and Regulation

The following new programmes were approved internally during 2022:

1. Postgraduate Diploma in Medical Law
2. Postgraduate Diploma in Language Practice
3. Bachelor of Biokinetics (conditionally)

Our Academic Planning Unit, led by Dr Vanessa Brown, also supported the university in preparing new programmes approved in 2021 for submission to the CHE through the new HEQC online submission process. This involved training and capacitating the Law, CHS and EMS faculties to design new programmes in line with the HEQC accreditation requirements, to enable the online submission.
APU supported the accreditation submission of the following programmes in December 2022:

4. Postgraduate Diploma in Environmental Law
5. Postgraduate Diploma in Transnational Criminal Justice
6. Postgraduate Diploma in Tax Law
7. Postgraduate Diploma in Fintech Law and Regulation
8. Postgraduate Diploma in Medical Law

The programmes are now part of the external accreditation process and we await the outcomes in order to embark on these new programmes soon. More detail of the work of Dr Brown and her APU team can be found in the APU Reflective Report.

1.10 PEOPLE PLANNING

As DVC Academic at UWC, since the faculties report to me via their respective Deans, people planning and development in the academic project is one of my key tasks. I started the People Plan development for the faculties, with assistance from Elvida Sias in HR, implemented from 2017. Since then we have shared the People Plan template with the other Executive lines who could follow suit from 2018 onwards. Some of the key people development initiatives for staff include:

- Initiated the UWC Nurturing Ad Personam Promotions Process (2016 with Dr Anita Maürtin)
- Targeted Appointment Concept and management thereof (2016 with Karlene Mercuur from HR)
- Guidelines for the Reward and Recognition of Academic Excellence at UWC (2017, with Dr Anita Maürtin)
- Initiated the annual Academic Achievers’ Awards event at UWC (2017 with Dr Anita Maürtin)
- Introduced Faculty Differentiation Criteria for Ad Personam Promotions approved by Senate in 2019 (with Deans Forum task team)
- Initiated the leadership programme for academic and professional staff (as an Apex project in 2017, now called LEAD 2023)
- Initiated the UWC Migration and Mobilities Interdisciplinary Collective in Africa (MMICA) Apex project in 2018, with the inter-faculty migration and mobilities reference group led by Prof Mulugeta Dinbabo and Dr Leah Koskimaki.

We manage the Next Generation of Academics programme (nGAP) and the Future Professors Programme. In addition, I manage the Targeted Appointment Process and chair the Accelerated Appointments and Promotions Committee at UWC, crucial for employment equity and staff recruitment and retention. To date we have 18 nGAP lecturers, three Future Professors and eight Targeted appointments.

Finally, as discussed above, I introduced the GTA Programme, now called Graduate Teaching Assistants (GTA) Programme, at UWC in 2020 to assist academics in learning and teaching, but also to provide the GTAs with an opportunity to experience being a future academic.

1.11 SELECTED APEX PROJECTS

1.11.1 ZONELEARNING@UWC

I NEW MEDIA AND TRANSMEDIA CLINIC

Transmedia for the Creative Economy continuous education

ZoneLearning@UWC and the Arts and Humanities Faculty registered a continuous education course. The course is titled Transmedia for the Creative Economy for people with NFQ Level 4 and equivalent. The course focuses on ‘new media’ and transmedia storytelling. New media include podcasting, vlogging, websites, blogging, social media, gaming, AI and AR, and music and television streaming services. New media uses digital technologies to connect people, services and products. Transmedia storytelling, on the other hand, are stories told across multiple media.

The pilot phase of the course kicked off in February 2023. We decided to pilot the course in two sites in South Africa, Calitzdorp in the Western Cape, and Douglas in the Northern Cape. We chose rural sites because rural communities do not get the same exposure as peri-urban, urban and metropolitan areas. Our target group was rural youth, especially those who could not attend university. We also partnered with the Institution for Justice and Reconciliation, since they have worked in these communities for a while.

We decided to introduce a blended learning and teaching approach for the pilot phase, with 60 hours of workshop training, and independent student work for the other 60 hours. We had to travel to these sites from Cape Town for in-person training. Our first training workshop was in Oudtshoorn, and the second was in Douglas. What struck us was the engagement, which was so much better than the traditional university student engagement we were used to.
Our training in Oudtshoorn and Douglas took place over four-and-a-half days, which started at 08:30 and finished at 16:00. The half day was on a Friday and finished at 13:00.

For our workshop training, we used group work, class presentations, practical training (with the camera and sound equipment), ice breakers and breaks that included food. We made it a point to break the traditional classroom environment and that we taught in the mother language of the locals. For example, the Calitzdorp and Oudtshoorn participants speak predominantly Afrikaans. So most of the training was conducted in Afrikaans, supplemented with English.

The course has six key themes: transmedia storytelling, new media, ethics and legal considerations, digital marketing, content production and monetisation and distribution.

Students were tasked to tell new and future stories about their communities. In addition, they had to envision a future beyond their daily challenges. Finally, at the end of the week, they had to screen their new stories for their classmates. One of their outstanding stories was #YouthSpeaks.

Thirty-four participants enrolled for the course. We have wrapped the Calitzdorp part of the project, and in June 2023, we will close with the Douglas leg of the course.

Transmedia Community Workshop

In November 2022, ZoneLearning@UWC was invited by the San community in Platfontein, Kimberley, to help them with film training. In March 2023, we partnered with SanVision to pilot the Transmedia Community Workshop among the San community there. The aim was to introduce the concept of sustainable storytelling media and help them tell their stories from their vantage points.

The training was divided into two phases. The first was theoretical and the second was the practical component of the training. The workshop focused on six key themes in transmedia storytelling: new media, ethics and legal considerations, digital marketing, content production and monetisation and distribution.

During the practical component, participants were taught how to use the camera and sound equipment. After basic training, they were tasked with making their short films. The short films the community produced were mind-blowing. The films were also produced in their native tongues: !Xûn and Khwedam. The Platfontein stories will be entered into international film festivals.

Twenty-five community members participated in the training.
in establishing businesses; 28 of the 30 students completed the training. In March 2023, they participated in a pitching competition aimed at identifying the top five business ideas and funding the start-up of these businesses. The top five will each receive a cash price of R30 000 to kick-start their businesses.

Documentary Films

ZoneLearning@UWC is in the process of producing several documentary films. One of the films recently screened is ‘Stemme Van Clarkson: A Documentary Film’, based on the book STEMME VAN CLARKSON, which was published by Professor Vivienne Lawack, with friends and family, in 2021. This book captures the voices of many people in the small Eastern Cape town of Clarkson. The book’s authors trace their childhood steps in Clarkson and share the world they up in. The film is produced by Vivienne Lawack, directed by Jacob Cloete and supported by the UWC Media and Communications Office.

Over the next few months, we will finalise and screen the following documentary works:

- ‘Musical Futures’ featuring Prof Allan Boesak.
- ‘Nuwe Platfontein Stories’ featuring the Platfontein San Community
- ‘Telling Our Story’ focusing on UWC’s ZoneLearning@UWC project

THE GREEN INCUBATOR

BankSETA

In 2022, ZoneLearning@UWC received funding from the BankSETA to train 30 green entrepreneurs and assist them
The Centre for Entrepreneurship and Innovation (CEI) co-hosted the event with us. In addition, the CEI will mentor and coach these students to help them develop five sustainable businesses over the next few years.

The Pilot Green Incubator Project
The Green Incubator focuses on sustainable development and encourages green entrepreneurship and innovation initiatives. In addition, the Green Incubator has two focus areas. The first is to encourage student entrepreneurs to develop businesses that align with the green economy. We will support these student entrepreneurship ventures over the next four years. The second is to support community green economy initiatives. We have identified Clarkson as the pilot site for a green community incubator. Here, the focus will be on creating an alternative green economy. For this, ZoneLearning@UWC recently conducted a benchmarking exercise at the Middel Pos farm.

The Middel Pos project model influences the Green Incubator Model. The Middel Pos project rests on two pillars. The first is social development and the second is creating an alternative economy. ZoneLearning@UWC have added four more pillars to the existing Middel Pos model. These are social development, creating an alternative economy for small-scale farmers, considering the legal and ethical requirements, focusing on financial education and business training, marketing and community liaison, and research.

We are currently busy with the community readiness assessment before rolling out the project. Thanks to Dr Jacob Cloete and the ZoneLearning@UWC team for these exciting and innovative initiatives!

1.11.2 PILLAR SEVEN: REIMAGINING THE OFFERING OF CONTINUING EDUCATION (CE) COURSES AT UWC
Pillar Seven (P7) was formed under three years ago and has made remarkable progress in the Continuing Education (CE) offering at UWC. P7 successfully redesigned business processes, implemented cutting-edge software for CE administration, established a dedicated board, and drafted comprehensive amendments to its policy. The collective efforts have yielded substantial improvements in CE course registration, operational efficiency and overall business performance.

I REDESIGNING BUSINESS PROCESSES FOR CE COURSES OFFERING
P7 embarked on an ambitious initiative to redesign existing business processes, enhancing the overall experience of registering, managing and offering CE. It successfully streamlined various workflows, making it easier for all stakeholders in the CE process. We have ensured academic
rigour and governance processes for CE stay the same but improved the crucial checkpoints for maintaining the integrity and quality of the courses. The new processes have streamlined administration, automated most manual tasks and reduced paperwork. This will improve the efficiencies in terms of time and cost, and manage the workflow of the CE offering. The data derived from the activities in the processes and user feedback will improve the processes as we go on.

II IMPLEMENTING SOFTWARE FOR CE ADMINISTRATION

Recognising the importance of leveraging technology to enhance customer experience, P7 has implemented a state-of-the-art software solution based on the redesigned business processes and tailored for CE administration. The software platform efficiently manages the course lifecycle – including participants’ application and selection – enrolment, marks administration and management, financial management and reporting, and customer relationship management. Its advanced features have enhanced our ability to respond promptly and provided valuable information to help faculties make informed decisions regarding their CE courses.

III UPDATING THE POLICY FOR CE

P7 is updating the UWC’s CE policy to establish clear guidelines and expectations for delivering CE courses, as well as to align them with the improved business processes and changes in the regulatory environment. The policy is a reference point for all employees, providing a framework to guide their actions and decisions regarding CE courses. P7 has reviewed existing practices and processes (in I above), CE’s regulatory environment, and designed guidelines for implementing the policy at UWC. The next steps are to engage the stakeholders, incorporate their feedback and communicate and train the UWC stakeholders on the policy. The updated CE policy will be available for comments in the third quarter of 2023. We hope it will establish clear guidelines and expectations for delivering CE courses while aligning it with improved business processes, changes in the regulatory environment, and UWC’s internal governance.

IV SETTING THE BOARD FOR CE

We have established a dedicated board to oversee its operations, governance and strategy. The board comprises internal stakeholders with diverse expertise, enabling informed strategic decision-making aligned with the UWC’s goals. Its founding is ensuring governance, monitoring performance and promoting regulatory compliance. This board comprises representatives from various departments and is entrusted with driving CE strategies, ensuring alignment with business objectives, continuously improving the CE ecosystem, and providing the required oversight.

These four major improvements will give UWC a competitive edge in the CE marketplace. Adopting efficient and participant-focused processes will help us build a reputation for delivering high-quality CE programmes and position UWC as a preferred provider in the CE landscape. The redesigned business processes also foster a culture of continuous improvement in CE offerings. And allow us to adapt to changing participant needs, technological advancements and regulatory requirements to ensure UWC remains current, innovative and responsive within continuing education’s dynamic landscape.
I am pleased with the progress made by the Pillar 7 team for our continuous education (CE), continuous professional development (CPD) and online education offerings and that the first new CE courses are being run in 2023. Some faculties have also formed curriculums for fully online programme offerings, such as the Faculties of Law, Education and Community and Health Sciences. The programmes have passed the internal Senate and Council approval processes and are now in the external accreditation phase. This is an exciting space in which we can expand access, teach postgraduate programmes and develop our third-stream funding.

1.11.3 UWC MIGRATION AND MOBILITIES INTERDISCIPLINARY COLLECTIVE IN AFRICA (MMICA)

Introduction

Migration and mobilities refer to the contemporary and historical movement of people on various scales around the globe, as well as to the circulation of ideas, objects and capital that often accompany this mobility. UWC has significant research capacity across faculties addressing aspects of this theme. It established the Migration and Mobilities Interdisciplinary Collective in
Africa (MMICA) in 2019 in the Office of the DVC: Academic Prof Vivienne Lawack. It’s intent is to promote further critical approaches in research and collaboration. UWC’s aim is to build an academic Centre for the Study of Migration and Mobilities as the university develops critical new approaches to analysing the contemporary issues and global concerns in the field of migration studies. We advocate for a new generation of South African and African academics to perform international research and secure funding to broaden the horizons of migration and mobilities research from an African perspective.

Strategic Goals
1. To increase cutting-edge research publications in the field of migration and mobilities
2. To provide contextually relevant and excellent scholarship in learning and teaching
3. To enhance and strengthen partnerships, and engagement, locally, regionally and globally
4. To secure our financial sustainability while maintaining our intellectual autonomy
5. To promote a new generation of academics and researchers through capacity building
6. To promote social transformation through policy intervention, advocacy and community engagement

Research and Partnerships
Our research programmes across faculties have covered and will continue to build on interdisciplinary thematic areas including migration governance, refugee and vulnerable migrant challenges, livelihoods and survival strategies, transnationalism, integration policies, urban and rural mobilities, remittance and financial flows, cross border economic exchange, and the impact of COVID-19 on mobility.

Team members have secured external research funding and collaborations among our faculty members, postdoctoral researchers, to produce impactful research. These include:
• ‘The South-South Migration and Migrant Food Insecurity in the Global South’ (MiFood) Project. funded by the Canadian Social Sciences and Humanities Research Council (SSHRC).
• The ‘Urban Sanctuary, Migrant Solidarity, and Hospitality in Global Perspective’ partnership, funded by the Canadian Social Sciences and Humanities Research Council (SSHRC).
• A partnership grant with the African Academy for Migration Research (AAMR), of which UWC is one of eight partners in Africa. This allowed UWC to mobilise funding for postgraduate support in migration and mobilities and will allow us to host two workshops: one for building community engagement for MMICA and one on publication and capacity building.
• An MoU with the African Union (AU) with an agreement to collaborate on activities related to research, academic programmes, capacity building, postgraduate student internships and human resource exchange.
• An MoU with the International Organisation for Migration (IOM) to build opportunities of collaborative research and submitting joint proposals, provide internships to postgraduate students, hold joint events (seminars, conferences, forums) for migration studies and strengthen the African Human Mobility Review (AHMR) journal.
• The African Human Mobility Review (AHMR): A memorandum of understanding was signed between the University of the Western Cape (UWC) and the Scalabrini Institute for Human Mobility in Africa (SIHMA). The AHMR is now jointly-owned by the UWC and SIHMA. Being a DHET accredited journal, it advances the body of knowledge on the subject of migration, not only in Africa, but also across the world.

Learning and Teaching
A new interdisciplinary Master’s Programme in Migration Studies will begin in 2024. It cuts across multiple departments – including the Institute for Social Development (ISD); the Department of Public Law and Jurisprudence; the Department of Geography, Environmental Studies and Tourism; the Department of Political Studies; and the Department of Economics. The aim of the programme is to develop academic researchers and highly skilled experts in the field of migration.

In addition, UWC’s academic staff is involved in innovative modules in migration and mobilities themes across faculties, and we plan to build on these courses with cutting-edge teaching methods and themes.

People Development and Strengthening Capability
To build the capacity of postgraduate and early career research in this field, we aim to foster a growing space for dialogue, networking and funding for students. We are hosting a number of platforms for postgraduate students and ECRs to engage – including profiling their work and outputs on the forthcoming MMICA UWC website - as well as hosting workshops to assist with publication and other academic training.

MMICA and the Scholarship of Engagement for Societal Impact
The MMICA project is aligned with UWC’s Scholarship of Engagement (SoE) framework to ensure transformation towards Societal Impact (SI). Research, advocacy and community contribute to significant social transformation and feeds into policy and legislation. To achieve this, we will continue to develop partnerships with governmental organisations, NGOs and community groups. Through collaborative projects and knowledge exchanges, we will ensure our research findings inform decision-making processes and positively impact the
lives of migrants and host communities.

For example, MMICA is a part of the AAMR and with partnership funds, will be hosting a workshop for community engagement with CBOs and NGOs for migrant support this year.

In October 2023, MMICA will host an International Symposium on Migration and Mobilities, involving international partners and attendees from academic institutions, governmental organisations, migration policy-makers, community organisations and the UWC community.

MMICA will co-host a session with an international project on SOE, which involves members of ‘The Engaged Scholarship and Narratives of Change in Comparative Perspective’ project based in Vrije Universiteit Amsterdam. It investigates cooperation between academy and society across three continents. We will also host an informed session on access to higher education for refugees.

A comprehensive website is near completion, which will allow for knowledge dissemination and engagement. It will showcase our research outputs and events, and provide resources regarding migration and mobilities for policymakers, academics and the general public. This will help us to foster an inclusive and diverse community of academics and practitioners.

Conclusion
The establishment of MMICA has been an interdisciplinary initiative supported and led by the DVC: Academic, Prof Vivienne Lawack. UWC’s MMICA plans to embrace a scholarship of engagement for societal impact approach to address one of the most pressing global issues of our time. By fostering knowledge mobilisation and dissemination, conducting impactful research, and fostering internationalisation, MMICA will make a positive impact on UWC, the academic community, policymakers and wider society.

1.12 CONCLUDING REMARKS
2022 will also be remembered as the year UWC underwent the CHE Institutional Audit. As Chair of the UWC CHE Institutional Audit Steering Committee, I led this process. With the assistance of various focus groups and Institutional Planning, we completed our Self-Evaluation Report (SER). I would also like to thank our over-writing team Prof Rajendra Chetty, Prof Cheryl Africa, Prof Shaun Pather and Mr Gasant Abarder for their valuable input in making the final SER a product we can be proud of and which provided deeper insight into the academic project at UWC. We had a successful CHE oversight visit in May 2022 and we are awaiting the outcome of the CHE Institutional Audit. In the meantime, we have already begun strengthening areas we reflected on in our SER.

I would like to extend my heartfelt thanks to all the Deans of Faculties, Directors, Deputy Deans: Learning and Teaching, Learning and Teaching Specialists and all other academic and professional support staff who contributed to the successful completion of the 2022 academic year and continued hard work in 2023, our ‘Transitioning Year’.

Lastly, I would like to thank the drivers of the Apex Projects who so willingly and enthusiastically implemented the plans. I look forward to the continued embedding of these projects within the DNA of this great university.

Prof Vivienne Lawack
May 2023
DEAN’S OVERVIEW

This report reflects broadly on the academic project within the Arts and Humanities Faculty (hereafter, ‘the Faculty’) regarding key priorities accomplished in the 2022 academic year. This was another challenging year. Academic programmes as well as other university related business were still largely online due to the ongoing COVID-19 pandemic. Despite these constraints, the Faculty delivered its mandate in a variety of ways, as selectively highlighted in this overview and as detailed in the Deputy Deans’ Reflective Report.

In alignment with the Institutional Operating Plan (IOP) of 2021-2025, and while reflecting on achievements and remaining challenges, the Faculty underscores the importance of the academic project and its shared priorities and strategic goals. These include consolidating a research culture, commitment to delivering relevant academic programmes, promoting postgraduate study and research, providing support in community engagement initiatives and societal impact, implementing effective administrative systems, and ongoing commitment to equity, transformation and staff development.

COMMITMENT TO DELIVERING RELEVANT ACADEMIC PROGRAMMES

Apart from its achievements and good standing through the recognition of its students and academics for teaching and learning excellence, in 2022 the Faculty saw an extensive environmental scan. This preceded the design and development of new interdisciplinary BA Honours (Media Studies), as well as the Postgraduate Diploma in Language Practice – the latter with an option to focus on legal interpreting and forensic linguistics. These newly developed postgraduate programmes, intended for offering in 2024 and 2025 respectively, have been contextualised within the country’s current needs, and are responsive to the requirements of the relevant industries.

PROMOTING POSTGRADUATE STUDY AND RESEARCH

The Faculty has continued supporting its research agenda, postgraduate students and early career researchers through various scholarships and grants which include, but are not limited to: the Department of Sport, Arts and Culture (DSAC); DVC Research and Innovation Bursaries; National Institute for Humanities and Social Sciences (NIHSS) and Andrew Mellon Fellowships. Some of these initiatives are intended to consolidate an academic pipeline for aspiring academics and early career researchers to advance their career pathways.

In 2020, the Faculty’s top researchers received their National Research Foundation (NRF) ratings as evidence of their scholarship and contribution in their respective disciplines: Prof Amina Peck was placed in the C2 category; Prof Ignatius Swart, Prof Emmanuel Mayeza, Prof Duncan Brown and Prof Simon Beck in the B3 category; and Prof Tamara Shefer and Prof Russell Kaschula in the B1 category.

The Faculty of Arts and Humanities proudly recommended the awarding of honorary doctorates with affirmation to these recipients:
- Prof Kwesi Prah, widely considered a leading Pan-African thinker, Zoe Wicomb, renowned author and academic
- Prof Allan Boesak, theologian, author and well-known political activist
The event was held on 30 November 2022. In granting these awards, the University of the Western Cape acknowledged these individuals for their scholarship, their role as public intellectuals, their contributions in the broader field of humanities, and their long-standing relationship with the Faculty and the University.

**REJUVENATING DEAN’S DISTINGUISHED LECTURES**

The 2022 academic year saw the rejuvenation of the Dean’s Distinguished Lectures. The lecture is viewed as an essential and important platform from which renowned scholars present and showcase their remarkable research documented over the years across fields/disciplines within the Arts, Humanities and Social Sciences. For more than two years, this annual event was put on hold as a result of COVID-19. As we wrapped up 2022, the CHR and the Department of Anthropology, in collaboration with the Faculty, hosted the annual Distinguished Dean’s Lecture by Prof Ruth Wilson Gilmore.

**EXTRAORDINARY APPOINTMENTS (EXTRAORDINARY PROFESSORS AND RESEARCH FELLOWS)**

The Faculty was delighted to announce the appointment of its Extraordinary Professors and Research Fellows with effect from 1 January 2022. These appointments (15 in total) signalled the its commitment to advancing a key institutional goals: to be a research-led institution.

**PROVIDING SUPPORT IN COMMUNITY ENGAGEMENT INITIATIVES AND SOCIETAL IMPACT**

The Faculty has been engaged in concerted efforts to connect its research, teaching and learning to community engagement, as well as the scholarship of engagement. These efforts were made possible through our committed students and academic staff. As evidenced in these initiatives, we continue to reposition ourselves within our community partnerships. This was evidenced by the award-winning documentary titled *Broken String*, which relates historical, as well as the present injustices with which South Africa’s Bushman people continue to grapple (see https://mail.google.com/mail/u/0/?tab=km#search/lorato/FMfcgzGqPpbdkJGnftTFZpCNMSfWfW). Such rich achievements not only demonstrate appreciation and cultivation of scholarship around communities whose human, cultural and linguistic rights have been and are violated, but they speak truth to power with a view to changing people’s lives; and that is the lifeblood of community engagement.

**IMPLEMENTING EFFECTIVE ADMINISTRATIVE SYSTEMS**

The Faculty’s effective administrative systems are one of its key priorities. Its achievements in 2022, resulting from a high level of efficiency, responsiveness and support, was recognised through the nomination and winning of awards at the Registrar’s Rewards and Recognition event by our professional staff.

**COMMITMENT TO EQUITY, TRANSFORMATION AND STAFF DEVELOPMENT**

The Faculty is committed to growing its staff from under-represented groups through the creation of associate lectureships, nGap programmes and targeted appointments in contexts of retirement of senior members or resignations. This will then empower young black scholars (in the broad sense) capable of developing into senior positions within a relatively short period. Based on this commitment, the Faculty continues to implement the Employment Equity Plan as and when opportunities arise.

To conclude, the intention of these strategic priorities is to build a faculty where long histories, together with recent scholarly developments, inform teaching and learning, research and supervision, community engagement and where we, as faculty members with our diverse perspectives in the humanities here in the Global South, engage with the broader academic project of shaping the study and impact of humanities worldwide.
end-of-year function – the written evaluations are included in the UCDG report on the event.

- **The FYE project**: The DD L&T and T&L Specialist facilitated the introduction of the FYE project to the Faculty, in particular first-year lecturers. The FYTO officer tabled quarterly reports at the A&H T&L committee meetings, which she attends. With the TEP director and FTYO officer, the T&L specialist is exploring better ways of embedding FYE mentors in departments in 2023 so they are able to connect more effectively with lecturers/departments and the students needing their support. The FYTO officer and mentors were included in some of the GA training, e.g. CSSS workshop and the CV and motivation-letter writing workshop as well.

- **The tutor project**: This continues to provide critical support to the academic programme. However, several problems remain:
  - In the first semester, we experienced a serious crisis with late or incorrect payments. Although not nearly on the same scale, the problems persisted into the second semester, with some tutors having to wait until the following month to be paid.
  - As a result, we experienced a high degree of tutor attrition. In sum, tutor pay is too low or too erratic to compete with the more attractive opportunities our students are increasingly able to find in the online work environment, e.g. online materials developers/learning materials designers. Our academic programme is increasingly struggling to retain our experienced tutors.
  - Another concern is that it is impossible to obtain correct spending figures from Workstudy/Finance, despite repeated requests to Workstudy and TEP. This makes proper budget planning very difficult. From a faculty perspective, we try to keep track of departmental spending by requesting that departmental tutor coordinators (TCs) send us their total figures for each month. However, given the ongoing issues with payments, TCs are not always sure how much tutors are paid at the end of the day. We therefore request that we be given regular, accurate figures drawn off the system by Finance to be sure of our spending for the semester, and indeed, for the year.
  - It should be noted that the Deputy Dean of Teaching and Learning served as a panel member on the institutional Tutor Review conducted in May 2022; it is anticipated that the tutor review will address some of the issues referred to above.

- **Student bursaries**: Under the leadership of Dr Martina van Heerden and Ms Grace Naidoo, working with the DD T&L, the A&H Faculty has set up an impressive bursary hub from which all information pertaining to faculty bursaries can be
collected. Applications are uploaded on a specially designed iKamva site and allocations are made on an equitable basis, in consultation with all departments. Here is a summary of total awards made to UG (final year) and PG students in 2022:

<table>
<thead>
<tr>
<th>Grant</th>
<th>Total bursaries awarded</th>
<th>UG Final Year</th>
<th>PGCE</th>
<th>Hons</th>
<th>MA</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>DSAC</td>
<td>56</td>
<td>16</td>
<td>2</td>
<td>21</td>
<td>19</td>
<td>1 097 500</td>
</tr>
<tr>
<td>DVC</td>
<td>92</td>
<td>16</td>
<td>2</td>
<td>67</td>
<td>25</td>
<td>2 000 060</td>
</tr>
<tr>
<td></td>
<td>148</td>
<td>16</td>
<td>2</td>
<td>88</td>
<td>44</td>
<td>3 097 560</td>
</tr>
</tbody>
</table>

- **Student Faculty Council:** We are pleased to announce that the A&H Faculty now has a Student Faculty Council. The DD T&L and the Dean met the new council in September, and the SFC was extensively consulted on the proposed new Honours in Media Studies.

**GOAL 2: LEARNING AND TEACHING**

The strategic priorities of this goal are to: (1) Develop a conducive environment for excellence in learning and teaching, embracing pedagogy that would enable graduates to acquire attributes for the changing world; and (2) align and integrate teaching and assessment practices to ensure the acquisition of graduate attributes. To this end, the DD L&T and T&L specialist initiated several projects and actions:

- **Arts T&L Awards 2022:** The faculty nominated two new lecturers in the faculty for the Arts and Humanities Excellent Emerging Teaching Award: Dr Moira Mabweazara (Library and Information Science) and Dr Carmine Rustin (Women and Gender Studies). We are proud to announce Dr Rustin went on to win the Institutional Excellent Emerging Lecturer Award too!

- **Learning and teaching policy development and strategic planning:** The DD L&T and T&L specialist spent considerable effort and time in a) developing guidelines for teaching and learning in 2022, especially to prepare for the proposed turn to hybrid teaching in 2023; and b) preparing faculty feedback on various institutional proposals. These responses drew on extensive consultation with departments, and the feedback documents served at both faculty and institutional level, e.g.:
  - A&H guidelines for the mode of T&L for 2023
  - A&H response to student feedback on teaching and modules (SFTM) proposal
  - A&L T&L Strategic Plan 2023-2025

- **New, careers-oriented PG programmes:** The DD T&L worked with the Dean and other colleagues to get two new postgraduate career-focused programmes up and running:
  - **The PG Diploma in Language Practice** is approved and will be implemented in 2024. In an exciting development in late 2022, the Department of Justice (DoJ) approached the Faculty and asked us to accommodate a number of their legal interpreters via the RPL route. This resulted in a number of workshops (in early 2023) during which the RPL process and the needs of the DoJ, together with the requirements of the proposed new PG Diploma, were thoroughly debated and discussed. We will spend 2023 planning the modules in detail, applying for the status of the CMDR (Centre) to be changed so students can be registered in the Centre, developing the RPL and work-integrated learning components, and packaging and marketing the Diploma to the public.
  - **The Media Studies Honours programme,** an initiative of the Dean with support from the DD L&T, is well underway. An environmental scan and extensive stakeholder consultation took place in 2022. The development of the documentation for the new programme will take place in 2023. It is anticipated the programme docs will serve at SAP in April 2024, for implementation in 2025 or 2026.

- **UG Curriculum renewal:** Under the leadership of the DD L&T and the T&L specialist, a number of workshops were held at departmental level on curriculum renewal and transformation:
  - **The ECP curriculum renewal** (mandated as part of the ECP review) was concluded with a workshop for extended curriculum programmes (ECP) lecturers and a number of A&H colleagues who work in first-year modules, as well as the ECP team, the T&L specialist, the DD T&L and colleagues from APU.

As the first time we had such a workshop, it was a way of introducing ECP to the rest of the Faculty in an attempt to integrate ECP better with the mainstream BA, thereby supporting student success. The workshop was a great success with colleagues across the teams finding they had things in common and could collaborate across ECP and first-year to understand what each does and how we can better prepare students for first year.

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- **High Impact modules:** The T&L specialist spent considerable time talking with Mr Gairoden Schroeder (APU) on how best to use data analytics to support our work on high impact modules and in conversation with chairpersons of relevant departments. We have prioritised large class first-year modules for intervention. Some of these modules are already earmarked for revision of curricula and approaches to assessment, within the framework of current module descriptors. Workshops and collaborative planning sessions will take place in 2023 to support this process.

**GOAL 3: RESEARCH AND INNOVATION**

This strategic priority is to create a conducive environment for a research-led approach to learning and teaching. Here is the list of learning and teaching research achievements for 2022:

- **SOTL Publications:** The Faculty of Arts & Humanities continues to produce an impressive list of SOTL publications (see Appendix A).

- **Academic Week Presentations:** Four colleagues presented at Academic Week (30-31 August 2022): Bradley Rink, Department of Geography, Environmental Studies & Tourism, presented, ‘For slow teaching: Courageous and compassionate pedagogy in times of change’; Karin Groenewald, Department of Foreign Language (German), presented ‘Exploring new ways of improving interaction and increasing participation in the virtual classroom’; Lorato Mokwena, Linguistics Department, presented, ‘Decolonising the Curriculum: Challenges and Successes’; Koni Benson, History Department, presented ‘Decolonising the Curriculum: Challenges and Successes.’

- **UCDG Funding:** In 2022, the DD T&L organised and funded a number of activities and events to strengthen the learning and teaching project in the Faculty of Arts and Humanities from the UCDG budget. Total budget was approximately R168 500. These activities covered student support (e.g. GLA workshops), staff support (e.g. SOTL conference attendance, T&L writing retreats) and curriculum support (e.g. Departmental workshops on curriculum, faculty curriculum book project – see below).

- **Field Trips:** In the past, we have been able to fund departmental ‘field trips’ with our UCDG funding. These have played a critical role in providing opportunities for experiential learning, which can be truly transformative. Many students have not had the opportunity to travel much within the region and this is a way of giving them that important exposure. In addition, departments have used these field trips as a way to deepen students’ understanding of a topic (e.g. research methods/ethnography), as well as to build interest and commitment in PG studies. In fact, these field trips have been a critical strategy in recruiting potential Honours students and building a robust PG programme. However, in 2022, the focus of the UCDG budget did not allow for this kind of activity. We would strongly request funding of field trips, excursions, theatre outings, etc. be made available in future budgets.

- **Faculty curriculum book project:** As one of the editors of the faculty book project, the DD T&L helped get this project off the ground this year. Seventeen prospective chapters were sent out for review, and we anticipate a 2023 publication date:

- **SOTL Research projects:** The Faculty hosted a number of externally funded SOTL projects, including:
  - Mellon Suprabid Institutional Projects: The Faculty has several research projects focusing on research exploring innovative pedagogies, including projects by Profs Stroud and Bock (CMDR) and Prof Clowes (Women and Gender Studies). Profs Bock and Clowes presented papers on the work conducted with this funding at the end-of-project conference at the University of Pretoria, 22-23 November 2022.
  - The Supra Institutional Programme in African Digital Humanities. A central aim of the project is to provoke a lively national debate about the practical forms and philosophical effects of reading across the humanities and is led at UWC by Drs Marijke du Toit and Phindi Mnyaka.
  - Mellon-funded new imaginaries for an intersectional critical humanities project on gender and sexual justice. Led by Prof Shefer of Women’s & Gender Studies, this project aims to engage critically with contemporary currents in gender and sexual justice research, and policies and practices, towards an intersectional project concerned with challenging the repetitive logic of patriarchal and colonial forms of pedagogy and scholarship.
  - Dr Koni Benson (History Department) is one of the co-founders/project leaders on Revolutionary Papers, a transnational research and teaching project on anti-colonial movement materials. This year they launched an ongoing series of digital teaching tools.
  - BAQONDE: EU funded research on multilingualism and pedagogy, led by Profs Bassey Antia and Mantoa Motinyane at UWC.

**GOAL 4: PEOPLE DEVELOPMENT**

During the year under review, the DD L&T and L&T Specialist initiated and facilitated the following initiatives:

- **Faculty training workshops for staff and GLAs:** We hosted
(and funded, where necessary, from our UCDG grant) a number of workshops relating to teaching and learning, e.g: - MCQ workshop on 3 February on how to write good MCQ questions, with Prof Derek Gelderblom from UNISA. This was co-hosted with Sociology. Developing our understanding of this topic is particularly important given the shift to online modes and the need to find ways to support student reading/learning and reduce marking loads. It was, once again, well attended by a number of colleagues from across the Faculty; - CIECT training in February. We are once again appreciative of the fact that CIECT ran training throughout February for our staff and GLAs to prepare them for online learning and teaching in 2022.

Teaching and learning retreats and induction of recently appointed lecturers: We were fortunate to be able to run two teaching and learning writing retreats in May and October. At the writing retreats, we focused on developing new and recently appointed lecturers. A total of nine (May) and 15 (Oct) colleagues from the Faculty participated in the retreat, with the teaching and learning specialist and Deputy Dean of T&L. While some colleagues focused on T&L publications, others worked on their T&L portfolios. Judging from the written evaluations (available in UCDG reports on the two workshops), the retreats met participants’ main aim: to create a space where new and emerging colleagues in the Faculty could meet, share and spend time working on their T&L portfolios, or any other T&L related research activity, e.g. article or chapter drafts, reviews, etc. A new Faculty-specific iKamva website, Arts T&L Portfolio-Making, was also launched for use at the retreat and more generally in future.

A very exciting outcome from these retreats is the special issue of Multilingual Margins, conceptualised and crafted by participants at the retreats: Building decolonial teaching and learning through connecting to our diverse pasts: a case for ukuzilanda. This is a direct outcome of the retreats and the context they create for new and emerging scholars to meet and collaborate.

GOAL 5: COMMUNICATION
The strategic priority for this goal is to enhance the academic project’s visibility and academic reputation.

Arts T&L website update: As part of our strategy to communicate effectively with lecturers and GLAs, the Arts T&L Resources (iKamva website) was updated to reflect the current emphasis on hybrid delivery of course modules. The website has introduced several new sections. These include pages dedicated to Student Well-Being and the First-Year Experience, where relevant flyers for distribution to students are made available; a page dedicated to Library FYE and to the Writing Centre. A sub-section on relevant policy has also been included. A hub of information about how to teach via iKamva has been expanded to include relevant technologies for the hybrid approach.

We continue to communicate with colleagues via regular email communication – all policy documents and important issues are shared with the entire Faculty, and chairpersons are asked to consult their colleagues for feedback. The DD T&L and T&L specialist spend considerable time engaging with colleagues and writing consolidated accounts based on Faculty feedback.

GOAL 8: LEADERSHIP
Colleagues continue to develop their leadership: Prof Bradley Rink was awarded a prestigious Teaching Advancement at Universities (TAU) fellowship for the period 2022-2025; and Prof Zannie Bock attended a six-month Women in Leadership (WIL) course run by HELM.

Appendix A:
Arts & Humanities T&L Publications 2022


Honours student, Aidan Africa, from the Department of Geography, Environmental Studies and Tourism, had been selected as one of two winners of the Society of South African Geographers (SSAG) Outstanding Honours Research Award for 2022. The award carries a prize of R10 000. Mr Africa’s Honours project, supervised by Extraordinary Prof Daniel Tevera, was titled, Sense of Place: Gentrification Experiences of Bo-Kaap’s Long-Term Residents, and focused on the unique Bo-Kaap Cape Muslim community, which remained in the area, despite apartheid’s forced removals.

The Director of the Desmond Tutu Centre and NRF Chair holder, Prof Sarojini Nadar, received an invitation from the Presidency to sit on the panel that reviews the awards for the National Orders. Prof Sarojini Nadar was also inaugurated as a member of the prestigious Academy of Science of South Africa. The media release of the inauguration provides more information about these awards: Twenty-nine of the country’s leading scholars and scientists were inaugurated as Members of the Academy of Science of South Africa (ASSAf) at the annual Awards Ceremony on 19 October 2022.

The CHR, in partnership with the Deutsche Akademie der Kunste, Berlin and Deutschlandfunk Radio, Berlin, was awarded a Turn2 grant by the German Federal Cultural Foundation for a new research and sound arts project, Oscillations. The two-year project was awarded a grant of R2 500 000.00 to support the establishment of the CHR’s research programme on sound and jazz at the Greatmore Hub. Julia Gerlach (DAK), Heidi Grunebaum (CHR), Valmont Layne (CHR), Aidan Erasmus (History) and Lee Walters (CHR) lead the project.

Prof Bradley Rink of the Department of Geography received the Advancement at Universities (TAU) Fellowship Programme grant, a DHET-funded project that helps build a cadre of teaching fellows in a wide range of disciplines.

Prof Tamara Shefer of the Department of Women and Gender Studies (WGS) was awarded a two-week visiting scholarship with the Gemma Erasmus Mundus Master’s Degree in Women’s and Gender Studies, hosted by Utrecht University and Central European University, Vienna, in April 2022.

Prof Desiree Lewis, also of WGS, received the 2022 NIHSS (National Institute for Humanities and Social Sciences) prize for the best edited collection for the book, Surfacing. Prof Patricia Hayes also received the 2022 NIHSS prize for the best edited collection for the book, Ambivalent: Photography and Visibility in African History. Wanelisa Xaba, PhD candidate in WGS and the AW Mellon-funded project, New Imaginaries for Gender and Sexual Justice, was granted a German Chancellor fellowship for prospective leaders for SA (April 2022).
Prof Russell Kaschula was recognised by the ALASA at its recent international conference (21-24 September 2022) for serving the association with distinction.

Prof Antjie Krog received an exceptional distinction and was inducted as an Officer in the Kingdom of Belgium at a ceremony convened by the Belgian Ambassador to South Africa. She was recognised for her contributions to literature in the Nederlands and Belgium.

Dr Sindiwe Magona recently graduated with a PhD in Creative Writing at the September graduation, the first graduate to be awarded a PhD in Creative Writing in the Faculty and the institution.

THIRD STREAM FUNDING SUPPORT

The Department of Foreign Languages obtained Volkswagen funding for the summer school held for German Studies in Africa.

The Centre for Humanities Research (CHR) received an award of R950 000 from the NIHSS to support an ongoing project titled, Aesthetic Education in Puppetry, Moving Image and Sound.

UWC ARCHIVES AND CONTRIBUTIONS

Acclaimed South African photojournalist and activist, Rashid Lombard, formally handed over his vast personal collection of images, videos and other material to the University of the Western Cape (UWC). It is a rich anthology of South African political and cultural life will form part of a major new archival project at the university. The archive includes more than 500 000 film negatives, a large stockpile of video and audio recordings, as well as posters and other documents. The negatives and other material will be digitised and held at the current UWC archives.

COLLABORATIONS AND PARTNERSHIPS

The University of the Western Cape, University of Malawi and VID Specialized University signed a student and staff mobility agreement in March 2022. The first cohort of Master’s students will start in August 2022 in Norway. This is part of the NORPART project of kr 6 000 000 (Norwegian Krone) for the next five years. Prof John Klaasen and Dr Tiana Bosman are the project leaders from UWC.

The South African-German Collaborative Research Programme (SAG-CORE) Grant is funded by the NRF and German Federal Ministry of Education and Research, 2022-2025. The Project title is South African-German Research Hub on Religion and Sustainability (acronym: SAGRaS). Prof Ignatius Swart (UWC), Dr Jacques Beukes (University of Pretoria) and Dr Philipp Öhlmann (Humboldt University in Berlin) are the team’s project leaders. Funding awarded: R2 100 000 (amount awarded by the German Federal Ministry excluded).

KEYNOTE ADDRESSES

Dr Carmine Rustin of Women and Gender Studies presented the keynote address at the University Colleges of Copenhagen International Week in Copenhagen, Denmark, on 4 April 2022. The overall theme was Gender, Equality, Diversity and Inclusion from an International Perspective. The topic of her keynote was Fostering Agency for Gender Equality.

On 20 May, the Other Universals Consortium hosted a keynote address by Professor Denise Ferreira da Silva (University of British Columbia), titled, Unpayable Debt. This was a part of the Other Universals Consortium’s 2022 public engagements on Theorizing Aesthetics and Politics from Postcolonial Locations. Decolonisation, Africa and International Law.

VISITING SCHOLARS

Through the support of the Department of Afrikaans and Nederlands, Prof Iraf van Dyke was a visiting scholar in the department from the University of Liden. He is one of two new rotating Chairs who support the teaching of Dutch in South African universities.

SEMINARS, CONFERENCES, WRITING RETREATS AND WORKSHOPS

The Departments of Anthropology and Religion and Theology hosted the first international Spring School of the International Research and Training Group (IRTG), titled Transformative Religion. This interdisciplinary project brought together scholars from UWC, Stellenbosch University, UKZN and Humboldt University Berlin (Germany). Over five days, PIs, research associates, doctoral and postdoctoral fellows from the four institutions engaged in a series of panel discussions on postcolonial perceptions on religion, and on the IRTG’s four focus areas: national identity, migration, healing and development.

Dr Lee Scharnick-Udeman of the DTS facilitated a postgraduate workshop for the cohort of religion and media students. They were given the opportunity to present their research topics to their peers and to Rosalind Hackett, Extraordinary Professor in the Centre. Enriching discussions followed these presentations and the students thoroughly benefited from the exchanges. Shanleigh Roux, postdoctoral research fellow at the Centre, presented a workshop on multimodal discourse analysis.

The Desmond Tutu Centre hosted the 6th Annual Economies of Violence Public Lecture. This event takes place in August each year marked, as it is, by two significant events in South Africa’s history: The anti-apartheid women’s march of 9 August 1956 and the Marikana massacre on 16 August 2012, in which 34 miners were killed by the police at the Lonmin mine. These events bring up for scrutiny the Economies of Violence that continue to sustain the indignity and the poverty which women,
Politics in Periodicals of the Global South, as part of a larger transnational research and teaching collaboration with the Department of Sociology at the London School of Economics and the Faculty of English at the University of Cambridge.

The African Critical Inquiry Programme’s Workshop award was granted to Archiving Otherwise: Sound Thinking and Sonic Practice, proposed by Aidan Erasmus (History), Valmont Layne (CHR), Ben Verghese (History and CHR) and Michael Batch, all based at the University of the Western Cape, on behalf of the University of the Western Cape Humanities Research Sound Working Group.

On 6 April 2022, Kings College London and the Desmond Tutu Centre for Religion and Social Justice jointly hosted an online event celebrating Tutu’s critical faith and leadership. The stellar line-up of speakers included his daughter, Mpho Tutu van Furth, theologian and author; Malala Yousafzai, Nobel Peace Prize winner, 2014; Graça Machel, Vice-Chair of The Elders; and Mabel Oranje, Former Chief Executive Officer of the Elders.

queer people and marginalised black people in South Africa disproportionately experience. This year the lecture was delivered by Extraordinary Professor in the Centre, Khaled Beydoun, and it was the first time since 2019 that the event was held in person. The Department of Anthropology hosted the itinerant workshop, Speculative Practice and the Politics of the Wayward, from 25 June to 7 July 2022. Researchers travelled by bus up the West Coast of Africa through Namibia, and spent several days in the southern Angolan desert where they conversed with a group of Angolan and South African artists involved in a site-specific event known as Cafe Mito da Utopia, organised in the coastal area near Tombwa, Angola. Anthropologists, musicians, historians and cultural practitioners were invited to participate, with the intention of working collectively – not only through conversation but also through the recording and use of sound, images, artefacts and materials – created and gathered on the road as they moved.

The Department of History and the Centre for Humanities Research co-hosted a three-day conference, Revolutionary Papers: Counter Institutions, Counter-Cultures, and Counter-Politics in Periodicals of the Global South, as part of a larger transnational research and teaching collaboration with the Department of Sociology at the London School of Economics and the Faculty of English at the University of Cambridge.

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On 17 August, The Other Universals consortium hosted a webinar with Dr Mohsen al Attar, Associate Professor at the University of Warwick and a Visiting Lecturer at UCL and Beijing Foreign Studies University. The talk was titled, Decolonisation, Africa, and International Law: Two Frames of Epistemic Violence. Prof Quentin Williams delivered a plenary address at the Sociolinguistics Symposium 24, held at Ghent University, Belgium. His talk was titled, Beyond Apartheid Sociolinguistics: Linguistic Citizenship as a Conceptual Trajectory for Multilingualism.

**BOOK LAUNCHES**
The CHR and the Political Studies Department, in collaboration with the Institute for Pan African Thought and Conversation (IPATC) and the University of Johannesburg, hosted the launch of an edited volume titled, From Ivory Towers to Ebony Towers: Transforming Humanities Curricula in South Africa, Africa and African-American Studies (edited by Tella & Motalla). Speakers were Crain Soudien, former CEO of the Human Sciences Research Council (HSRC) and former Deputy Vice-Chancellor of UCT, and Bheki Mngomezulu of the Political Studies Department, UWC. They discussed their respective contributions to the book and Lindokuhle Mandyoli, Political Studies Department and CHR Doctoral Fellow, was a discussant. Dr Adeoye O. Akinola, Director of IPATC at UJ, chaired the session.

**WORKSHOP AND DOCUMENTARIES**
Dr Mbulisi Sibanda participated in the Dreams/Migraware Project workshop and research stay scheduled from 16-30 May 2022 in Ghana. The Dreams/Migraware project delivers an integrative assessment framework for the processes, drivers and factors of rural-urban and cross-border migration in West and Southern Africa, to inform governance instruments for alleviating migration needs, improving livelihoods and sustaining the environment.

Prof Premesh Lalu’s feature documentary film, The Double Futures of Athlone, created through the CHR’s documentary film programme, was selected to screen at Encounters Film Festival in Cape Town and Johannesburg on 21 June. The CHR and Encounters also hosted an online panel discussion with Rashid Lombard, Jayson King, Sylvia Mndunyelwa, Dinga Sikwebu and Premesh Lalu, moderated by Valmont Layne. Lalu’s film made the official selection at the Durban International Film Festival 21-23 July 2022, a prestigious achievement, and will screen at a number of international film festivals.

**PUBLIC LECTURE (AND DEAN’S DISTINGUISHED LECTURE)**
On 29 July, the CHR platform, Other Universals, hosted a public lecture by Prof Siba N’Zatioula Grovogui, titled, Traditions as Legends: Rivonia and Humanism Miscast’, in an event convened both online and in person. Grovogui is Professor of International Relations, Theory and African Political Thought at Cornell University, USA, and Nelson Mandela Visiting Professor in the Department of Political and International Studies at Rhodes University.

**Appendix B (Selected Publications)**


DEAN’S OVERVIEW

In 2022, the Faculty of Community and Health Sciences continued to realise its vision of ‘Impacting Society Through Knowledge and Research’. In doing so we continued working towards addressing our goals related to learning and teaching, research and innovation as well as engagement.

In addressing our 2021-2025 goals, the focus on students, staff and the curriculum were identified as key priorities. In 2022 our first students from the PG Diploma in Interprofessional Education in Health graduated, and we accepted the first cohort of students into our PG Diploma in Nursing Education. Our focus on providing a positive and conducive student experience that facilitates student success continues. Student mentoring in the form of peer mentoring took place. Mentoring students through the provision of counseling services at a faculty level was provided by a social worker. A total of 60 students received mentoring from two peer mentors while 27 students consulted the counselor, who provided a total of 107 sessions. We formed an interim student council to ensure CHS students have an avenue to voice their concerns and ensure student engagement and involvement.

SOCIAL IMPACT
The Faculty supported staff through a mentoring and nurturing programme. A total of 11 mentees received mentoring from 11 senior CHS academics. The Dean and Deputy Deans facilitated a nurturing programme to support staff applying for promotions. A total of 14 staff were promoted in these categories: Associate Lecturer to Lecturer (2), Lecturer to Senior Lecturer (4), Senior Lecturer to Associate Professor (6), Associate Professor to Full Professor (1), Full Professor to Senior Professor (1). Our current academic permanent appointment staff profile is: Senior Professors (1), Full Professors (18), Associate Professors (27), Senior Lecturers (24), Lecturers (24) and Associate Lecturers (1).

The Faculty continues to engage with international partners and on the global platform by engaging with The Network: Towards Unity for Health (TUFH). A global organisation, TUFH focuses on equitable community-oriented health services, education and research. TUFH’s goal is to improve health locally and globally. We are currently the African Secretariat for TUFH. In addition, we were also successful in our bid to host the TUFH international conference in 2024 together with the three other universities in the province and the Western Cape Department of Health and Wellness.

In this Reflective Report, we highlight two new research chairs. The first is the UWC Research Chair in Person-Centered Digital Health, Prof Chipps, and the second is the UNESCO Chair in Sport, Development, Peace and Olympic Education, Prof Marion Keim. Digital health is an emerging research niche in our faculty aligned with the global trends in data science and the importance of data to support decisions. It offers opportunities for multi/interdisciplinary research opportunities. A number of related research projects are being conducted including telerehabilitation, augmented and virtual reality, development of APPs for people living with HIV/AIDS as well as projects in learning and teaching.

The goal of the UNESCO Chair in Sport, Development, Peace and Olympic Education is to create a research hub on the African continent focusing on engagement around policies and exchange of research-related females as well as promoting a values-based education through sport. In addition to the two new Research Chairs, Prof Asha George's SARCCh Research Chair in Health Systems, Complexity and Social Change was renewed for another five years at a Tier 1 level.

Aligning with our focus on innovative technologies in teaching, research and community engagement we have embarked on a project related to digital printing. Coordinated by Dr Gerard Filies from our Interprofessional Education Unit with Prof Thuli Mthembu from the Occupational Therapy Department, the project was birthed out of Dr Filies’ visit to Winston Salem University in the USA.

Dr Filies is engaging with Dr Ingram from Winston-Salem on the project. Department of Occupational Therapy students completing their clinical rotations in Mitchells Plain were given an opportunity to be part of the project while occupational therapists from the Department of Health and Wellness are also participating. To begin with, the digital printing project will produce assistive devices required by people living in the communities, making them much more accessible to these individuals. The devices include long-handled back washers, long-handled grab sticks, bed raisers, plate guards, built-up grips, lap trays, bottle openers, adapted utensils, dycem
mats, bath boards, shower chairs, bath seats, raised toilet seats, commodes, pressure mattresses and cutting boards (one-handed).

As the Faculty continues to act as an anchor in its designated communities in the Western Cape, we have increased our efforts to access additional resources. In 2022, our Interprofessional Mobile Clinic hit the road for the first time. The mobile clinic was used at an outreach in Genadendal where a total of 50 students and 21 staff members spent three days providing primary health care services. These included BMI assessments, screening, cupping, massage, acupuncture, dental screening for adults and children, along with prevention and awareness education such as school readiness screening, nutrition education, a workshop on educating the community on challenges within Genadendal and training of home-based caregivers. Further awareness campaigns were run at the local schools.
students, staff in CHS presented their lectures using low-data, low cost and accessible formats.

Lectures have, therefore, incorporated the use of audio-visual, video and video-conferencing tools — such as Narrated PowerPoint, recorded video and live-video conferencing — to deliver lectures, tutorials and consultations. The Occupational Therapy Department continued its block teaching pilot and presented the third-year modules using block teaching. This was possible as all the modules taught at third-year level are in-house. The modules were taught over a three-week period, which

SCHOLARSHIP
Innovations in Learning and Teaching
In 2022 the Faculty continued to adopt face-to-face, hybrid or HyFlex approaches using a variety of tools such as the Big Blue Button (BBB), iKamva, Zoom and GoogleMeets. This was to circumvent challenges related to data as well as VPN access. The HyFlex method involves lectures being taught synchronously and face-to-face. Students could access the content and coursework asynchronously as well. A hybrid approach is also used for students experiencing challenges with the clinical platform. In consideration of the needs of
included the summative assessment. Feedback included that block teaching requires a very fast pace in terms of individual lectures and fieldwork; marking requires a quick turnover time due to the teaching period being three weeks in duration (included in this period is the provision of summative assessments); all lecturers required the help of graduate assistants. Some of the advantages experienced were that lecturers had time to engage in other activities such as scholarship/research activities, and it was beneficial for the students that they could focus on one module and then “write off” the module before starting a new one. Outcome: Most high-impact modules showed a marked improvement.

The Faculty supported students’ learning through tutoring and the integration of graduate assistants. Tutoring enhances the students’ experiences, allowing for deeper engagement with content. In some departments, online tutorials were offered for senior-phase students experiencing challenges in clinical practice. This was augmented with a WhatsApp group support chat where students could ask questions about patient care. Students report that additional support through tutorial activities aimed at preparation for assessments was a positive experience. To further assist students’ success and experience, departments responded positively to the assistance provided by graduate assistants. In addition to assisting with the lectures, the graduate assistants also identify and refer students in need of mental health support, which remains high. Departments also engage with international colleagues on virtual platforms. Third-year social work students attended a human service week (online) at the University of Applied Science in Nuremberg, Germany where they presented perspectives on collaborating with students from other countries.

The IPEU hosted the first IPE Champion of Champions in November 2022. Three virtual legs made up the championship: the IPE World Café, IPE Amazing Race and IPE World Café for Ethics in Sport. Facilitators in the world café sessions came from as far afield as India, as did a number of students and staff from South African universities. To facilitate scholarship, the faculty embeds research in theory modules and encourages students to research through some of their assessments as well as fieldwork modules. Additionally, the Bachelor for Community Development, a SoE framework, is being developed to integrate the scholarship of teaching and the scholarship of research in an impactful/relevant manner as part of social transformation. Departments have also acquired certain resources to implement innovative learning and teaching methods. Dietetics and Nutrition acquired an interactive whiteboard. Dietetics and Nutrition are in the process of implementing a Dietetics Skills Training Lab. The plan is to create eight consultation rooms fully kitted with nutritional status assessment tools. This will enable students to practice a range of skills applied in the process of Dietetics consultation in an authentic setting.

RESEARCH

Research Projects

FCHS staff are engaging in a number of research projects which contribute to the strengthening of our main research niches as well as other areas. Research projects active during 2022 can be accessed via the link below. The research projects are funded by various agencies including the NRF and SAMRC as well as international funders such as the National Institute for Health. https://docs.google.com/document/d/1htN9bUUmQOlx6ROam6ZIDZOho2MD77GCVwmLhnFZv0/edit?usp=share_link

SoTL Projects and Research Activities

FCHS academics also conduct research in learning and teaching to create a body of knowledge in health professions education. Some of these scholarship and of learning and teaching (SoLT) projects are listed below:

- The development of design principles to guide the development of clinical reasoning in physiotherapy education. University of the Western Cape, South Africa. (Dr Hess)
- Undergraduate Physiotherapy students’ experiences of learning and teaching during the COVID-19 pandemic. (Prof L Ennion)
- The research journey during COVID-19: Experiences of Doctoral candidates from a Physiotherapy Department in the Western Cape. (Dr T Steyl)
- Exploring the development and application of a responsive curriculum framework for healthcare professionals in South Africa. (L Hess Aprl)
- Knowledge and awareness of nursing students regarding the occupational therapy profession as part of a rehabilitation team. (T Mthembu)
- An exploration of emergency remote teaching triggered tensions and transformations in teaching and learning practices within a Dietetics Department of a South African Health Science Faculty. (Ms J Wilkenson)
- Towards the integration of critical disability studies in rehabilitation sciences curricula.
CHS Publications
Collectively academics in the FCHS produced in excess of 200 publications in 2022. The DHET-accredited publications in the form of articles, books and accredited conference proceedings.

https://docs.google.com/spreadsheets/d/1zdxO7Ow3wzCq3SPtd7kSPL7DjnXjO9JTd0tZt8/edit#gid=41367617

Webinars/Seminars/Workshops — Presented by FCHS staff
A Curriculum Transformation and Renewal Workshop was held on 30 September 2022. Twenty-one (21) members of staff participated in the workshop due to the broad interest.

Academics in certain professions in the FCHS need to accumulate CPD points in order to maintain their registration with professional bodies. A certain number of CPD points related to ethics is required. To assist staff with acquiring these ethics points, Prof De Jongh — our Deputy Dean: Learning and Teaching — facilitated an ethics workshop attended by 102 attendees both national and international.

Furthermore, staff also presented workshops and seminars as is listed below:
• Prof Van der Westhuizen: Social Work and Religion at the Faculty of Social Studies of the VID Specialised University, Norway
• Prof M van der Westhuizen: Towards decoloniality — the role of social work at the HOGENT University of Applied Sciences and Arts, Gent Belgium
• Prof T Crowley: Adolescents living with HIV (2 March 2022) at a Western Cape Department of Health webinar
• Prof B van Wyk and Prof T Crowley: Organised the hybrid Cape Town workshop for the Adolescent HIV Implementation Science Alliance SA

The following were implemented by the Research Chairs:
• Prof N Roman: Research training in the following projects: Early childhood development (including the first 1000 days), parenting, social cohesion, human development and family life during COVID-19.
• Prof J Chipps: Telemedicine in South Africa: Lessons learnt and still to be learnt

FCHS staff also presented at the DVC R&I’s Research Day:
• Prof L Wegner: Partnerships to address occupational engagement among rural youth in South Africa
• Prof J Chipps: Digital health and SDGs
• Prof S Titus: Driving knowledge through the use of augmented and virtual reality in health sciences: Developing sustainable spaces for interprofessional education and health
• Dr T Mthembu: An exploration of occupational therapy students’ perceptions of family support regarding their academic performance
• Dr B Schmidt: Knowledge translation: How can we make a difference?
• Dr M Malema: Leadership development using leisure education as a means to reduce inequalities amongst youth with physical disabilities
• Mr K Jackson: Fatherhood and high-risk pregnancy: A scoping review
• Prof S Soeker: Implementing and evaluating a programme to promote resilience amongst out-of-school youth in Cape Town”
• Prof S Savahl: Children’s subjective well-being in the context of COVID-19: A multinational comparison

Conferences
Staff from the FCHS presented at local and international conferences in 2022
• Dr Adonis, T. M. & Prof Florence attended the INTED 2022 16th International Conference on Technology, Education and Development (7-8 March 2022)
• Prof T Crowley received a scholarship to attend and present a paper at the INTEREST 2022 Conference in Kampala, Uganda (10-13 May 2022)
• Dr S Isaacs, N. Holland, N. & Dr T Adonis. A scoping review of family resilience measures and their psychometric
properties. 2nd Pan-African Psychology Congress. Online Pan-African Conference. (28-30 March 2022)

- Dr Gerard Filies presented a poster at the 2022 TUFH Virtual Regional Conference for Africa. The title of the presentation was: Interprofessional education in Africa: A descriptive survey. (18 May 2022)
- Prof Rhoda presented posters at the International Society of Physical and Rehabilitation Medicine’s conference in Lisbon. The titles of the posters were: Process of physiotherapy intensive care units in Khartoum State — Republic of Sudan (Alfadil and Rhoda), and the Factors influencing employment among people with spinal cord injury in South Africa (Bezuidenhout, Rhoda, Moulae, Theron and Joseph). (3-7 July)
- Prof J Phillips and Ms T Pretorius presented a poster at the International Society of Physical and Rehabilitation Medicine’s conference in Lisbon. The title of the poster was: Barriers and facilitators to community reintegration in poorly-resourced communities: the use of photo voice methodology. (3-7 July 2022)
- Ms T Pretorius presented a poster at the International Society of Physical and Rehabilitation Medicine’s conference in Lisbon. The title of the poster was: The crude incidence of traumatic spinal cord injury in the Cape Metropolitan region in South Africa: a retrospective medical records study. (3-7 July 2022)
- Dr S Carelse, Prof M van der Westhuizen and J Adams: University of the Witwatersrand Student Success Conference. Equipping health science staff and students with a deeper understanding of good practice, knowledge and skills on student success. Student participation in curriculum transformation. (August 2022)
- A Mandlana: University of the Witwatersrand Student Success Conference. Equipping Health Science staff and students with a deeper understanding of good practice, knowledge and skills on student success. Invisible disabilities: working towards disclosure, support and active inclusion. (August 2022)
- Dr C Hart: Presentation: Community Development Practitioner (CDP) Profiling for Applicable CD Education. CDS Conference. (18 July 2022)
- Dr C Hart: Panelist for Cornerstone Community Development Seminar: Professionalising Community Development: Is this the end of community-based activism? (30 September 2022)
- Dr Carelse, S. and Dykes, G. Spirituality in Social Work. Presentation at the International Week Creating spaces 2.0…’ ReflAction in transforming societies. EHD (Evangelische Hochschule Darmstadt) University of Applied Sciences Darmstadt. (1 July 2022)
- Dr Adonis T., Prof Florence, M., Yu, M., Mpisane, N., Tefera, G. & Kehinde, O. & Botha, C. Development of a sustainable intervention to address quality of life of pregnant women using substances in low-income rural communities in the Western Cape, South Africa: Phase 1 A needs assessment. Towards Unit for Health Conference, Canada. (16-19 August 2022)

**Staff Awards and Recognition**

- The following FCHS staff received awards at the DVC Staff Awards and Recognition Ceremony: Prof. A Padmanabhanunni (Psychology) was awarded a Thuthuka Grants: Dr Mujeeb Hoosen — the development of guidelines for the inclusion of spirituality and spiritual care in Unani Tibb, University of the Western Cape curriculum practice; Dr Kristian Leisegang — Investigating the endocannabinoid system on Leydig cell function and
ENGAGEMENT
Community Engagement
The faculty has a number of designated community outreach activities. These include Fisantekraal, Mitchells Plain, Bellville CBD and Genadendal. A number of community outreach activities were implemented in 2022.

Other Community Engagement Activities
Besides the community outreach activities, students and staff also engaged with communities. Second-year community development students attended a CISCFS Webinar: An exploration of IDP documents from the City of Cape Town and City of Ekurhuleni regarding the articulation of social cohesion, trust, and sense of belonging.

Christina de Gouveia, Hulisani Tshiswaise, Keith Vraagom, Robyn du Plessis and Siphosethu Matiyase, third-year physiotherapy students, conducted a community outreach activity, eg. a sanitary pad drive for Fisantekraal. Students approached different organisations, and placed a donation bin at the UWC FCHS Bellville campus. Their initial goal was to obtain approximately 500 sanitary pads, but the generosity of the UWC community contributed more than 900 sanitary pads.

Fisantekraal
https://drive.google.com/drive/u/0/folders/1fEqlGINTNFN WwYPUutar$pdFL$ql$Kb
On 30 June 2022, postgraduate students and staff from the Department of Psychology in the Faculty of Community and Health Sciences (CHS) joined several youth organisations from Fisantekraal, in Durbanville where they launched a Futsal Soccer Tournament. The tournament was held in collaboration with a research project, ‘A longitudinal exploration of the psychological development of young adults in the Western Cape’ led by Prof M. Florence and Dr T. Adonis. The tournament served a dual purpose in getting the youth active during the school holidays as well as conducting research. According to Dr T. Adonis, “This tournament presented a unique opportunity to focus on the health and wellness of this age group and served as an opportunity to market the UWC brand.”

Mitchells Plain
https://drive.google.com/drive/u/0/folders/1fEqlGINTNFN WwYPUutar$pdFL$ql$Kb
Responding to our mission to address the health and well-being of society, the faculty once again facilitated a successful outreach programme in the Mitchells Plain area on 30-31 March 2022. The focus of the outreach was on addressing “Wellness Day for Community Healthcare Workers’. A total of 20 staff and 130 students from UWC interacted with 133 community healthcare workers. In collaboration with the Faculties of Dentistry, Law and Science (School of Pharmacy), staff and students from UWC addressed the health and well-being needs of community health workers.

Bellville CBD
On 3 August 2022, students and staff from the faculties of Community and Health Sciences, Dentistry, Law and Natural Sciences provided health screenings and wellness services in the Bellville CBD. Activities included health screening, wellness talks, therapeutic, dental, and legal counselling services. This outreach was unique as it also included a Futsal 5-a-side tournament as well as the wellness walk.
Community Engagement

Fisantekraal

**Dietetics and Nutrition**
- Placement Sites: Early Childhood Development Centres, 12 Students per block

**School of Nursing**
- Placement Sites: Fisantekraal Day Clinic, Senior Club, Mosselbay River Conservation Team, 18 Students per block

**Social Work**
- Placement Sites: Schools, Organisations work with Social Development Issues, 6 Students per block

**Strategic Partners**
- NTSS
- Early Childhood Development Centres
- Trevor Manuel Primary School
- Fisantekraal High School
- Aquila High School
- Resilient Kids Organisation
- Usapho Foundation
- Waumbe Youth Development Centre
- Senior Clubs
- Religious Leaders and Institutions
- Fisantekraal Centre for Development
- Balula Day Centre for Disabled Kids
- The Farther’s Heart Organisation
- Mosselbay River Conservation Team
- Other Local and Provincial Government Departments

**Occupational Therapy**
- Placement Sites: Resilient Kids Organisation, Fisantekraal Centre for Development, Usapho Foundation, Waumbe Youth Development Centre, The Farther’s Heart Organisation, 8 Students per block

**Physiotherapy**
- Placement Sites: Schools, Tygerberg Hospice/Home-based Carers, 4 Students per block

Mitchells Plain

**Social Work**
- Placement Sites: Hope Recovery Again (4 Students), Mustadafin Foundation (4 Students), Mitchells Plain Skills School (6 Students), Cape Mental Health (4 Students), Autism Connect (1 Student and 1 Italian Volunteer)

**Occupational Therapy**
- Placement Sites: Baithul Ansaar (2 Students), Arisen Women (2 Students), Cape Mental Health (4 Students), Beaconvale Frail Care (2 Students), Lentegeur LSEN (2 Students), Lentegeur Psychiatric Hospital (4 Students)

**Physiotherapy**
- Placement Sites: Beaconvale Frail Care (2 Students), Lentegeur LSEN (2 Students), Lentegeur Psychiatric Hospital (4 Students)

**School of Natural Medicine**
- Placement Site: UWC

**Strategic Partners**
- UWC Rehab Project
- Baithul Ansaar
- Arisen Women
- Cape Mental Health
- Beaconvale Frail Care
- Autism Connect
- Lentegeur LSEN
- Lentegeur Psychiatric Hospital
- Hope Recovery Again
- Mustadafin Foundation
- Mitchells Plain Skills School
Genadendal
On 13-14 October 2022, the Faculty of Community and Health Sciences students, in collaboration with students from the Faculty of Natural Sciences and the Faculty of Law, once again ventured into Genadendal community delivering health and wellness promotion as well as much needed services to the community after a three-year long hiatus due to COVID-19 outbreak and restrictions that followed.

Scholarly Professional Engagement
The following press releases were published by FCHS academics in 2022:

- **Building Family Resilience**: Dr. Serena Isaacs has worked extensively with the community of Lambert’s Bay for the preceding eight years. Her research has focused on strengthening the resilience of families within disadvantaged communities.
- **Promoting the use of valid and reliable psychological tools**: Prof. Munnik, as part of her NRF-funded study, works closely with primary schools in the Western Cape to collect data that aims to investigate the reliability and validity of the E3SR created to assess emotional and social competence among preschool children.
- **Pets as Therapy (PAT)**: Dr Leigh Tucker is the Chair of PAT which focuses on animal-assisted therapy for children in hospitals receiving intensive medical treatment, visually and hearing-impaired children, children with special educational and learning needs; patients in special care facilities for Alzheimer’s and dementia and persons with intellectual and/or physical challenges. Dr Tucker’s work is aligned with her research interests which focus on assessing the utility of animal-assisted therapy in promoting health and well-being.

Engaging with International Partners
- Dr C Hart co-lectured with colleagues in the UWC Community Engagement Unit on the Stakeholder Engagement Short Course as part of a collaboration with the City of Cape Town, on behalf of the Minister of Foreign Affairs, and within a MoU with the Vrije Universiteit Amsterdam and World Waternet Amsterdam. She also facilitated the M&E Substance Misuse Community Member Short Course, which is part of training for CEU programme.
- The Bachelor of Nursing Student Council — Prof Chipps, Prof Martin and Dr Hoffman — participated in an online shared seminar with the UWC Faculty of Dentistry and the University of Asahi and Mekai from Japan.
- Prof A. Rhoda did a presentation at Winston Salem State University in Winston Salem, North Carolina on 11 May 2022 as well as at Vanderbilt University in Nashville, Tennessee on 9 May, 2022. Topic: Impacting Society Through Inter-Professional and Collaborative Practice Initiatives. In this presentation, Prof A. Rhoda shared the extensive work we collectively do as a faculty in our communities.
- Dr T. Steyl & Prof N. Mlenzana visited the Norwegian University of Science and Technology (NTNU) in Trondheim from 10-17 June 2022 regarding a recently developed research proposal between NTNU, SINTEF, India and South Africa (UWC) regarding a postgraduate module.
- Prof M. Van der Westhuizen presented the topic Intercultural Work and the Arts at the Protestant University of Applied Sciences in Bochum Germany.
- Dr R. Davids presented the topic Disability and Diversity at the Protestant University of Applied Sciences in Bochum Germany.
- Mr M. Safodien presented the topic Impacting Society Through Inter-Professional and Collaborative Practice Initiatives, at Karl De Grote University in Antwerp Belgium.
- Dr C. Hart attended ARIS International Summit 2022 and Graduated as ORIC 2021/22 Cohort member.

Staff Nominated on to Regional/National/International Professional Boards or Organisations
- Prof Jennifer Chipps from the School of Nursing serves on the WCCN committee and Prof Penelope Martin serves on the Senate and the Council of the Western Cape College of Nursing.
- Prof Marie Young from the Department of Sport Recreation and Exercise Sciences serves on the World Leisure Board of Directors and was elected to serve on the Advisory Board for the World Leisure Journal.
- Dr Wendy Ericksen-Pereira from the School of Natural Medicine serves on the Executive Committee Allied Health Professions Council and the World Naturopathic Federation.

CURRICULUM CHANGES/RENEWAL
The following new programmes are being initiated and developed in the faculty.
- The Postgraduate Diploma in Nursing Education received its first student cohort in 2022. Other PG Diplomas that are in progress are: PG Dip Mental Health — SANC accredited, CHE feedback — micro-circulation, PG Diploma in Advanced Midwifery — 2023, PG Diploma in Primary Care Nursing: Submitted to SANC, PG Diploma in Midwifery will open for applications in 2023.
- Higher Certificate in Sport, Performance and Recreational...
ecological social work can contribute to the UN Sustainable Development Goals.

- Two third-year BSW students completed a semester at the University of Applied Sciences, Bochum, in 2022, Germany as part of an Erasmus+ scholarship.
- Achievement by first-year Community Development student, Ms Latiefa Jacobs: Ms Jacobs won the overall Play Your Part Award for outstanding active citizenship for her work with the Aurorah Kuilsriver CAN organisation. The announcement was made at Brand South Africa’s PlayYour Part Awards in Johannesburg on 17 March 2022. She was also the winner of the Poverty Alleviation Award of the Year. Play Your Part is a nationwide initiative that aims to inspire, empower and celebrate active citizenship in South Africa.

STUDENT ACHIEVEMENTS

Undergraduate Students
- Fifteen third-year Bachelor of Social Work (BSW) students participated in an online shared learning and teaching seminar, focusing on resilience among vulnerable children. Lecturers at UWC and the University of Applied Sciences, Nuremberg, Germany shared presentations, and students worked together on an assessment to look at similarities and differences among vulnerable children and social work practices.
- Ten third-year and 10 fourth-year BSW students participated in an online Human Service Week, organised by the University of Applied Sciences, Nuremberg, Germany, where they presented on ‘ecological social work’ and cooperated with students from four participating programmes to explore how ecological social work can contribute to the UN Sustainable Development Goals.

Postgraduate Students
- Ms Lindokuhle Hlatshwayo received a NRF scholarship for her PhD in E-social work.
- Mr Frans Mantoshi received the German Chancellor Fellowship for Protective Leaders from South Africa for his PhD study in Foster care: Screening and training guidelines.

SPECIAL FACULTY PROJECTS

Social Innovation Project Initiative
- The Community and Health Sciences Faculty and the Office of the Deputy Vice-Chancellor: Research and Innovation partnered with the Social Innovations Institute & Lab™ to assist academics in applying knowledge and research to impact society.
- The Social Innovations Institute & Lab™ is an intensive sustainable innovation process that includes idea exploration,
testing and plan execution to hone entrepreneurship and innovative thinking skills while developing and eventually executing, new or improved business models. The lab consists of several modules which allow the achievement of the goals of transforming both emerging and established leaders into sharper, smarter, better versions of themselves. The projects covered several themes, including:

- UWC High Performance Centre
- Hangouts for healthcare — Interprofessional Education Unit (IPEU)
- Home-based tele-rehabilitation
- Social innovation through sustainable development
- Transforming a clinical skills laboratory into a virtual simulation laboratory
- Social work practice for a green environment: Promoting sustainable development

Interprofessional Education Project
- Prof F. Waggie is leading a faculty-wide research project that evaluates the interprofessional education and collaborative practice (IPECP) curriculum. The study will focus on evaluating the perceived effectiveness and impact on the university students, graduates, staff members and community stakeholders of the IPECP curriculum.

Alumni News
- A BSW Alumni, and current MSW student, Ms Dori-Anne Erasmus is involved in the training of police officers in Bishop Lavis to ensure their interaction with the community: https://www.iol.co.za/capeargus/news/workshops-held-with-bishop-lavis-police-to-improve-service-delivery-to-the-community-6616c8ac-cef0-4e39-b104-27a565768f17

RESEARCH PROJECTS

SCHOOL OF PUBLIC HEALTH
- Project title: Food environments in South Africa: Addressing malnutrition using a syndemics approach (Food-SAMSA)
  Researcher: Prof Zandile J MCHIZA
  Co-investigator/s: Dr Martina LEMBANI, Dr Peter VON PHILIPSBORN, Prof Eva REHFUESS, A/Prof Peter DELOBELLE, Prof Estelle Victoria LAMBERT, Ms Carmen KLINGER, Ms Katharina WABNITZ, Dr Jillian HILL, Dr Olufunke ALABA & Ms Karin GEFFERT
- Project title: Gender transformative learning partnership for adolescents and young people to advance sexual and reproductive health: A qualitative study on the process of planning.
  Researcher: Prof Olagoke AKINTOLA
  Co-investigator/s: Ms Colleen WAGNER
- Project title: Evaluation of a multi-site community participatory-based project to achieve full childhood immunisation coverage in Mozambique and Malawi.
  Researcher: Prof Hanani TABANA
  Co-investigator/s: Prof Helen SCHNEIDER, Dr Linda SHURO & Prof Lucia KNIGHT
- Project title: Evaluating the impact of community health worker (CHW) learning hubs, multi-stakeholder consultations and awareness campaigns to support the implementation of South Africa’s Tuberculosis (TB) Recovery Plan.
  Researcher: Prof Renier COETZEE
  Co-investigator/s: Dr Ruvandhi NATHAVITHARANA, Dr Helene-Mari van der WESTHUZEN, Ingrid SCHOEMAN, Lawrence MANDIKIANA & Erika-Mohr HOLLAND
- Project title: Feasibility of delivering Lifestyle Africa in churches.
  Researcher: Dr Lungiswa TSOLEKILE
  Co-investigator: Prof Thandi PUOANE & Prof Delwyn CATLEY
- Project title: Impact of the COVID-19 pandemic on treatment outcomes for adolescents on HIV treatment in the Western Cape, South Africa.
  Researcher: Prof Brian van WYK
  Co-investigator/s: Prof Talitha CROWLEY, Ms Yolanda MAYMAN, Ms Lindi MASELLA, Dr Ebrahim KRIEL & Prof Michelle TETI
- Project title: Feasibility of delivering a lifestyle weight loss intervention in churches in Cape Town
  Researcher: Dr Lungiswa TSOLEKILE
  Co-investigator: Prof Thandi PUOANE & Prof Delwyn CATLEY

PHYSIOTHERAPY
  Researcher: Ms Tammy-Lee PRETORIUS
  Co-investigator/s: Ms Brittany FELL
- Project title: Women’s mental health: Exploring the needs of women discharged from female acute units of two psychiatric facilities in the Western Cape
  Researcher: Dr Tracey-Ann ADONIS Prof Maria FLORENCE, Dr Athena PEDRO, Dr Serena ISAACS and Mr Kyle JACKSON
  Co-investigator/s: Ms Noluthando MIPISANE & Ms Casey Brandy BOTHA
- Project title: The research journey during COVID-19: experiences of doctoral candidates from a physiotherapy department in the Western Cape who were proposing, conducting, or writing up their thesis.
  Researcher: Dr Tania STEYL
SCHOOL OF NURSING
Project title: Supporting HIV positive adolescents with self-management to be resilient and thrive (S-SMART): Feasibility, acceptability and preliminary effectiveness
Researcher: Prof Talitha CROWLEY
- Project title: Psychological distress, social support, coping and resilience among university nursing students during COVID-19 pandemic
  Researcher: Prof Jennifer CHIPPS
- Project title: Prediction of the unplanned & avoidable trauma & surgical readmissions in a selected emergency department in KwaZulu-Natal, South Africa.
  Researcher: Prof Jennifer CHIPPS
  Co-investigator/s: Prof Modeste RUGIRA
- Project title: Student nurses perceptions of professional identity across contexts: An associative group analysis
  Researcher: Prof Felicity DANIELS
- Project title: Exploring undergraduate nursing students; experience of the implementation of the COVID-19 policies at a University in the Western Cape
  Researcher: Ms L Velaphi

OCCUPATIONAL THERAPY
- Project title: A community-based, participatory research approach to understand challenges, needs, risks and engagement amongst vulnerable youth in South Africa.
  Researcher: Prof Lisa WEGNER
  Co-investigator: Prof Shaheed SOEKER, Prof Jo-Celene de JONGH, Prof Barry ANDREWS, Prof Marie YOUNG, Dr Thuli G. MTHEMBU, Dr Lucia HESS-Ar, Dr Gérard FILIES, Dr Wilson MAJEE & Mr Makhaya MALEMA
  Researcher: Dr Adaobi ANAKWE & Dr. Wilson MAJEE
  Co-Investigator/s: Prof Lisa WEGNER, Prof Thuli MTHEMBU & Dr Makhaya MALEMA

SPORT, RECREATION & EXERCISE SCIENCE
- Project title: Leisure-time physical activity as a means to promote health outcomes during COVID-19 pandemic for people with disabilities in the Western Cape Province
  Researcher: Mr Makhaya J. MALEMA
  Co-investigator: Mrs Dipolelo Rossly MALEMA & Ms Khuliso MATSHOVHANA
- Project title: Engaging youth regarding physical activity: To inform the 2023 healthy active kids South Africa report card
  Researcher: Prof Susan BASSETT

DIETETICS AND NUTRITION
- Project title: The use of social media platforms for nutrition-related information, education & communication by registered dietitians & nutritionists (RDNs) and social media influencers (SMIs) in South Africa
  Researcher: Ms Jill WILKENSON
- Project title: Drivers of food choices
  Researcher: Prof Elizabeth Catherina SWART
  Co-investigator/s: Dr Nazeemia SAYED
- Project title: Investigating the on-package nutrition information and marketing techniques of the packaged food supply in Zimbabwe
  Researcher: Prof Elizabeth Catherina SWART
  Co-investigator/s: Ms Tamryn JENKINGS & Ms. Alice KHAN
- Project title: Investigating food marketing on television in South Africa.
  Researcher: Prof Elizabeth Catherina SWART
  Co-investigator/s: Ms Tamryn JENKINGS, Ms Alice KHAN & Ms Lisa DEYCE

PSYCHOLOGY
- Project title: The Africa long life study: A longitudinal exploration of the psychological development of young adults in the Western Cape
  Researcher: Prof Maria FLORENCE
  Co-investigator/s: Dr Tracey-Ann ADONIS
- Project title: Assessing the mental health impact of COVID-19 on students at historically disadvantaged South African universities: Development of a conceptual framework to guide intervention efforts
  Researcher: Prof Anita PADMANABHANUNNI
- Project title: Exploring foundation phase teachers’ experiences with teaching amidst the COVID-19 pandemic
  Researcher: Dr Athena PEDRO
  Co-Investigator/s: Amy-Jean VILJOEN, Hannah LUKIC, Khelsey FRASER, Koketsu MAMABOLO, Present NKUNA, Shannen FERREIRA, Sinesipho JENKINS, Warona MATEANE, Xolisa GWADISO
- Project title: Validation and adaptation of the revised emotional social screening tool for school readiness (E3SR)
  Researcher: Dr Erica MUNNIK
  Co-investigator/s: Prof Mario SMITH & Ms Cebokhazi MTATI
CENTRE FOR INTERDISCIPLINARY STUDIES
OF CHILDREN, FAMILIES AND SOCIETY

- Project title: Perceptions of physical appearance in Africa: Skin tone and how it shapes dating and health of young adults at the University of Western Cape.
  Researcher: Prof Nicollete V ROMAN
  Co-investigator/s: Dr Antoinette Marie LANDOR (UM)
- Project Title: HIV-related stigma and Family Functioning: A Scoping Review
  Researcher: Dr. Zeenat YASSIN-BURNS
  Co-Investigator/s: Dr Charlene ERASMUS

SOCIAL WORK

- Project title: Self-positioning of BSW students in the context of social exclusion, intersectionality and participation in an international context
  Researcher: Dr Shernaa CARELSE
  Co-investigator/s: Dr Glynnis DYKES & Prof Nicole van LANGSдоръFF (Evangelische Hochschule Darmstadt, Germany)
- Project title: Towards environmental justice: A community-based strategy to facilitate youth participation in a green economy in a selected community in the Western Cape.
  Researcher: Dr Glynnis DYKES
  Co-investigator/s: Prof Marichen van der WESTHUIZEN, Dr Shernaa CARELSE, Dr Ronel DAVIDS, Dr Anja HUMAN-HENDRICKS, Mr Redau SAFODIEN & Ms Violet ADONIS

CHS ACCREDITED PUBLICATIONS


Andipatin, M. & Ssegujja, E., (2022). Examining the variations in the implementation of interventions to address stillbirth from the national to subnational levels: Experiences from Uganda. Journal of Molecular Liquids

Andipatin, M. & Ssegujja, E., (2022). Health workers’ social networks and their influence in the adoption of strategies to address the stillbirth burden at a subnational level health system in Uganda. PLOS Global Public Health


Curationis: Research Journal of the Democratic Nursing Organisation of South Africa


Coetzee, R., (2022). The knowledge and practices of caregivers regarding the administration of oral liquid medication to children at a healthcare clinic in Bloemfontein, South Africa. South African Journal of Child Health


University of the Western Cape


living with a chronic illness in South Africa: A case of HIV. AIDS Research and Therapy


Kunneke, E., Faber. M. & Mulabisano, TA., (2022). Retail cost and energy adjusted cost are associated with dietary diversity and nutrient adequacy for diets of 6 to 24 months old children. Nutrients


Leach, LL., (2022). Association of sitting time with mortality and cardiovascular events in high-income, middle-income and low-income countries. JAMA Cardiology

Leach, LL., (2022). Body composition, physical fitness and physical activity in Mozambican children and adolescents living with HIV. PLoS ONE


on semen parameters in infertile men: A systematic review and meta-analysis. *World Journal of Men’s Health*


Leisegang, K., (2022). Vulnerability of the male reproductive system to SARS-CoV-2 Invasion: Potential role for the endoplasmic reticulum chaperone Grp78/HSPA5/BiP. *Cell Journal*


Mathole, T., Jackson, D. & Oyebanji, O., (2022). Promoting awareness of the role of the district clinical specialist team in the Amathole District, South Africa: A valuable specialty in improving healthcare access and quality. *Tropical Medicine and Infectious Disease*

Mathole, T., Jackson, DJ. & Oyebanji, O., (2022). PMTCT data management and reporting during the transition phase of implementing the rationalised registers in Amathole District, Eastern Cape Province, South Africa. *International Journal of Environmental Research and Public Health*


role of sense of coherence and resilience in the relationship between COVID-19 fear and loneliness among schoolteachers. *OBM Neurobiology*


Rhoda, A., Frantz, J. & Majee, W., (2022). Take time to listen: Community health worker perceptions on self-management trainer role. *Journal of Community Practice*


Sanders, D. & Doherty, T., (2022). ‘I know what I should be feeding my child’: Foodways of primary caregivers of child support grant recipients in South Africa. Global Health Action


**ACCREDITED: BOOKS AND BOOK CHAPTERS**


DEAN’S OVERVIEW

My appointment as the new dean of the Faculty of Dentistry in October 2021 allowed me to have a short period of induction before really starting my fresh mandate in January 2022. I inherited leadership in a faculty that had historical issues relating to low staff morale and dissatisfaction from senior and junior staff, lack of posts and opportunities and a split in the powers of the Dean from one of wearing two hats – (Western Cape Government [WCG]) and UWC – to one representing a single entity (UWC). The move from province to split the post of the Dean into an academic dean in charge of academic training, teaching and research and a manager dental services who managed the service platform was in line with what the other health training institutions had already implemented. For example, University of Cape Town (UCT) and Stellenbosch University (SU) have Deans of Health Science Faculties and CEOs of the academic training hospitals (Groote Schuur and Tygerberg). The Faculty of Dentistry was a joint platform that accommodated both the university training platform and the service platform in one building owned by UWC. The province rented the clinical space from the university and there was an agreement that both share the platform for service and training. The arrangement was guided by the bilateral agreement (BLA) and the multilateral agreements (MLA) between the province and the health sciences faculties in the Western Cape. I assumed my role as the first Dean that was 100% paid by UWC in October 2021. All previous deans at UWC were joint appointees representing the university and the province.

I have had to develop an intimate knowledge and understanding of the BLA as common issue around items such as sabbatical leave, study leave, teaching relief, service and training demands, time for research, staff roles and responsibilities, etc required decisive leadership as staff were not familiar with the contents of the BLA. Reporting lines were often potential areas of conflict based mainly on the notion of the salary splits at UWC. At UWC, staff were either 100% paid by UWC, 49% paid by UWC with 51% paid by WCG, 51% paid by UWC and 49% paid by WCG, or 100% paid by WCG. The staff with the larger percentage paid by UWC were employed under university conditions of employment and similarly, if WCG paid a larger portion of your salary, your conditions of employment lay with province. Other contentious issues that needed to be addressed during my one year as Dean were issues such as adherence to our hard lockdown Covid-19 policy which was implement at the faculty and the working from home policy for UWC staff. These were particularly difficult to resolve, but common sense prevailed when the manager dental services and myself as Dean reached an agreement on adherence to the hard lockdown policy from UWC, although staff employed under the conditions of employment of WCG wanted to deviate. Similarly, we compromised on the work from home policy to promote harmony between both UWC and WCG staff at the faculty. To align the faculty of dentistry to my vision to make UWC dentistry a global player in teaching, training and research, we made some fundamental changes during my first year.

FACULTY STRUCTURE

The Faculty of Dentistry at UWC had a cluster arrangement of departments when the institution merged with Stellenbosch Dental School in 2006. This cumbersome arrangement had outlived its usefulness and three years ago and the faculty proposed a new structure based on the traditional department configuration. Eleven departments operated within this interim structure while waiting for the university academic planning unit (APU) to approve it. Unfortunately, after three years, approval still hadn’t been granted and I then decided to drive this process in June 2022. I arranged a meeting with the APU head at UWC and received detailed feedback on their requirements. I reworked the entire document with the assistance of our education specialist and input from the APU. This revised draft was served...
at the Senate Academic Planning (SAP) in August 2022 and we received further feedback. Another revision was served at the 19 October meeting and the new faculty structure was approved for implementation. This is significant because it has implications for the strategic plan, human resource planning, organogram, structure and functions of the faculty and its roles and responsibilities.

STRATEGIC PLAN
To align with the vision of becoming a global player in teaching, training and research, we needed to align the strategic plan to support the Faculty’s mandate. All departments were asked to develop their own strategic plans to feed into the Faculty strategic plan. UWC’s human resources department linked me up with consultants who assisted us in its development. This was completed in 2022.

CHANGE MANAGEMENT
What followed was the need for a change management process to address the concerns of many staff. Human resources contracted independent expert consultants to deal with this matter, while all staff and stakeholders participated in the process. A report was produced and feedback to HODs and senior UWC staff given at a full day workshop held at Lagoon Beach Hotel on 14 November 2022. This was the first phase of the process, which will continue in 2023.

DIGITAL WORKFLOW
The world of dentistry has changed significantly in the last few years. We need to adopt the new technology in our teaching, training and research initiatives. We have spent well over R3-million in the past year acquiring digital milling units, 3D printers, scanners and software used for designing and printing high end crowns, etc. In the next two years, we will be able to extend this to denture patients in the Western Cape. We hope to provide pensioners and those that qualify with implant supported dentures for free.

INFRASTRUCTURE
The Dental Faculty is more than 40 years old and requires significant infrastructure upgrades. To become a global player in teaching, training and research, image is key. The appearance of the school and building must align with the vision in order to attract the best minds in the world to come and spend time at the faculty. I teamed up with space and design experts to start the upgrades, which have been neglected over the years. The idea is to spend some money and use these projects as a basis to fundraise for bigger upgrades, “spend 10c to get back a rand”. We are teaming up with our institutional advancement unit at UWC to embark on international and national roadshows to specifically target UWC alumni who practice all of the world. Some of the design concepts already approved and due for completion in April 2023. These include:

Project 1: Upgrade of Entrance to Dentistry Faculty, Mitchells Plain
The Mitchells Plain training site is situated in the Melomed Hospital Building, where UWC owns three floors. Melomed recently upgraded its reception area, leaving the entrance to the Dental Faculty looking decidedly shabby. The aim is to upgrade and showcase the new modern image UWC wishes to portray. The ‘before and after’ concept design shows the modern appearance we will have by April 2023. The funds for this project have already been approved.
THE NEW UPDATED APPEARANCE AFTER RENOVATION

Project 2: PPS Postgraduate Room
PPS has provided R500 000 and the Faculty the rest of the funding to create a postgraduate room where all postgraduate students, postdoctoral students and visiting academics will have a quiet, modern space to work on their research projects. Currently the room is used to store PPE and the design consultants have presented us with the designs and features of the room as you see in the photos below. It is important to note there will be a less than 5% variation in the design concept and the actual appearance of the PG room.

LAYOUT 1
OPEN PLAN PG OFFICE
Project 3: Upgrade of Student Common Room for Relaxation

This room has not changed since I was a student at UWC 27 years ago! The dim, unsightly room will be transformed into a modern space for students in 2023. The current appearance and concept design below provide evidence of the image transformation coming to UWC in 2023.
Project 4: Upgrade of Student/Staff Cafeteria

This is also much needed at our Tygerberg campus. Designs show a modern well-lit space for our students and staff to enjoy a meal or a cup of coffee. The before and after pictures show the design revolution coming to UWC’s Faculty of Dentistry.
All four of the projects described here have been costed. We will invest R5 million turnkey (from start to completion as per design concepts with less than a 5% variation). The idea is to take these design concepts to completion and put together a presentation for a funding tour nationally and internationally next year to share the vision, mission and image of what I, as the Dean, would like to transform UWC Dentistry into. My hope is that we will provide potential funders with evidence that we at UWC Dentistry have started the revolution to upgrade our school and we will present other similar upgrade projects with budgets to request that they walk this journey with us. I am convinced we can raise more than R100 million in this way for much-needed upgrades in other areas of our building. The concept of spending 10c to get a rand will be applied in our strategy to raise funds for the new-look modern 21st century Faculty of Dentistry. I am proud to be the first Dean to move in this direction.

MOUS WITH INSTITUTIONS AND COMPANIES

To become a global player in teaching training and research, one needs to establish the links and partnerships with the big players so that they collaborate with us as equal partners to advance our research and training agenda. I have an international relations officer in our faculty who liaises with the international relations office at the main campus in Bellville and we have over the last year signed the following MOUs:

1. University of Oslo, Bergen
2. Ghent University
3. University of Malaya
4. Asahi University
5. Meikai University
6. University of Missouri
7. Obafemi Awolowo University, Nigeria
8. University of Namibia
9. Al Quds University, Palestine
10. Artevelde University of Applied Sciences campus

Other MOUs to be finalised include:
- Kings College, London
- University of Khartoum, Sudan
- Harvard University (oral pathology)

We have also signed MOUs with dental companies (mainly implant companies) doing business with our faculty so that there is no conflict of interest especially when it comes to research collaborations and using/testing their products independently against other similar products.

FUNDING

The benefits of being a faculty of dentistry rather than a school is evident at UWC where I have been able to access a number of funding opportunities to promote the agenda of teaching, training and research in the faculty. I have provided a summary of our gains in the past year:

- R1.8-million postgraduate growth bursary from UWC main campus
- R600 000 research chair for dentistry
- R500 000 PPS for infrastructure upgrade Re: PPS PG room
- Colgate: R3-million mobile truck for community outreach truck, with R500 000 for equipment
- Clinical training grant R5.2-million for equipment
- Clinical training grant R2.6-million for infrastructure upgrades
- Clinical training grant for academic staff support (salaries) R3.7-million
- Clinical training grant for support staff R1.74-million
- R20-million over five years HVAC (upgrade of the air-conditioning system at Faculty of Dentistry Tygerberg Campus)
- R3.2-million upgrade of storage spaces for consumables
- Student bursaries R400 000
- Graduation ball for 2022 R123 000
- Conferences attendance R50 000

The above is a summary of a hectic year in charge of South Africa’s largest Dental Faculty which is now positioning itself to be a global player in teaching, training and research. I have loved the challenge and have changed the direction this massive ‘ship’ is moving in.
1. MANAGEMENT

The Executive Management of the Faculty of Dentistry’s academic programmes was carried out by the Dean, Prof Veerasamy Yengopal, two Deputy Deans and the Faculty Manager. Prof VJ Wilson is the Deputy Dean for Academic including Teaching and Learning and Prof GAVM Geerts is the Deputy Dean for Research and Postgraduate Studies. The Faculty Manager is Ms JT Savill. This executive met monthly.
STAFF ESTABLISHMENT
The staff establishment is stable at Senior Lecturer/Dentist/Oral Hygienist level and below.

The recruitment and selection process, which is totally university driven, is efficient. Posts at the level of Specialist/Head Clinical Unit/Associate Professor on the Joint Staff require tabling the vacancies at the Joint Standing Advisory Committee (JSAC), which only meets four times a year, followed by referral to the HR department of the Province for approval by the Head of Health. This process is time consuming and frustrating.

The Ad Personam promotions saw one staff member promoted from Associate Professor to Professor, four staff members promoted from Senior Lecturer to Associate Professor and six staff members promoted from Lecturer to Senior Lecturer.

Addressing the other critical issues in the Faculty’s five-year plan is a work in progress. The biggest challenge is still the operationalisation of a bilateral agreement between UWC and the Western Cape Government’s Department of Health and Wellness. This will guide funding, access to the clinical platform and the rendering of clinical services by joint appointment staff.

2. TEACHING AND LEARNING

TEACHING AND LEARNING WORKSHOPS
During recent departmental interviews to determine learning and teaching needs, HODs highlighted the need to strengthen vertical and horizontal articulation between disciplines in the curriculum. This means a move away from a ‘siloed’ curriculum to a multidisciplinary approach that integrates basic science foundational knowledge more closely with clinical practice. Studies have suggested that a multidisciplinary case-based learning (CBL) approach may lend itself to the synthesis of information and assessment of outcomes that support the type of learning necessary in dentistry. Problem-based learning (PBL) helps students to integrate preclinical and clinical knowledge and skills in clinical dentistry. In problem-based learning, a case is employed to prompt the students (as a group) to identify and develop new areas of learning, whether the case is solved or not. Colleagues were invited to attend the following webinars:

a. Case-based learning: Thursday 07 April 14:00 – 16:00
b. Problem-based learning: Thursday 14 April 14:00 – 16:00
c. Research-based learning: Thursday 21 April 14:00 – 16:00

The facilitator was Prof Lorainne Hassan (Director: learning teaching and student success)

DEPARTMENTAL TEACHING AND LEARNING WORKSHOPS
Meetings with the HODs were held to discuss and prioritise departmental teaching and assessment needs before scheduling departmental teaching and learning workshops. With this approach we do not only model the closing of the ‘feedback loop’ but also a shift from a just-in-case teaching approach to a just-in-time teaching approach.

TEACHING AND LEARNING WORKSHOP FOR THE DEPARTMENT: ORAL MEDICINE AND PERIODONTOLOGY (OMP) 01/06/2022
The aim of the Faculty learning and teaching workshop was to help lecturers to design and align digital assessment with experiential learning in a blended learning environment as they migrate between online and face-to-face classroom sessions. This is arguably the most challenging aspect of designing blended learning environments. The experiential learning flipped classroom flow planner was illustrated at the workshop. The experiential learning flipped classroom flow planner guides the lecturer through each part of a lecture and provides practical suggestions on the digital learning, teaching and assessment strategies and technologies that can be used for each part of the learning unit.

FACULTY CURRICULUM WORKSHOP FOR FACULTY COORDINATORS (MODULE COORDINATORS, YEAR COORDINATORS AND CLINICAL MENTORS) 09/09/2022
The changes in the curriculum as well as learning and teaching make new demands on module coordinators, year coordinators and clinical advisors. Professional development and training are essential.

A faculty curriculum workshop was held at the Cape Verde Hotel on Friday 09 September 2022. The workshop started with a reflection on ‘curriculum orientations’ in the faculty. In short, curriculum orientation is a personal belief about the purpose of education such as curriculum intent, content, organisation, teaching methods, learning activities and assessment (Cheung, 2000). An awareness of one’s own curriculum orientation as well as colleagues’ is essential information for module coordinators.

The second part of the morning session focused on the roles and responsibilities of the module coordinators. Dr Samuel Lundie compiled a draft Faculty Coordinators’ Handbook highlighting the roles and responsibilities of module coordinators, clinical advisors, and year coordinators. The roles and responsibilities were discussed during the workshop and thereafter shared with the departments for further input. The Faculty Coordinators’ Handbook will be tabled at the next faculty academic planning committee meeting.
The following is a list of webinars hosted by the Faculty of Dentistry during 2022:

1. **Reflection to Support Learning and Student Voice** - Presenters: Ms. Natalie Gordon, Dr Marcelle Cupido, Dr Nashreen Behardien
   
   Competent health professionals should be able to reflect deeply and critically. Reflection to support learning is one methodology that could encourage critical thinking, problem solving and self-directed learning. This methodology has not been used extensively in dentistry or dental hygiene programmes. Apprenticeship models, often used in the dental professions and emphasise technical expertise, systematic procedures and deliberate protocols and may not fully encourage students to develop critical thinking and problem-solving skills. These models can be enhanced by incorporating strategies such as reflection in the learning and teaching process and so develop the practice of reflection in both the student and the teacher. Reflection further encourages the development of student voice and agency.

2. **Research-Based Practices to Guide Blended Learning Design**
   
   In 2022 we made use of research-based practices to guide blended learning design, pedagogy and assessment. Staff from the CIECT and APU are collaborating to support and assure high quality programme design. Blended learning offerings will be reviewed through APU for quality assurance. We now have an opportunity to reflect on what we have learnt since the COVID-19 pandemic began in 2020 and, in the context of our approved UWC IOP (2021-2025), Flexible Learning and Teaching Provisioning Policy (2021) as well as the new UWC Assessment Policy formulate our 2022 learning and teaching plan.

3. **Learning from Each Other Webinars**
   
   The following Learning from Each Other webinars were held:
   
   - **Designing and assessing multiple choice questions.**
     
     The webinar focused on the following important actions:
     
     - Reviewing current multiple-choice questions assessments and illustrating a few of the properties of effective MCQs.
     - Designing valid and reliable MCQs at different levels of learning, including examples of higher order thinking skills as well as the application of procedural knowledge and competence (e.g. clinical examination).

4. **Clinical Faculty Calibration** - Prof Janice Williams (Tennessee State University)
   
   Clinical instructors in dentistry and dental hygiene have various educational backgrounds, workplace settings, and patient care experiences. In clinical education, it is important for instructors to be calibrated on the clinic policies and procedures in order to better impart knowledge onto students so that they are able to competently treat the public. The research shows that when clinical instructors are not calibrated, it can negatively impact students’ educational experiences. In this presentation we will discuss clinical faculty calibration, its importance, conundrums, types of calibration activities, and calibration benefits.

5. **Learning From Each Other Webinar - Transitioning to Blended Learning: WITS Health Sciences: Prof Lindelani Mnguni**

   Prof Lindelani Mnguni is an Assistant Dean and Associate Professor in the Faculty of Health Sciences at WITS, and a Research Fellow at the University of South Africa. Prof Mnguni is a C2 NRF rated researcher in the field of science education with special interest in curriculum and instructional design and development. Prof Mnguni plays a key role in the transitioning of the Faculty of Health Sciences towards blended learning and we have agreed that the two faculties, which are probably in the forefront with the implementation of blended learning in Oral Health Sciences, to work together and to learn from each other.

6. **UWC Assessment webinar: Taking a Deeper Look at UWC’s New Assessment Policy**

   Dr Samuel Lundie presented an assessment webinar to the faculties of EMS, CHS, Education and Dentistry.
   
   - Implications for UWC for moving from a rules-based assessment approach to a principles-based assessment approach.

   Improvements in the organisational culture are affected and determined largely through rules that adhere to overarching principles (principles-driven rules) and result in better performance.

**DVC ACADEMIC WEEK 2022 (30/08/22 & 01/09/22)**

The following colleagues participated during the DVC Academic week 2022:

- **DVC: Academic – Academic Week 2022 Day 2. 30 August 2022: Assessment for Student Success & Scholarship of Teaching and Learning.**

  **PART 1: Assessment in the Context of Flexible Learning Provisioning for Student Success**

  Dr Samuel Lundie: A deeper look into UWC Assessment Policy (2021)

  **PART 2: Scholarship of Teaching and Learning**

  Dr Samuel Lundie: The Faculty of Dentistry bridges the divide between research and teaching.
DVC: Academic – Academic Week 2022 Day 4:
1 September 2022: Blended and Fully Online Approaches for Student Success.
Dr Faheemah Kimmie: Setting up an online environment for Postgraduate Dentistry Modules.

Drs Jonathan Ziegler and Sonia Bredenkamp: The Flipped Classroom: Transformation of the preclinical platform for second year Dental students within Restorative Dentistry at the Faculty of Dentistry, University of the Western Cape.

TOWARDS THE PROFESSIONALISATION OF TEACHING AND LEARNING COURSE

- Mrs Moreza Samuels received the Faculty Emerging Lecturer Award, and we congratulate her on this outstanding achievement. We believe that this is only the beginning and that there are more great things ahead for her.
- Dr Nicoline Potgieter did not only receive the Faculty Excellence Teaching Award but also the top UWC academic award – The UWC Excellence Teaching Award! The UWC Excellence Teaching Award is a milestone and lifetime achievement, and we are very proud of her.
- Drs Faheema Kimmie and Khabiso Ramphoma are currently enrolled in the Towards the Professionalisation of Teaching and Learning Course

CURRICULUM DEVELOPMENT INTERVENTIONS
The curriculum review process is continuing and a number of disciplines are busy revising their modules and/or programmes.
- The Department of Oral Medicine and Periodontology is revising its postgraduate programmes
- The Department of Oral Biology is revising its PG Diploma as well as its Masters programme in Forensic Dentistry
- The Department of Conservative Dentistry is revising its PG Diploma in Aesthetic Dentistry as well as the development of Interactive study guides.
- The Department of Conservative Dentistry is revisiting the Clinical Dentistry V module (CLD512), a multidisciplinary exit module, which is offered in the second semester. The department is proposing the establishment of a new (comprehensive patient management) module that will bring together the previous discipline-specific modules in a way that allows for integration of similar and related content from each discipline. Health professions education has been transforming to ensure that graduates are able to function in an integrated health system, and so too should the oral health curriculum. This lends itself to the development of a multidisciplinary integrated case-based approach which may be beneficial in preparing graduates for the demands of evolving clinical practice. Multidisciplinary case-based discussions will be the major focus of the module, enabling
students to think and treat patients holistically, a key requirement for dental practice after graduation.

• The Department of Prosthetic Dentistry is discussing the establishment of a PG Diploma in Prosthetics

• The Department of Community Dentistry is addressing the integration of ethics across the BDS curriculum. An ethics-across-the-curriculum-approach will enable lecturers and students to address a full range of ethical issues as they arise in classroom discussion, both in the academic disciplines and in clinical dentistry.

UWC STUDENT SUCCESS PERFORMANCE TRACKING PORTAL WORKSHOP (18/07/22)

Prof Wilson and Dr Samuel Lundie attended UWC Student Success and Performance Workshop. Over the last few years UWC has been trying to put a system in place to track student and module performance; provide quick view dashboards; alerts; and performance analysis.

STUDENT ACTIVITIES

Student Leadership Workshop

A workshop was arranged on 7 May for the student leadership (DSFC) as well as students that are mentors for junior students. Nineteen students attended the workshop and positive feedback was received. The facilitator was Nadia Mason. The workshop was arranged to address the following issues:

• Finding their voice as student leaders. Empower themselves and their peers.
• How do they as leaders support each other?
• What are their expectations and how to deal with their classmates/expectations?
• How to deal with staff/lecturers who are seen to be in power?

Each student was provided with a manual on Leadership for a Thinking Environment

Virtual Exchange Programme

Eight BDS IV students have been selected to be part of an International Dental Health Educational Virtual Exchange Programme. This programme is the first of its kind to provide an international education component for dental students. This programme uses synchronous and asynchronous sessions and modules as a foundation for students to embark on a research project or participate in an in-person clinical observership. The programme uses group work and guest presenters to provide students with a global perspective on oral healthcare. Participating dental schools include:

University of Minnesota, School of Dentistry (United States)
• Heidelberg University Faculty of Medicine, Dentistry (Germany)
• University of Western Cape, Faculty of Dentistry (South Africa)
• Ljubljana University, Faculty of Medicine, Dentistry (Slovenia)

During the monthly meetings, students had presentations and discussions on (i) ethics of global health, (ii) the meaning of culture to different groups, (iii) technologies that will shape the future of dentistry (iv) case discussion. The students from the four dental schools were divided into groups and each group assigned a project that was presented at the March meeting. Students from the BDS III and IV classes were invited to attend as well as previous participants in the virtual exchange programme from Minnesota and Heidelberg. The presentations and teamwork from students across the globe were excellent. Students engaged and learned from each other. The topics were:

• Group One: Practice models and health systems
• Group Two: Public health policy and advocacy
• Group Three: Patient attitudes and beliefs
• Group Four: Oral health/health disparities
• Group Five: Oral health professions education
• Group Six: Social media and professionalism

Feedback from the students was positive, although they expressed a need for more interaction with their international counterparts.

HUB Boot Camp 18-24 July 2022

The Faculty facilitated a successful HUB 105 boot camp for 55 first-year students in the Life Sciences Auditorium, Main Campus. The aim of the boot camp is strengthening the articulation and alignment between the dental and oral hygiene curriculums and human biology. Human biology can be viewed as a basic medical science, and it forms an important building block (prior knowledge) for the clinical sciences in the dental curriculum. The dental curriculum is fundamentally dependent on prior knowledge of anatomy and physiology gained in the first two years of study.

3. RESEARCH

2022 Postgraduate Targets and Enrolments

GROWTH BURSARIES

An amount of R1 500 000.00 was allocated to the faculty for growth bursaries. PgDip and Masters programmes were targeted in order to grow their enrolments. Bursaries to 57 PgDip and 4 Masters students, who satisfied all the criteria, were awarded to a total value of R 1,317,340.00. The bursaries were successful in increasing enrolments for PgDips as compared to 2021 and almost reaching targets, but Masters enrolments remained low and short of target.

DVC RECOGNITION AWARDS 2022

The Office of the DVC: Research and Innovation held its annual Research Recognition Awards evening on Friday 26 August 2022 at Hazendal Estate.
Nominations from the faculty in the different categories went to:

- Best MSc student: Dr T Gounden
- Best PhD student: Dr Salma Abubaker Ali
- Best Next Generation Researcher: Dr F Kimmie-Dhansay
- Best Mid-Career Researcher: Dr Afrogheh
- Best Established Researcher: Prof M Chetty

Dr Salma Abubaker Ali was also awarded the best PhD student at the UWC during the 2021-2022 period. Dr Kimmie-Dhansay received the award for best Next-Generation Researcher (no PhD) at UWC.

CAPEX 2022

Faculty motivated and received R1 008 000.00 to spend on research equipment during 2022. The following items, with final price, were purchased. Purchases were all completed by end of 2022, total spent was R998 095.89.

<table>
<thead>
<tr>
<th>DEPT/SCHOOL/UNIT</th>
<th>ITEM</th>
<th>PRICE PAID</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oral Biology, Forensic Sciences</td>
<td>High speed grinding turbine</td>
<td>26 316.50</td>
</tr>
<tr>
<td>Oral Biology, Forensic Sciences</td>
<td>Wate+DS.D1r tank for turbine</td>
<td>194 328.15</td>
</tr>
<tr>
<td>Oral Biology, Forensic Sciences</td>
<td>Planetary ball mill system</td>
<td></td>
</tr>
<tr>
<td>Oral Biology, Forensic Sciences</td>
<td>UV analyzer</td>
<td>3 726.00</td>
</tr>
<tr>
<td>Oral and Dental Research Laboratory</td>
<td>Liquid nitrogen holder and tipping stand</td>
<td>66 835.8</td>
</tr>
<tr>
<td>Maxillofacial Oral Surgery</td>
<td>PRF Quatro Centrifuge starter kit</td>
<td>64 135.96</td>
</tr>
<tr>
<td>Oral Medicine &amp; Periodontics, Prosthetics, Conservative Dentistry</td>
<td>Medit Identica TS10 desktop scanner</td>
<td>309 792.75</td>
</tr>
<tr>
<td>Oral Medicine &amp; Periodontics, Prosthetics, Conservative Dentistry</td>
<td>Exocad Educational Package</td>
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<tr>
<td>Oral Medicine &amp; Periodontics, Prosthetics, Conservative Dentistry</td>
<td>3D P Asiga Max 385 UV Printer</td>
<td>249 000.00</td>
</tr>
<tr>
<td>Oral Medicine &amp; Periodontics, Prosthetics, Conservative Dentistry</td>
<td>Codiagnostix yearly licence fee, producer licence</td>
<td></td>
</tr>
<tr>
<td>Oral Medicine &amp; Periodontics, Prosthetics,</td>
<td>cDX Education Bundle</td>
<td>74 844.53</td>
</tr>
<tr>
<td>Community Dentistry</td>
<td>lenser rechargeable headlight @ R2 279.05 each</td>
<td>9 116.20</td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td>998 095.89</td>
</tr>
</tbody>
</table>
DENTISTRY RESEARCH DAY: TRANSFORMING KNOWLEDGE INTO ACTION

The theme for the 2022 Dentistry Research day, held on 8 August 2022, was “Transforming knowledge into action”. Dentistry Research day was held on 8 August 2022 via the Zoom platform. 563 persons signed in the Zoom session. The organizing committee consisted of: Staff: Profs Geerts and Roberts, Drs Lundie, Indermun, Ms Gordon; and student reps: Mr Mochwanaesi (BDS) and Mr Nkabinde (BOH).

There were two invited speakers: Prof Janice Williams (Tennessee State University, T&L) and Dr Geetesh Solanki (MRC & UCT Lecturer: Health Economics).

Prizes were awarded in the following categories:

Runner-up undergraduate presentation

Most popular undergraduate presentation:
Z. Badrudeen (Supervisors: Dr M. Naidoo and Ms. S. Ndadwe): Micro-abrasion and in-office bleaching in the management of a patient with mild fluorosis.

Best undergraduate presentation:

Programme:

<table>
<thead>
<tr>
<th>WELCOME AND OPENING</th>
<th>SESSION CHAIR: PROF T ROBERTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>13:30 – 14:10</td>
<td>Deputy Dean: Prof G Geerts</td>
</tr>
<tr>
<td></td>
<td>Dean: Prof Yengopal</td>
</tr>
<tr>
<td></td>
<td>DVC: Research and Innovation: Prof Frantz</td>
</tr>
<tr>
<td></td>
<td>Ms Carol Dean</td>
</tr>
<tr>
<td></td>
<td>Dr Indermun and team</td>
</tr>
<tr>
<td></td>
<td>Opening</td>
</tr>
<tr>
<td></td>
<td>Welcome</td>
</tr>
<tr>
<td></td>
<td>Message</td>
</tr>
<tr>
<td></td>
<td>Message</td>
</tr>
<tr>
<td></td>
<td>Launch of social media project</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>UNDERGRADUATE STUDENTS PRESENTATIONS</th>
<th>SESSION CHAIR: T SAFODIEN</th>
</tr>
</thead>
<tbody>
<tr>
<td>14:15 – 14:30 M Davids, A E De Wet, A A Dyason, L D Fisher, O K M M Elmowafi, T De Bruyn, A Dlamini Supervisor: Dr S Lundie</td>
<td>How senior dental students were affected by online learning during COVID-19 pandemic</td>
</tr>
<tr>
<td>14:30 – 14:45 E Nanghanda, K Nilraj, Q Njotini, A Paries, H Parkar, C Parker, C Peffer Supervisor: Prof T Roberts</td>
<td>Barriers that prevent patients from attending their follow-up dental appointments at a tertiary dental hospital</td>
</tr>
<tr>
<td>Time</td>
<td>Speaker</td>
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<tr>
<td>14:45 – 15:00</td>
<td>Z Badrudeen</td>
</tr>
<tr>
<td>15:05 – 15:35</td>
<td>Dr G Solanki</td>
</tr>
<tr>
<td>15:35-16:00</td>
<td>Tea Break</td>
</tr>
<tr>
<td></td>
<td>SDG Video</td>
</tr>
<tr>
<td>16:00 – 16:30</td>
<td>Prof J Williams</td>
</tr>
<tr>
<td>16:30-17:00</td>
<td>Prof J Williams</td>
</tr>
<tr>
<td>17:00 – 17:15</td>
<td>Ms N Gordon</td>
</tr>
<tr>
<td>17:15-17:45</td>
<td>Dr A Afrogheh</td>
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<tr>
<td></td>
<td>Panel Discussion</td>
</tr>
<tr>
<td></td>
<td>Facilitator: Prof N Myburgh</td>
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<tr>
<td>18:15</td>
<td>Best undergraduate presentation (Judges)</td>
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<td></td>
<td>Undergraduate presentation (popular vote via social media)</td>
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<tr>
<td></td>
<td>Best department presentation (via Google Forms and social media)</td>
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<tr>
<td></td>
<td>Zoomer to Boomer competition winner</td>
</tr>
<tr>
<td></td>
<td>Vote of thanks and closure</td>
</tr>
<tr>
<td></td>
<td>Judge representative (Prof Chetty)</td>
</tr>
</tbody>
</table>
DENTISTRY CONTRIBUTION TO UWC RESEARCH WEEK: SDG 2030.
UWC Research week took place on 24-27 October 2022. Staff from Dentistry covered the 09:00-11:00 session, chaired by Prof S Titus, on Thursday 27 October with the following contributions:
• Dr P Brijlal: Teaching, learning and service: translation of research to guide policy and practice. SDG: 3, 4
• Prof G Geerts: The research landscape at the Faculty of Dentistry. SDG: 3
• Dr S Lundie: Faculty of Dentistry bridges the teaching and research divide. SDG: 4
• Dr R Maart: Gathering evidence to lead educational transformation. SDG: 4
• Prof M Chetty: Developing research niche areas and building teams. SDG: 4, 9, 10

RESEARCH ASSISTANTS – WORK STUDY PROGRAMME
A budget of R150 000.00 was allocated for 2022 for the appointment of research assistants. After a Faculty call, four applications were received and one RA was allocated to assist staff with Converis. The budget was shared among the five applications, according to level of RA (M or PhD).

<table>
<thead>
<tr>
<th>APPLICANT</th>
<th>NO. OF STUDENTS</th>
<th>LEVEL</th>
<th>PERIOD</th>
<th>NUMBER OF MONTHS</th>
<th>RATE PER HR</th>
<th>HRS PER MONTH</th>
<th>RATE PER MONTH</th>
<th>TOTAL (R)</th>
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</thead>
<tbody>
<tr>
<td>Dr Adam</td>
<td>1</td>
<td>M</td>
<td>April – Dec</td>
<td>9</td>
<td>84</td>
<td>40</td>
<td>3 360</td>
<td>30 240</td>
</tr>
<tr>
<td>Prof Chetty</td>
<td>1</td>
<td>PhD</td>
<td>April – Dec</td>
<td>9</td>
<td>100</td>
<td>40</td>
<td>4 000</td>
<td>36 000</td>
</tr>
<tr>
<td>Converis</td>
<td>1</td>
<td>M</td>
<td>Sept – Dec</td>
<td>4</td>
<td>84</td>
<td>68</td>
<td>5 712</td>
<td>22 848</td>
</tr>
<tr>
<td>Prof Holmes</td>
<td>1</td>
<td>M</td>
<td>April – Dec</td>
<td>9</td>
<td>84</td>
<td>40</td>
<td>3 360</td>
<td>30 240</td>
</tr>
<tr>
<td>Dr Maart</td>
<td>1</td>
<td>M</td>
<td>April – Dec</td>
<td>9</td>
<td>84</td>
<td>40</td>
<td>3 360</td>
<td>30 240</td>
</tr>
</tbody>
</table>

GOOD CLINICAL PRACTICE CERTIFICATION
Nine Dentistry staff members completed the basic GCP course and two completed the refresher course. The programmes were offered by CREDE. Total cost for the 2022 GCP programme was R36 707.46 funded by the office of the Dean: Dentistry.

WRITING RETREAT
A writing retreat was offered to Dentistry staff on 11-13 July 2022 at the Protea Hotel Tygervalley. It was attended by 22 staff members. Professors M Smith and S Amosun were contracted as facilitators for the duration of the retreat. The programme consisted of engagements with facilitators in a classroom context as well as one-on-one consultations with participants addressing their individual challenges related to their writing processes. The needs of staff members were varied, as a survey prior to the retreat indicated. The list of delegates, with the task they intend to work on during the retreat was as follows:
The oral feedback by the participants was very positive. Staff who had access to their supervisors during the retreat have indicated their preparedness to present their proposals at faculty level in the near future. Again, the value of interacting with students and their supervisors became evident.

The budget of R100 000.00 allocated from the Office of the DVC: Research and Innovation was spent as follows:

<table>
<thead>
<tr>
<th>ITEM</th>
<th>AMOUNT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Venue</td>
<td>2 454.94</td>
</tr>
<tr>
<td>Venue</td>
<td>68 647.00</td>
</tr>
<tr>
<td>Honorarium facilitators</td>
<td>20 474.57</td>
</tr>
<tr>
<td>Total</td>
<td>91 577.21</td>
</tr>
</tbody>
</table>
PUBLICATIONS
A small Converis team was started to assist staff with the capturing of the 2022 research outputs. The team consisted of: Ms K Bailie, Mr K Smith and Ms N Titus. They were on call via a dedicated email service to assist with queries or physically assist staff with uploading their research outputs on Converis. A report from Converis revealed 134 publications authored or coauthored by Dentistry staff.

CURRENTLY REGISTERED RESEARCH PROJECTS

<table>
<thead>
<tr>
<th>APPLICANT</th>
<th>TITLE</th>
<th>BMREC NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr Adam R</td>
<td>Dentistry An endodontic sealer modified with nanoparticles: antibacterial, cytotoxic and physical properties</td>
<td>BM22/1/4</td>
</tr>
<tr>
<td>Dr A Mohamed</td>
<td>Study project: An endodontic sealer modified with nanoparticles: antibacterial, cytotoxic and physical properties</td>
<td>BM22/1/4</td>
</tr>
<tr>
<td>Dr S Abdelrahman</td>
<td>Restorative Dentistry Study project: A comparative study evaluating physical properties of four tissue conditioners relined to modeling plastic material</td>
<td>BM22/2/1</td>
</tr>
<tr>
<td>Dr R Ahmed</td>
<td>Antifungal and mechanical properties of tissue conditioner containing plant-derived component</td>
<td>BM22/2/2</td>
</tr>
<tr>
<td>Dr N Dawray</td>
<td>Fibrous dysplasia of the jaws: A clinical and systematic panoramic radiographic evaluation at the University of the Western Cape Oral Health Centre</td>
<td>BM22/2/6</td>
</tr>
<tr>
<td>Dr R Adam</td>
<td>Factors affecting the decision-making of direct pulp capping procedures amongst dental practitioners and dental students</td>
<td>BM22/2/10</td>
</tr>
<tr>
<td>Dr MD Nyakale</td>
<td>Morphological features of different skeletal patterns seeking orthodontic treatment in the Free State province of South Africa.</td>
<td>BM22/4/1</td>
</tr>
<tr>
<td>Dr J de Lange</td>
<td>Prevalence of odontogenic tumours at TB Oral Health Centre.</td>
<td>BM22/4/2</td>
</tr>
<tr>
<td>Dr R Hamad</td>
<td>Tobacco control measures adopted in the United Arab Emirates and their potential impact on oral health: Review of policies.</td>
<td>BM22/4/5</td>
</tr>
<tr>
<td>Dr F Kimmie-Dhansay</td>
<td>The practice of dental photography and the awareness of the ethical implications thereof among undergraduate oral healthcare students at the University of the Western Cape.</td>
<td>BM22/4/8</td>
</tr>
<tr>
<td>Dr F Kimmie-Dhansay</td>
<td>Dental anxiety and empathy amongst oral healthcare students: A Southern African study in collaboration with Oslo University</td>
<td>BM22/1/2</td>
</tr>
<tr>
<td>Dr W Nkuna</td>
<td>The prevalence of odontogenic tumours at Pietersburg Tertiary Hospital, Limpopo Province: An analysis of histopathological records</td>
<td>BM22/1/5</td>
</tr>
<tr>
<td>Dr R Parker</td>
<td>Cuspal deflection of teeth restored with bulk fill flowable composite resins, with and 91 without fibre-reinforcement and evaluated by microcomputed tomography</td>
<td>BM22/5/3</td>
</tr>
<tr>
<td>Dr N Potgieter</td>
<td>The knowledge, attitudes and perceptions of the use and ethics of dental photography among postgraduate students and staff at the University of the Western Cape</td>
<td>BM22/6/1</td>
</tr>
<tr>
<td>Dr M Naidoo</td>
<td>Oral health service delivery by final year oral hygiene students at the University of Western cape: A retrospective study.</td>
<td>BM22/6/7</td>
</tr>
<tr>
<td>Dr R Cader</td>
<td>Oral health literacy of patients attending the dental faculty before treatment.</td>
<td>BM22/6/8</td>
</tr>
<tr>
<td>Dr S Indermun</td>
<td>Dental education during the COVID-19 pandemic: Perceptions of students vs lecturers at the University of the Western Cape.</td>
<td>BM22/6/9</td>
</tr>
<tr>
<td>Ms C Rayner</td>
<td>Evaluating patient satisfaction of services provided by the Dental Faculty of the University of the Western Cape.</td>
<td>BM22/6/10</td>
</tr>
<tr>
<td>Prof T S Roberts</td>
<td>The effects of parental oral health knowledge and attitudes on their children's behaviour in a clinical setting.</td>
<td>BM22/6/13</td>
</tr>
<tr>
<td>APPLICANT</td>
<td>TITLE</td>
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</tr>
<tr>
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<tr>
<td>Dr N Noordien</td>
<td>Parental anxiety and its impact on paediatric dental fear and treatment.</td>
<td>BM22/6/14</td>
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<tr>
<td>Dr S Lundie</td>
<td>Patients’ perceptions and attitudes towards receiving dental treatment from students at the University of the Western Cape.</td>
<td>BM22/6/15</td>
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<tr>
<td>Mrs K Viljoen</td>
<td>Perceptions, knowledge, hesitancy or acceptance regarding COVID-19 vaccine amongst BOH students</td>
<td>BM22/6/16</td>
</tr>
<tr>
<td>Ms C Rayner</td>
<td>Practices to support the well-being of oral hygiene students at the University of the Western Cape</td>
<td>BM22/6/17</td>
</tr>
<tr>
<td>Mrs R Cader</td>
<td>Knowledge, attitude and practices of smoking during pregnancy at maternity clinic in Mitchells Plain</td>
<td>BM22/6/18</td>
</tr>
<tr>
<td>Dr N Rampersad</td>
<td>Assessing the knowledge, attitudes, and perceptions of senior dentistry towards sexual harassment in the dental environment</td>
<td>BM22/7/1</td>
</tr>
<tr>
<td>Ms N Gordon</td>
<td>Perceived clinical competence of the Bachelor of Oral Health students at the University of the Western Cape</td>
<td>BM22/7/2</td>
</tr>
<tr>
<td>Dr R Mulder</td>
<td>In-vitro comparison of silver-diamine fluoride and silver fluoride used in the silver modified atraumatic restorative technique (SMART)</td>
<td>BM22/7/3</td>
</tr>
<tr>
<td>Prof R Barrie</td>
<td>The impact of the transition from the preclinical to clinical work among undergraduate dental students</td>
<td>BM22/8/1</td>
</tr>
<tr>
<td>Dr K Rhamphoma</td>
<td>Knowledge, attitudes and practices of final year dental students on managing special needs patients</td>
<td>BM22/8/2</td>
</tr>
<tr>
<td>Dr K Simpson</td>
<td>Factors influencing students’ academic performance at the University of the Western Cape Dental Faculty</td>
<td>BM22/8/3</td>
</tr>
<tr>
<td>Dr M Nyakale</td>
<td>Analysis of lifestyle behaviours of dental students at UWC</td>
<td>BM22/8/4</td>
</tr>
<tr>
<td>Dr Q Isaacs</td>
<td>Dental and oral hygiene students’ reported compliance to oral hygiene practices at University of Western Cape, South Africa</td>
<td>BM22/8/5</td>
</tr>
<tr>
<td>Dr E Ismail,</td>
<td>Physical properties and biological activity of polymethyl methacrylate resin mixed with nano-filters</td>
<td>BM22/9/1</td>
</tr>
<tr>
<td>Dr R Adams &amp; Dr R Mulder</td>
<td></td>
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<tr>
<td>Dr M Mohamed</td>
<td>Odontometric and osteometric analysis using CBCT in age and sex prediction in a selected Indian population</td>
<td>BM22/10/5</td>
</tr>
<tr>
<td>Dr N Mzobe</td>
<td>A comparative analysis of antibacterial activity of chitosan propolis nanoparticles and sodium hypochlorite against E. faecalis in single canals</td>
<td>BM22/10/6</td>
</tr>
<tr>
<td>Dr A Abdalrahman</td>
<td>Dental age estimation based on pulp/tooth volume ratio, buccal bone level and mandibular cortex height among Sudanese</td>
<td></td>
</tr>
<tr>
<td>Dr M Weakley</td>
<td>Knowledge, attitudes and practices of oral health care providers regarding Molar Incisor Hypomineralisation: A South African Study</td>
<td>BM20/10/8</td>
</tr>
<tr>
<td>Dr R Adam</td>
<td>Amalgam vs Composite resin placement for posterior restorations: The relationship between teaching practices versus clinical</td>
<td>BM22/2/10</td>
</tr>
<tr>
<td>Dr R Adam</td>
<td>Factors affecting the decision-making of direct pulp capping procedures amongst dental practitioners and dental students</td>
<td>BM22/4/1</td>
</tr>
<tr>
<td>Dr M Nyakale</td>
<td>Morphological features of different skeletal patterns in patients seeking orthodontic treatment in the Free State province of South Africa</td>
<td>BM22/8/4</td>
</tr>
<tr>
<td>Dr R Ahmed</td>
<td>Efficacy of vapourised bio-decontamination on E Faecalis, C Albicans and saliva culture</td>
<td>BM21/10/40</td>
</tr>
<tr>
<td>APPLICANT TITLE</td>
<td>BMREC NO</td>
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<tr>
<td>Fibrous dysplasia of the jaws: A clinical and systematic panoramic radiographic evaluation at the University of the Western Cape</td>
<td>BM22/2/6</td>
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<tr>
<td>Microhardness and bleaching effectiveness on human tooth enamel after the application of nano hydroxyapatite</td>
<td>BM21/6/15</td>
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</tr>
<tr>
<td>An endodontic sealer modified with nanoparticles: antibacterial, cytotoxic and physical properties</td>
<td>BM22/1/4</td>
<td></td>
</tr>
<tr>
<td>An invitro study on the effect of organic derived nanohydroxyapatite on dentite permeability</td>
<td>BM21/5/9</td>
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<tr>
<td>Cuspal deflection of teeth restored with bulk fill flowable composite resins, with and without fibre reinforcement and evaluated by micro-computed tomography</td>
<td>BM22/5/3</td>
<td></td>
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<tr>
<td>Periodontal ligament removal and surface treatment agents: an invitro comparative study</td>
<td>BM21/8/4</td>
<td></td>
</tr>
<tr>
<td>Oral health-related quality of life, dental status and treatment needs of people with substance use disorder</td>
<td>BM19/8/4</td>
<td></td>
</tr>
</tbody>
</table>

### FACULTY PUBLICATIONS 2022 (TO UPDATE)

UWC Dental Faculty is doing very well in terms of publications and the new climate of support, openness and transparency provided by the new leadership has already shown signs of improved outputs. Unofficial numbers have already indicated that we will reach close to approx. 80 publications for 2022. This is an increase from the previous years.

Here are a few examples of recent publications:


9. Potgieter, N., Kimmie-Dhansay, F., Meyer, A. et al. (2022) COVID-19 vaccine hesitancy and its drivers among dental students at University of the Western Cape, South Africa, *Health SA Gesondheid*, 27(0), a1950. [https://doi.org/10.4102/hsag.v27i0.1950](https://doi.org/10.4102/hsag.v27i0.1950)


34. Ishwarkumar, S., Pillay, P., Chetty, M. & Satyapal, K.S. (2022) Applicability of the Nolla Classification Scheme within the KwaZulu-Natal population of South Africa. Translational Research in Anatomy, 28, 100213


41. Maart, RD., Adam, RZ. & Frantz, JM. (2022) Strategies to implement competencies as it relates to a competency framework in a dental undergraduate curriculum: A systematic review. European Journal of Dental Education


44. Berezowski, BM., Adwan, I., Campbell, F. et al. (2022) A trainee’s experience in the learning curve for operating independently for open reduction and internal fixation of condylar neck fractures of the mandible. Oralchirurgie Journal, 2: 2-5


50. Al Hajj Omar, R., Khader, Y., Celebic, A., El Tantawi, M, Khan, S., et al. (2022) Knowledge of patients regarding infection control in dentistry: Development and validation of a new questionnaire (Published; RHPE-2021-0213)

51. Tosi, RA., Motevasselian, F., Shamshiri, AR. & Khan, S. (2022) Knowledge of patients regarding infection control in dentistry: Development and validation of a new questionnaire (Published; RHPE-2021-0213)


CHAPTERS IN BOOKS
5. STAFF DEVELOPMENT

The Faculty of Dentistry continues to engage positively with leadership development programmes through HR. Professionalisation of both academic and administrative staff remains a priority in the Faculty.

CURRENT ENROLMENT/COMPLETION OF STAFF IN POSTGRADUATE STUDIES

<table>
<thead>
<tr>
<th>Name</th>
<th>Field</th>
<th>Qualification</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prof N Mohamed</td>
<td>Paediatric Dentistry</td>
<td>Postgraduate Diploma in Interdisciplinary Education in Health Completed 2022</td>
</tr>
<tr>
<td>Dr C Peck</td>
<td>Paediatric Dentistry</td>
<td>Postgraduate Diploma in Interdisciplinary Education in Health Completed 2022</td>
</tr>
<tr>
<td>Dr M Naidoo</td>
<td>Oral Hygiene</td>
<td>PGDip in Teaching and Learning in Higher Education Completed 2022</td>
</tr>
<tr>
<td>Dr S Indermun</td>
<td>Radiology</td>
<td>MSc Completed 2022</td>
</tr>
<tr>
<td>Dr J Ziegler</td>
<td>Conservative Dentistry</td>
<td>MSc Dent</td>
</tr>
<tr>
<td>Dr A Dyason</td>
<td>Conservative Dentistry</td>
<td>MSc Dent</td>
</tr>
<tr>
<td>Dr M Persens</td>
<td>Maxillofacial and Oral Surgery</td>
<td>MSc Dent</td>
</tr>
<tr>
<td>Dr C Gordon</td>
<td>Orthodontics</td>
<td>MSc Dent</td>
</tr>
<tr>
<td>Dr N Layloo</td>
<td>Prosthetics</td>
<td>MSc Dent</td>
</tr>
<tr>
<td>Dr K Ramphoma</td>
<td>Community Oral Health</td>
<td>MPhil in Health Professions Education (US)</td>
</tr>
<tr>
<td>Dr M Nyakale</td>
<td>Orthodontics</td>
<td>MSc in Clinical Epidemiology (US)</td>
</tr>
<tr>
<td>Ms K Viljoen</td>
<td>Oral Hygiene</td>
<td>PhD Educational Psychology (UNISA)</td>
</tr>
<tr>
<td>Dr N Behardien</td>
<td>Maxillofacial and Oral Surgery</td>
<td>PhD</td>
</tr>
<tr>
<td>Ms N Gordon</td>
<td>Oral Hygiene</td>
<td>PhD</td>
</tr>
<tr>
<td>Prof D Smit</td>
<td>Community Oral Health</td>
<td>PhD</td>
</tr>
<tr>
<td>Dr R Ahmed</td>
<td>Prosthetic Dentistry</td>
<td>PhD</td>
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<tr>
<td>Dr S Ahmed</td>
<td>Conservative Dentistry</td>
<td>PhD</td>
</tr>
<tr>
<td>Dr F Peerbhay</td>
<td>Paediatric Dentistry</td>
<td>PhD (Division of Family Medicine and Primary Health Care) (US)</td>
</tr>
<tr>
<td>Dr F KimmieDhansay</td>
<td>Community Oral Health</td>
<td>PhD</td>
</tr>
<tr>
<td>Dr H Holmes</td>
<td>Oral Medicine and Periodontology</td>
<td>PhD</td>
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<tr>
<td>Dr A Jeftha</td>
<td>Oral Medicine and Periodontology</td>
<td>PhD</td>
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</tbody>
</table>

6. SEMINARS AND CONFERENCES AND INTERNATIONAL VISITORS/FELLOWS HOSTED IN THIS PERIOD OVERSEAS CONFERENCES

<table>
<thead>
<tr>
<th>Name</th>
<th>Conference/Event</th>
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<tbody>
<tr>
<td>Prof H Holmes</td>
<td>WWOM Memphis - virtual attendance, May 2022</td>
</tr>
<tr>
<td>Dr N Potgieter</td>
<td>IAPD virtual Ethical considerations in Paediatric Dentistry, 9-11 June</td>
</tr>
<tr>
<td>Dr K Ramphoma</td>
<td>15th European Public Health Conference, 9-12 November, Berlin, Germany</td>
</tr>
<tr>
<td>Prof S Naidoo</td>
<td>Association of Dental Public Health Practitioners 8th conference, Nigeria, 17 March</td>
</tr>
<tr>
<td>Prof H Bellardie</td>
<td>14th International Congress of Cleft Lip, Palate &amp; Related Craniofacial Anomalies, Edinburgh, 11-15 July</td>
</tr>
<tr>
<td>Dr N Behardien</td>
<td>IADR, Chengdu, China, 24 June (virtual)</td>
</tr>
<tr>
<td>Dr N Barnard</td>
<td>ITI Conference in Switzerland in September 2022</td>
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<tr>
<td>Dr M du Raan</td>
<td>8th Slovenian congress of anesthesiologists on 30 Sept-2 October</td>
</tr>
<tr>
<td>Prof S Khan</td>
<td>IADR Global session, China</td>
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<tr>
<td>Prof S Khan</td>
<td>IADR AMER meeting in Saudi Arabia</td>
</tr>
<tr>
<td>Prof J Hille</td>
<td>Oral Pathology 36, India, August</td>
</tr>
<tr>
<td>Prof A Afrogheh</td>
<td>Oral Pathology 36, India, August</td>
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<tr>
<td>Dr J Alwan</td>
<td>International oral diseases case presentation Conference 2022 (Oral Pathology360 India)</td>
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<tr>
<td>Prof A Afrogheh</td>
<td>6th congress of Iranian Association of Oral &amp; Maxillofacial Pathologists, 24 August</td>
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<tr>
<td>Name</td>
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<tr>
<td>Dr J Opperman</td>
<td>6th congress of Iranian Association of Oral &amp; Maxillofacial Pathologists, 24 August</td>
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<tr>
<td>Prof J Hille</td>
<td>6th congress of Iranian Association of Oral &amp; Maxillofacial Pathologists, 24 August</td>
</tr>
<tr>
<td>Dr J Opperman</td>
<td>International Oral Diseases Case Presentation Conference (IODCP), 21-22 May</td>
</tr>
<tr>
<td>Dr J Alwan</td>
<td>Second Conference of the African Assembly of the International Academy of Pathology division</td>
</tr>
<tr>
<td>Prof J Hille</td>
<td>Attendance of European Society of Pathologist Conference in September 2022 (online)</td>
</tr>
<tr>
<td>Dr S Mulder van Staden</td>
<td>Women Implantology Network (WIN), 2 October</td>
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<tr>
<td>Dr S Mulder van Staden</td>
<td>ITI Congress, Johannesburg, 14-16 October</td>
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<tr>
<td>Dr S Mulder van Staden</td>
<td>Cape Peninsula Study Club, ITI</td>
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<tr>
<td>Dr S Padayachee</td>
<td>SADA Conference, 26-27 August</td>
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<tr>
<td>Prof H Holmes</td>
<td>AAOMR, 7-10 September</td>
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<tr>
<td>Prof H Holmes</td>
<td>Periodontal health paradigm, GSK Parodontax product launch presentation (online webinar), 18 May</td>
</tr>
<tr>
<td>Dr F Kimmie-Dhansay</td>
<td>IADR, 8-10 December</td>
</tr>
<tr>
<td>Prof S Naidoo</td>
<td>WHO meeting of the WHO Collaborating Centres (WHOCCS) network in the African Region, Cape Town, 1-2 December</td>
</tr>
<tr>
<td>Prof J Morkel</td>
<td>National maxillofacial congress, SASMFO National Congress, in Cape Town in September</td>
</tr>
<tr>
<td>Prof J Morkel</td>
<td>Ethics for All Medical Conference, hosted online by MPS, 20 October</td>
</tr>
<tr>
<td>Dr M Douglas-Jones</td>
<td>National maxillofacial congress, SASMFO National Congress, in Cape Town in September</td>
</tr>
<tr>
<td>Dr I Cassimjee</td>
<td>National maxillofacial congress, SASMFO National Congress, in Cape Town in September</td>
</tr>
<tr>
<td>Dr E Barry</td>
<td>South African Society of Anaesthetists (SASA) Virtual Conference from 4-6 March</td>
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<td>Dr M du Raan</td>
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<tr>
<td>Dr B van Niekerk</td>
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<tr>
<td>Dr A Makka</td>
<td>National maxillofacial congress, SASMFO National Congress, in Cape Town in September</td>
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<tr>
<td>Dr N Alturki</td>
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</tr>
<tr>
<td>Dr K Pedro-Beech</td>
<td>National maxillofacial congress, SASMFO National Congress, in Cape Town in September</td>
</tr>
<tr>
<td>Prof P Brijal</td>
<td>SADA Conference, Gauteng, 26-27 August</td>
</tr>
<tr>
<td>Prof A Afrogheh</td>
<td>South African Dental Association (SADA) Congress, 27 August</td>
</tr>
<tr>
<td>Prof A Afrogheh</td>
<td>South African Association of Oral and Maxillofacial Surgeons (SASMFOs), Cape Town, 21-24 September</td>
</tr>
</tbody>
</table>
VISITING ACADEMICS/INTERNATIONAL LINKAGES

• Prof V Christiaens from the University of Ghent – March 2022
• Prof Joseph Katz from the University of Florida – September 2022
• Prof Raman Bedi (appointed as an Extraordinary Professor in the Department of Paediatric Dentistry in 2021) has been actively involved with the Department and his involvement is summarised below.

• Activities specific to South Africa, UWC:
  - Suggested and introduced an international external examiner to the department: Prof Calum Durward. Prof Durward successfully accepted the invitation and served as the external examiner during the exam in 2022.
  - Supported the collaborative research projects on Silver Diamine Fluoride including four studies: Laboratory study on lesions penetration (UWC), Parental acceptance (UWC and Brazil), clinical study to evaluate the efficacy in children with special health care needs (UWC and Brazil). Prof. Bedi assisted with securing funding for the laboratory study as well as a donation of the materials needed for the studies. Ethical clearance has been obtained for two of the three studies intended for UWC and are currently underway. The clinical study will be resubmitted in January 2023.
  - Completed a grant application to the Barrow Foundation for special care dentistry training in South Africa. The application was not successful this time, however, it can be submitted again in future.
  - Production of a Funding booklet for a Centre of Excellence in Special Care Dentistry. This booklet can be made available to future funders to establish a Centre of Excellence in Special Care Dentistry. Discussions with the HOD and Dean to follow.

• International collaboration:
  - Prof Bedi organised and attended the opening of a special care paediatric clinic at the Dental school in Lusaka, Zambia, developing plans for building special care dentistry. Prof. Bedi listed his affiliation to UWC during this project and visit. It is also published in the British Dental Journal. BDJ ZAMBIA_story_2022 (l).pdf
  - Prof Bedi was involved in the implementation of the mandatory tooth brushing in-school programme in 2022. He listed his affiliation to UWC during this project. Exploration and discussion with Prof Yengopal regarding public health in several SA dental schools and starting of a primary school-based mandatory tooth-brushing scheme.
  - Prof Jorge Castillo (Department of Stomatology for children and adolescents, Peruvian University Cayetano Heredia (UPCH) visited the Department of Paediatric Dentistry and the Faculty and gave a lecture entitled: Early Treatment of Class II Malocclusion.
  - The department of Conservative Dentistry hosted Dr Philip Schneider Dr med. dent. / DMD, Swiss Federal Dentist SSO, based in Zug/Switzerland graduated from the University of Zurich/Switzerland and is affiliated to its Dental Institute. Post-graduation in Switzerland, United States and Japan in restorative dentistry and periodontology. He is the owner of a private clinic and has over 40 years of clinical experience. In addition to his worldwide lecturing activities, he is a consultant for Ivoclar Vivadent AG headquartered in Schaan/Liechtenstein. Philip was involved in the development of Cention N/Cention Forte, which is a new alkasite type material by Ivoclar aimed at replacing amalgam. He delivered a lecture to all students and staff on the 11 August 2022. The lecture was well received by all students and staff.
  - Professor Janice Williams from the Tennessee State University was hosted as a visiting academic in the Department of Oral Hygiene. She presented at the Faculty Research Day on Blended Learning as well as on the Fulbright scholarship programme, and on calibration in clinical practice.
  - Ms Carlotta Piccardi, a visiting academic, from Artevelde, Ghent, joined the Oral Hygiene Department for one week in August to gain insights into the BOH program and to establish collaborative opportunities. Meetings were held with the International Relations Office, Faculty Management, staff and students. An MOU is currently being developed to address teaching and research collaboration as well as student and staff exchange. The signing of the MOU from both institutions has been concluded.
7. AWARDS AND SIGNIFICANT ACHIEVEMENTS

- Prof Greta Geerts was awarded *ad personam* promotion from Associate Professor to Professor
- Dr Priscilla Brijlal was awarded *ad personam* promotion from Senior Lecturer to Associate Professor
- Dr Amir Afrogheh was awarded *ad personam* promotion from Senior Lecturer to Associate Professor
- Dr Razia Adam was awarded *ad personam* promotion from Senior Lecturer to Associate Professor
- Dr Riaan Mulder was awarded *ad personam* promotion from Senior Lecturer to Associate Professor
- Dr Rukshana Ahmed was awarded *ad personam* promotion from Lecturer to Senior Lecturer
- Dr Qaanita Isaacs was awarded *ad personam* promotion from Lecturer to Senior Lecturer
- Dr Craig Peck was awarded *ad personam* promotion from Lecturer to Senior Lecturer
- Dr Naemah Noordien was awarded *ad personam* promotion from Lecturer to Senior Lecturer
- Dr Suwayda Ahmed was awarded *ad personam* promotion from Lecturer to Senior Lecturer
- Dr Naeemah Noordien was awarded *ad personam* promotion from Lecturer to Senior Lecturer
- Dr Rukshana Ahmed was awarded *ad personam* promotion from Lecturer to Senior Lecturer
- Dr S Mulder van Staden – ITI fellow election, October 2022
- Dr S Padayachee – SADA Service Excellence award for service on RVU steering committee (SADA Gala Awards)
- Dr S Padayachee – Awarded an incentive by CIECT for all efforts in relation to the design and development of an interactive online environment and acknowledgement by CIECT in online article
- Prof H Holmes & Prof A Afrogheh: Staff exchange to Universities of Oslo and Bergen in Norway, 20 November – 5 December
- Prof R Adam visited the Dental School at the University of Missouri, Kansas as part of the UMSAEP programme
- Dr Nicoline Potgieter was the recipient of the Faculty of Dentistry Excellence Teaching Award
- Dr Nicoline Potgieter was the recipient of the UWC academic award: Excellence Teaching Award
- Dr Faheema Kimmie-Dhansay received the award for the Next-Generation Researcher (no PhD) at the DVC Recognition Awards
- Ms M Samuels was nominated for Faculty of Dentistry Emerging Lecturer
- Prof R Adam was selected to participate in the UWC Purpose, Equipping, Environment and People (PEEP) Leadership programme
- Dr T van Zyl completed the course in Value Based Leadership and Development Plan (VBLDP)
- Dr R Maart completed the PEEP programme
- Dr R Mulder completed the P4APL programme
- Prof S Khan completed the Research Leadership Programme
- Ms Gordon was awarded the DECRP grant to support her PhD studies
- Prof Brijlal successfully completed the P4APL and PEEP leadership programs and was awarded a UCD Grant for International Exchange
- Prof A Afrogheh was appointed as Extraordinary Senior Lecture at the division of anatomical pathology, University of Stellenbosch
- Prof A Afrogheh was appointed as editor of head and neck pathology journal

8. COMMUNITY ENGAGEMENT

During the year, the Faculty provided outreach services (mainly after hours) to patients from marginalised communities where other public dental services are lacking.

COMMUNITY ORAL HEALTH ACTIVITIES

- Most of the staff in the department attended all the outreaches for the year. For the year 2022, the department had been involved in treating many patients through the Western Cape Province using the mobile dental unit and portable mobile dental equipment for outreach work.
- Outreaches: The department held many outreaches during 2022: Two Saturday outreaches in Hout Bay, one
in Fisantekraal, one in Bridgetown, two-day outreaches in Mitchells Plain in collaboration with the Faculty of Community Health Sciences, one outreach in Mfuleni in collaboration with the Dental Wellness Trust and two weekend outreaches, one in Ceres and one in Darling. More than 2 500 patients received dental treatment through our outreach programme.

- The department is involved in the weekly school-based clinics at Bottelary Primary School and also hosted other outreaches throughout the year. The Bottelary Primary School clinic takes part weekly with the 4th year BDS students and one supervisor where the department uses the mobile truck and provides treatment and preventive work in a disadvantaged farm school. About 300 patients received treatment during the year at the clinic.

- The department coordinates the Phelophepa Health Care Train rotation for UWC oral health students completed in April. The department received Community Dentistry record books from some students who completed the train rotation and it was quite impressive that some students saw more than 150 patients over the two-week rotation. Train 1 was stationed in Darling and the department organized a weekend outreach in collaboration with Transnet during the weekend of 24 and 25 September 2022.

- UWC, HR Wellness Day: The department offered dental screening to staff and a few students at the annual staff Wellness Day that was held on main campus on 11 October 2022. Almost 100 patients were seen on the day.

PAEDIATRIC DENTISTRY ACTIVITIES

- Prof N Mohamed leads collaboration with the Haemophilia clinic of Tygerberg Hospital. However, due to COVID-19 protocols, the collaborative haemophilic clinic was put on hold but all special needs hospital patients under the age of 12 were still referred to the Paediatric Dentistry department for treatment. All 5th year students are required to treat at least one special needs paediatric patient and liaise with the medical staff where needed.
- Dr N Noordien volunteered at Vision Dental Clinic on 22 May and 30 October
- Dr N Potgieter launched the ‘Give a smile back’ campaign on 15 October 2022, where nine children from the general anaesthesia waiting list at our facility were seen in private practice Cure Day hospital. The project was initiated by the SAAPD in collaboration with the Cure Day Hospitals, SASA, OHASA and volunteer dentists.
- Dr N Potgieter belongs to two mentorship programmes for private dentists, i.e. SAAPD cases group and NEXUS dental. Young dentists request clinical guidance, support and advice on these platforms.
- Dr N Potgieter organised a SAAPD outreach project in collaboration with SADA and Colgate to provide toothbrushes to needy schools and organised a SAAPD outreach project in collaboration with SADA and Johnson & Johnson to provide oral hygiene aids for cancer patients.
- Prof N Mohamed has made her educational booklet available to various clinics and acts in an advisory capacity for nursing and medical staff.
- Dr Peck attended the Fisantekraal community dental outreach on 27 March
- In collaboration with SADA and SAAPD, the department delivered oral hygiene kits to paediatric patients in the cancer wards of Tygerberg Hospital in March 2022. The initiative forms part of Oral Health Awareness month. The kits contained oral hygiene aids and information specific to the needs of cancer patients. The aim is to repeat this project yearly - with the dream of it becoming a standard service that can be provided to all paediatric patients receiving cancer treatment.

ORAL MEDICINE AND PERIODONTICS ACTIVITIES

- Periodontal screening of children and adolescents attending the Paediatric outpatient clinic at Tygerberg Hospital
- Ongoing dental service to cariology patients
- Outreach to Diabetic Adult Clinic at Tygerberg Hospital
- Wellness Day UWC 2022
- Design and implementation of Vula mobile referral application in Department of Oral Medicine

MAXILLOFACIAL AND ORAL SURGERY ACTIVITIES

- Dr N Behardien participated in the iThemba (NRF) laboratory wellness day. Dental screening, referral and oral health information was offered to a range of attendees ranging from general assistants to scientists.
- Dr M Cupido participated in providing dental care for the Bridgetown community on the Cape Flats (November 2022) under the auspices of the Islamic Medical Association (IMA).
- Dr M Douglas-Jones was a presenter at the field dentistry course for the UCT Emergency Medicine department, held at UCT in 2022.

RADIOLOGY ACTIVITIES

- Dr Tineke van Zyl and Ms M Samuels – creche visit in Kraaifontein
- Dr Jaco Walters – Participated in UWC Fisantekraal outreach

ORAL PATHOLOGY ACTIVITIES

- Oral pathology staff participated in outreach projects organised by the Division of Anatomical Pathology of the University of Stellenbosch by teaching FNAB technique to clinicians as part of the maintenance of competence initiative by the Western Cape Department of Health and specialised courses.
- Prof Tina Roberts participated in 2022 in dental outreach clinics to Hout Bay and Fisantekraal and various schools for children with special needs.
CRANIOFACIAL BIOLOGY AND FORENSIC DENTISTRY ACTIVITIES

• Outreach to Red Cross War Memorial Children’s Hospital on Achondroplasia Day (27 Oct 2022)
• Outreach to Athlone School of the Blind (7 September, 15 September, 10 November, 17 November); 300 learners were screened, 162 received polishing and 67 extractions.

ORAL HYGIENE ACTIVITIES

The philosophy of education and training of oral hygienists centres on oral disease prevention and oral health and promotion. The Department of Oral Hygiene has had in place a range of service learning initiatives for the purpose of creating an opportunity for students to understand the challenges communities face, how oral health impacts on general health and the role of the oral hygienist in a community setting. This exposure presents to students the viewpoint that the ‘patient’ cannot be separate from the community; that oral health is integral to health; that oral health concerns has to be addressed through engagement with other sectors/professionals/community groups, etc.

Service learning activities are presented as projects that have been ongoing for years and also once-off initiatives that may contribute as a service provision but also supports student learning. These include school-based projects, projects at schools for learners with special needs (physical/emotional and cognitive), hospital-based projects, workshops for community-based carers, and exhibitions for special groups, amongst others. These projects are linked to specific module/programme outcomes and are therefore closely aligned to the curriculum. The staff member who initiates the relevant project also takes responsibility for sustaining it when students are not available to perform the relevant service. The oral hygiene staff also engages with other departments and both BOH students and BDS students get an opportunity to be involved together in some aspects of these projects. The following examples of projects provide insights into the kinds of community engagement projects the department was involved in.

Project 1. Oral Health for Practitioners of Early Childhood Development (ECD) Centres (July, 2022)
The Ikamva Labantu project was initiated in Khayelitsha in 2016 on invitation of the NPO, Ikamva Labantu, and is ongoing. The project was presented by faculty staff in 2022 as it took place during the July vacations. The purpose of the project is to provide educators at early childhood development centres with the background to embed oral health within their centres and also the knowledge to better their personal oral health. This project is offered through a partnership between the organisation, the department of oral hygiene, dental staff in the Khayelitsha area with support from the company, Colgate, who provided dental aides for the ECD centres. The annual oral health promotion workshop reached 97 educators attending the year-long early childhood development (ECD) programme. In addition, a dental screening and referral was offered to 104 attendees (participants and staff of the iKamva organisation) on the wellness days.

Project 2. Special Needs School: Autism Connect – 1 September 2022
This is a long-standing project involving education for school teachers and fluoride treatment for children as well as implementation, monitoring and evaluation of the brushing program. Mrs Cader and four BOH3 students attended.

Project 3. Interprofessional project: UWC Rehabilitation Centre – Lentegeur Hospital
The Faculty of CHS planned an interdisciplinary community outreach project aimed at approximately 75 community-based carers in the Mitchells Plain area. The project was presented at the UWC project site at the Lentegeur Hospital. The dental faculty was represented by the Departments of Community Oral Health and Oral Hygiene. Staff and BOH3 students participated in the project over the two days (30th and 31st March). Oral health promotion and education included 75 carers and screening of 50 carers was completed. The mobile clinic was made available by the Community Dentistry Department and this allowed for some treatment to be done.

Project 4. Sparkle Brush
The Sparkle Brush Programme is a collaborative community engagement programme between UWC and UKZN at special needs schools. In August, the Sparkle Brush project for children with Autism Spectrum Disorder, under the leadership of Dr Naidoo, was hosted in collaboration with the Discipline of
Dentistry, UKZN, in Durban. Oral hygiene education, supervised brushing and topical fluoride application was conducted at this visit. This program also includes a training workshop for teachers to facilitate the sustainability of the programme.

Weekly Exhibitions. Mitchells Plain and Tygerberg Oral Health Centres
BOHIII students routinely do exhibitions at the Mitchells Plain and Tygerberg OHCs. The purpose of these activities is for students to ‘practice’ communicating and engaging with individuals attending the teaching platforms. Students interact with 10-20 individuals in each of these weekly sessions. The BOH II students attended and contributed to the exhibition sessions on Wednesdays, sessions I and II for the duration of the second semester.

Once-off projects. Exhibition and screening project SHAWCO
A new project with SHAWCO (Students’ Health and Welfare Centres Organisation), was initiated by Ms Gordon, with prospects of future collaboration. SHAWCO is a student-run NGO based at the University of Cape Town and works to develop informed, healthy and thriving communities across the Cape Flats.

It offers a supportive space for experiential learning and teaching as well as opportunities to address inequality through innovative and sustainable approaches to community engagement. The BOH3 students under staff supervision joined the SHAWCO paediatric clinic in August.

iThemba (NRF) Laboratory in Faure
The Department of Oral Hygiene was invited to participate in the wellness day offered to employees of the iThemba Laboratory in Faure.

Approximately 250 employees ranging from general assistants to administrators and scientists attended the various stations. Employees were offered oral health information and a dental screening. Staff from the Oral Hygiene Dept as well as the Department of Maxillofacial and Oral Surgery participated.

9. SCHOLARLY PROFESSIONAL ENGAGEMENT

- Prof H Bellardie – Member and advisor to the Cleft Collective research group, University of Bristol
- Prof H Bellardie – Member and Advisor to the Scandcleft Research Group
- Prof M Chetty – Dental consultant: UWC/UCT Combined Dental Genetics Clinic, Red Cross Children’s Hospital
- Prof M Chetty – Dental Consultant: Dental Genetics (Faculty of Dentistry, UWC)
- Prof M Chetty – Dental Consultant: Department of Human Genetics - Dental Genetics Clinic (US) and outreach clinics
- Life-long learning and continuous professional development initiatives: The Department of Oral Hygiene from time to time offers workshops, CPD and short courses to a range of dental professionals, health auxiliaries and teachers. In response to the scope of practice for oral hygienists that was expanded twice, the Department had developed two short courses to provide the requisite education and training for qualified oral hygienists. Two courses were held in September and December 2022 respectively. These courses enable professionals to be current with emerging skills, technologies and information in their fields to better equip them to address the needs of the populations they serve. Course 2 (Government Notice No R800 (Oct 2013) was hosted in Namibia in September and hosted nine delegates. In November it was offered at UWC. A multimodal approach was used whereby course content was accessible in advance through the online platform iKamva. Lectures were conducted online after hours and on weekends. The faceto-face contact was for practical training. Theoretical assessments were conducted online) whilst practical assessments were hosted in a pre-clinical setting.
- The Department of Oral Pathology worked in close collaboration with pathologists at Walter Sisulu University and Port Elizabeth to exchange teaching material and to offer comments on diagnostically challenging oral/head and neck cases. Academic support is offered to pathologists in the Eastern Cape through the joint UWC-University of Stellenbosch diagnostic platform to provide specialised pathological tests and consultations on various tissue samples from the NHLS Anatomical Pathology Laboratories in East London and Frere Hospital in Port Elizabeth.

10. STAFF ON REGIONAL/NATIONAL/INTERNATIONAL PROFESSIONAL BOARDS OR ORGANIZATIONS

EXTERNAL COMMITMENTS
- Dr Q Isaacs – external examiner at SMU and WITS for undergraduate modules
- Dr S Padayachee – President of the South African Society for Periodontology, Implantology and Oral Medicine (SASPIO)
- Dr S Padayachee – committee member, SADA practice committee
- Dr N Noordien – external examiner for the University of Pretoria for the module Odontology 271
- Dr N Potgieter – external examiner at University of Pretoria for the Postgraduate Diploma in Paediatric Dentistry
- Prof D Smit – nominated and selected to the Scientific advisory committee for the National Congress for the South African Dental Association (SADA) scheduled for 25-27 August 2023 in Cape Town.
- Prof D Smit – SADA National Councillor
• Prof D Smit – honorary secretary of the SADA Western Cape branch committee
• Prof A Harris – external examiner for MSc Theses, Sefako Makgatho Health Sciences University
• Dr M Nyakale – external examiner for MSc Theses, Sefako Makgatho Health Sciences University
• Prof A Harris – external examiner for MDS Orthodontics final exit examination, Sefako Makgatho Health Sciences University, November 2022
• Dr Saayman – external examiner for the Postgraduate Diploma in Odontology – Endodontics at the University of Pretoria
• Dr RZ Adam – external examiner for the Restorative Dentistry at the University of Namibia
• Dr C Cloete – external examiner for the University of Pretoria
• Dr S Ahmed – member of FDI-GARD network (Global Antimicrobial Resistance Dental network)
• Dr RZ Adam is a member of the WHO Collaboration executive
• Dr S Indermun – external examiner and Moderator 2022 – Radiology for BOH and BDS programme (University of Pretoria)
• Dr Tineke van Zyl – International Education Committee of IADMFR (International Association of Dento-Maxillo-Facial Radiology)
• Dr Suvarna Indermun – International Association of Dental Research (IADR) South African Division – nominated as secretary: Term 2022-2024
• Dr P Brijlal – external examiner at Durban University of Technology, KZN for the module Research Methods and Techniques, J, RMDT 101 (4th years)
• Ms K Viljoen – external examiner for the module PSB371 Patients with Special Care at the University of Pretoria
• Dr M Naidoo – external examiner at the University of KwaZulu-Natal for the modules DENT345, DENT346 and DENT342
• Dr R Maart – SAAHE: Western Cape Chapter committee member
• Dr R Maart – SAAHE (SIG) Executive Committee member
• Dr R Maart – TUFH: Chairperson of Scientific Committee
• Prof S Khan – IADR Immediate Past President
• Prof S Khan – AMER: EXCO
• Prof S Khan – GOHIRN group of the IADR
• Prof M Chetty – President: IADR SA Division (2022-2024)
• Prof N Mohamed – local organising committee: IAPD World Congress 2023
• Dr N Potgieter – local organising committee: IAPD World Congress 2023
• Prof J Morkel – convenor, CMFOS (Primary, Intermediate and Final), CMSA
• Prof J Morkel – external examiner for the research component of the professional master’s degree programme at UP and Wits
• Dr N Barnard – examiner FCMFOS (Intermediate)
• Dr S Mulder van Staden – UWC ITI Study club convenor
• Dr N Potgieter – serves on the Scientific Committee of the International Association of Paediatric Dentistry (IAPD)
• Prof A Afrogehe – examiner: College of Medicine of South Africa (CMSA), Subjects: general pathology, primary and intermediate examinations for the Fellowship of the College of Oral and Maxillofacial Surgeons (FCMFOS)
• Prof A Afrogehe – external examiner at Sefako Makgatho University and Witwatersrand University 2021/2022.
• Prof Tina Roberts – external examiner at the University of KwaZulu Natal for the MSc programme

MEMBERSHIP OF PROFESSIONAL BOARDS
• Dr D Joubert – member of accreditation panel of the HPCSA for University of the Witwatersrand, September 2022
• Dr N Barnard – member of the HPCSA post-graduate accreditation panel to Wits in September 2022.
• Prof J Morkel – President, CMFOS, CMSA
• Dr P Brijlal – in her capacity as Deputy Chair of the Professional Board for Dental Assisting, Dental Therapy and Oral Hygiene as well as a member of Council on the Council Committee of Education, Training and Quality Assurance has been engaged in stakeholder meetings with CHE, universities and dental associations as well as practitioners on matters related to the scope of practice, education and training and accreditation. She has further contributed to regulatory matters about the education of the dental auxiliaries which includes matters of curricula, accreditation, qualifications and regulation of practice. In 2022 she served as Chair of the accreditation panel to the University of Kwa Zulu Natal to evaluate the Bachelor of Oral Hygiene program.
• Prof A Harris – College of Medicine of South Africa (CMSA) involvement:
  • Secretary and Senator of the College of Dentistry, CMSA
  • Moderator FCD(SA) Ortho Part II examinations: First and second semesters 2022
  • Member of the CMSA Finance and General Purposes Committee; Education Committee

MEMBERSHIP OF EDITORIAL BOARDS
• Prof N Mohamed – South African Dental Journal (sub-editor)
• Prof N Mohamed – Section editor Health Gesondheid SA
• Prof N Mohamed – Edorium Journal of Dentistry
• Prof N Mohamed – Dentistry and Medical Research
• Prof N Mohamed – Archives of Clinical Community Medicine and Public Health
• Prof N Mohamed – Journal of Dental Problems and Solutions
• Prof N Mohamed – Journal of Paediatric Care
• Prof N Mohamed – Journal of Dentistry and Oral Hygiene
• Prof N Mohamed – Journal of Oral Health and Dental Studies
• Prof N Mohamed – ST Journal of Dentistry
• Prof N Mohamed – The Open Dentistry Journal
• Dr F Peerbhay – Edorium Journal of Dentistry
• Prof V Yengopal – South African Dental Journal
11. CURRICULUM CHANGES/RENEWAL
CURRICULUM REVIEW PROCESS
The following documents were submitted to the Regulatory Committee of SAP for approval:
(a) Amendments to Existing Programmes
   Bachelor of Dental Surgery (BDS)
   Master of Dental Surgery in Community Dentistry (MChD/MDS)
(b) New Modules
   Conservative Dentistry 311 (CON311)
   Dental Research 411 (DRE411)
   Comprehensive Patient Management 500 (CPM500)
   Anaesthesiology and Sedation 403 (ANS403)
(c) Amended Modules
   Clinical Dentistry
   Measuring Health and Disease 320
   Orthodontics 400
   Diagnostic and Radiology 400
   Radiographic Techniques 200
   Conservative Dentistry 311
   Paediatric Dentistry 400
   Practice Management 500
   Academic Literacy 110
   Maxillofacial and Oral Surgery 400
   Endodontics 400
   Prevention 410
   Dental Prosthetics 300
   Gross Anatomy 825

Curriculum review is an iterative process in the Oral Hygiene Department. A number of workshops were held in this regard (1 December, 5 December). Matters regarding curriculum alignment are ongoing. In addition, a number of workshops within the Faculty were conducted pertaining to assessment approaches using a hybrid model. Staff have also been engaged with calibration exercises for the purpose of consistency between staff in teaching and assessment.

A PGDip (Oral Health Sciences) is in the process of being registered. This PGDip will provide a formal qualification for oral hygienists to develop in the field and also provide a trajectory for further study in the discipline. CHE has provided feedback wherein changes were recommended in order for a resubmission.

12. STUDENT ACHIEVEMENTS
UNDERGRADUATE STUDENTS
Undergraduate Student Pass Rate

<table>
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<tr>
<th>CLASS</th>
<th>PASS RATE</th>
<th>PERCENTAGE</th>
<th>COMMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>BOHI</td>
<td>26 out of 30</td>
<td>87%</td>
<td>3 failed 1 de-registered</td>
</tr>
<tr>
<td>BOHII</td>
<td>22 out of 30</td>
<td>73%</td>
<td>8 failed</td>
</tr>
<tr>
<td>BOH III</td>
<td>27 out of 28</td>
<td>96%</td>
<td>1 de-registered</td>
</tr>
<tr>
<td>BDS I</td>
<td>76 out of 79</td>
<td>96%</td>
<td>2 failed</td>
</tr>
<tr>
<td>BDS II</td>
<td>66 out of 72</td>
<td>92%</td>
<td>6 failed</td>
</tr>
<tr>
<td>BDS III</td>
<td>73 out of 79</td>
<td>92%</td>
<td>6 failed</td>
</tr>
<tr>
<td>BDS IV</td>
<td>76 out of 79</td>
<td>96%</td>
<td>2 failed 1 de-registered</td>
</tr>
<tr>
<td>BDS V</td>
<td>84 out of 89</td>
<td>94%</td>
<td>4 failed 1 de-registered</td>
</tr>
</tbody>
</table>

- 25 BOH students completed the BOH programme in the minimum period of three years - 89%
- 72 BDS students completed the BDS programme in the minimum period of five years - 81%
- 2 BOH students completed magna cum laude
- 1 BOH student cum laude
- 5 BDS students completed summa cum laude
- 1 BDS student completed cum laude

STUDENT ACHIEVERS AWARDS
The faculty celebrated the top student achievers by awarding certificates to the top three students in each class. Students who had achieved an aggregate of over 70% for the 2022 academic year were also acknowledged with certificates.

POSTGRADUATE STUDENTS
- 12 PGDip students graduated cum laude from the PGDip programmes
- Dr Salma Abubaker Ali was awarded the best PhD student at UWC during the 2021-2022 period
- Dr Fadi Titinchi won the national registrars’ research competition for best master’s research project at the national SASMFOS congress in September 2022

POSTGRADUATE STUDENT COMPLETIONS

<table>
<thead>
<tr>
<th>PROGRAMME</th>
<th>NUMBER OF STUDENTS</th>
</tr>
</thead>
<tbody>
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<td>PGDip</td>
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<tr>
<td>MSc Dent</td>
<td>13</td>
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<tr>
<td>MChD</td>
<td>1</td>
</tr>
<tr>
<td>PhD</td>
<td>3</td>
</tr>
</tbody>
</table>
The MChD degree is a specialist degree enabling the holder to register as a Dental Specialist/Consultant with the HPCSA. The minimum time to completion is four years for all dental specialists excluding maxillo-facial and oral surgery where it is five years. Students registered for the degree are linked to a Clinical Assistant / Registrar’s post on the establishment of the Western Cape Government.

Please see Annexure 1 for module enrolments and pass rates.

13. SPECIAL FACULTY PROJECTS

ORAL HEALTH CENTRE – CLINICAL PLATFORM ACTIVITIES

The major portion of the Faculty’s community engagement is through service rendering which takes place on the ‘combined service platform’ of the Western Cape Department of Health and Wellness. This combined platform consists of Groote Schuur and Tygerberg Academic Hospitals, Red Cross Children’s Hospital, Gugulethu and Mitchells Plain Day Hospitals and the two dental sites, namely the Tygerberg and Mitchells Plain Oral Health Centres. The service rendering involves primary, secondary, tertiary and quaternary patient care, which ranges from basic dentistry to the holistic, multidisciplinary management of severe facial and dental deformities.

With the huge burden of disease in especially children six years old and younger, private practitioners and practitioners in all the surrounding state clinics are reluctant to treat these children in their practices and refer them to the faculty for treatment under general anaesthetic. This clogs up the GA list with waiting lists of up to six months for an appointment. To relieve some of the pressure on our theatres at the Tygerberg Oral Health Centre, the faculty is engaged in a public-private relationship with Melomed Private Hospital in Mitchells Plain to provide a much-needed service especially for children of Mitchells Plain and Khayelitsha.

The statistics for all clinical services rendered on this clinical platform are available in the WCG Department of Health and Wellness Annual reports. Our contribution is substantial and without the Faculty, large numbers of people in our community would go without any dental care at all or very limited forms of care.14. Challenges that became apparent in 2022

The aging infrastructure in both the Tygerberg and Mitchell’s Plain facilities is a cause for concern and whilst most of main campus has seen fundamental and significant built environmental progress, the buildings at dentistry have remained basically the same since their initial occupation. Projects and strategies are underway to invest in infrastructure upgrades and some of the low-hanging easy-to-do upgrades have been already commissioned and have had funding approved for construction in 2023. These have been highlighted in the Dean’s Overview earlier in this document.
The other major challenge related to the impact of load shedding on both the clinical and teaching platforms. Clinical training has been significantly impacted as the current generator can only power a few dental chairs (approx. 20) during load shedding. Planning to combat the effects of load shedding has also been difficult especially in the environment of an everchanging schedule and stages (stage 1 up to stage 7 have already been experienced in the Faculty.). The university has provided support for the teaching environment in the form of invertors to power some lecture venues and to power Wi-Fi during load shedding. The funds to upgrade generators or introduce alternate energy options such as solar power do not exist and we as a faculty intend to drive our own funding initiatives in partnership with Institutional Advancement from UWC. Potentially, solar power seems to be a viable alternative as we have about 6000 squares meters on the flat roof at Tygerberg (see images above).

After-hour access to the library and resource centre is a challenge and this should be addressed as a matter of urgency. The Faculty resource centre can serve as a study hub for dentistry students as well as provide access to Wi-Fi. The lack of appropriate facilities to provide meals to students at the Disa Residence on an organised basis remains a serious challenge, along with food security in general.

The east side of the building is currently a ‘back door’ entrance to the hospital – it would therefore be useful to upgrade this part of the building, which would facilitate a better flow for the hospital. This would include the formation of a recreational space (for our students) desperately required at the Tygerberg campus which is currently just a building and does not have any informal setting for students to do group work or individual study or even just to relax. This was also observed at the last HPCSA accreditation visit. An upgrade of this nature would initiate the establishment of such a space, which would only serve to enhance the clinical training experience. This is still in the early conceptual design phase.

The Maxillofacial and Oral Surgery unit at Groote Schuur Hospital will need refurbishing in the near future. It is currently in a neat and workable condition, but upgrading will be essential for patient treatment and clinical training. This is also in line with the HPCSA accreditation report from the visit undertaken in 2021.

15. CONCLUDING REMARKS
The Faculty of Dentistry has embarked on a new path in order to align itself to the vision of becoming a global player in teaching, training and research. We have the burden of disease in the western cape, we have the infrastructure in place, we have the support from the university and limited funding to play in the big league. What we need to do going forward is to take advantage of the research and training opportunities that our collaborations offer and drive the research agenda to push up postgraduate intakes and publications outputs. The Faculty of Dentistry has a bright future ahead.

Joline Savill & Veerasamy Yengapol
# Annexure 1: Module Enrolments and Pass Rates 2022

<table>
<thead>
<tr>
<th>Department</th>
<th>Module</th>
<th>Description</th>
<th>Total Enrol</th>
<th>Passed</th>
<th>%</th>
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<td>Community Dentistry</td>
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DEAN’S OVERVIEW

2022 was an eventful year for the learning and teaching programme in the Faculty of Education. The post-pandemic context continued to propel our engagements into new terrains with interesting combinations of online, blended, virtual, hybrid and traditional (albeit limited) modalities. Faculty embraced the challenges and did what was necessary to overcome a difficult situation. We continued with our key mission to offer quality undergraduate education and ensured our teacher education programme accomplished the objective of delivering high quality teachers to address scholastic achievement challenges in the public school system. Hence, given the unique situation of non-traditional modes of facilitation of modules, the Faculty constantly took cognisance of the impact the university’s learning and teaching decisions, structures and resources had on the knowledge project. This report provides a profile of our learning and teaching programme and considers the challenges experienced by staff and students when engaging with online learning and the return to a low-density campus.

Despite the disruption caused by the pandemic, Faculty academic and administrative staff showed incredible commitment and resilience to the undergraduate academic project. It is evident that learning and teaching using technologically creative modes has led to increasing cross-departmental collaboration and significant innovations in developing blended resources for students.

The results of all the modules in the undergraduate programmes as well as the throughput rate are pleasing and attest to the success of the Faculty’s support initiatives to enhance undergraduate education during a unique moment in the history of higher education. When reflecting on the difficult situation encountered by the university community, one should acknowledge the interesting pedagogical interventions employed to circumvent the adversity in order to produce quality graduates. The structures the Faculty put in place during 2022 to help manage, plan, monitor and communicate various aspects of the institutional response to undergraduate teaching and learning serve academics and students well.

Essential to the academic and professional development of staff, as indicated in the various intervention strategies funded by the University Continuous Development Grant for learning and teaching, is curriculum and pedagogical transformation. The latter is a priority area identified by the university and engagement in 2022 ensured depth in the pedagogical discourse, not only with the relevance of content, but more importantly, with how one facilitates learning and engagement with different assessment pathways and strategies.

An important aspect of the assessment programme was a concerted effort in the Faculty to ensure assessment tasks were lodged on the higher levels of the evaluation taxonomy. The raising of cognitive levels and development of higher thinking skills also resonates well with the graduate attributes of the university. In essence, the learning and teaching programme for 2022 responded in creative ways to student needs, considered the profile of students – especially in terms of socio-economic challenges with resources – and aimed at student retention and high course success rates across all levels and programmes. The Faculty will continue the learning and teaching projects started in 2022 as they are crucial to achieving the objectives of the Institutional Operating Plan. It is evident the Faculty learning and teaching programme has responded adequately to our commitment to the Department of Higher Education and
Training with regard to student enrolment and success and to our vision of producing quality teachers to increase scholastic achievement of the majority of learners in disadvantaged schools. While every single academic and professional and support staff member supported the learning and teaching effort during a uniquely difficult phase in the history of higher education, we acknowledge with gratitude the role played by the members of the Faculty Teaching and Learning Committee and deep appreciation for the students’ contribution to our understanding of their perspectives on learning.

1. FRAMING BLENDED LEARNING
The University adopted the blending learning policy and Faculty engaged with different learning theories and approaches as well as the combination of theory and practice regarding instructional design within a blended approach. Examples of good practice were evident across departments, confirming that teaching with educational technologies (e.g. blended learning) in a digital world enhanced student learning. We also noted that blended approaches and methods, particularly with the use of technology, was already known and used among colleagues. We worked closely with the Centre for Innovative Education and Communication Technologies (CIECT) through a series of seminars and workshops that created awareness of emergent technologies and eLearning related to programme facilitation. Through the support of CIECT, significant strides were made in the Faculty in relation to improving online learning and teaching, and innovative assessment practices. The Faculty also showcased creative ways of lesson facilitation at the institutional...
learning and teaching colloquium, especially with the shifting of good practices from traditional classroom settings to virtual learning spaces, as these examples indicate:

a. Language education students created interactive video presentations in virtual group settings under the direction of their lecturer, Ms Nonhlanhla Shandu-Omukunyi. The digital storytelling project was an interesting blend of technology and traditional engagement with language policy among foundation phase students.

b. The presentation by Dr Karen Collette on ‘Enhancing student formative feedback on assessment tasks using the affordances of Turnitin’ was valuable given the challenges with online assessment tasks completed remotely by students. Theory and related research into student feedback and particularly the value of formative feedback and feedforward was foregrounded.

c. Prof Josef de Beer’s presentation, ‘Electronic posters as assessment vehicle for online learning’, was a valuable engagement with alternate ways of assessment. He focused on the affordances of online learning events based on problem-based and cooperative learning principles, and how e-posters (electronic posters) could be an effective way of assessing learning outcomes. An entertaining component of the presentation was a virtual online excursion (over two days) where students engaged in an ill-structured problem (various issues related to teaching and learning in a dysfunctional school) in cooperative learning groups.

d. Dr Moira Bladergroen’s presentation highlighted three models that help understand resistance to change, and what leadership can do to address and work past the resistance towards an agile and highly competitive university.

The Faculty appreciates the increased time academics spent in the planning, organisation and administration of a blended learning (flipped classroom model) interactive approach with adjustments to the course outlines, module guides and assessment schedules. Informed decisions were taken on didactical design regarding the elements of blended learning arrangement (content, communication, construction) and the choice of the delivery system. A crucial area of engagement was the notion of a blended e-Pedagogy, not only among lecturers but also graduate learning assistants and tutors, to enable them to manage and take ownership of their online experiences, and effectively engage with e-Tools, in order to deliver their core teaching and assessment activities.

### 2. TOWARDS ENHANCED STUDENT ENGAGEMENT

The Faculty operated under extraordinary circumstances for two years and this had major consequences for student engagement with the learning and teaching programme. We were cognisant of the imperative to pay constant attention to the tension between two ethical imperatives: the university’s mission of not leaving any student behind, and the Faculty’s vision of ensuring the outcomes of learning for the degrees were as expected by the larger education fraternity, the accrediting bodies as well as students and parents. We had to be particularly careful with the socio-economic challenges of students regarding online resources and the university provision of data to students, tutors and staff was beneficial. A large majority of the module assessment programme across the Faculty shifted towards the continuous assessment module with one substantive assessment task and two minor tasks. The protocols of moderation and ensuring the integrity of the assessment programme was strictly upheld.

Departments carefully monitored student progress and at-risk students were identified early to ensure support was provided. Student evaluation of the 2022 modules indicate that the support and supplementary activities provided by lecturers aided their success. Departmental reports to the Faculty Learning and Teaching Committee included challenges with student engagement. Strategies were explored and funding was provided in cases where assistance was needed. The Faculty is looking forward to an enhanced student evaluation instrument in 2023 that is being conceptualised by the institutional directorate for learning and teaching. The first-year transition programme was indispensable and Faculty participated fully in the activities organised by the first-year transition officer (FYTO) and this ensured the success of one of the most vulnerable sectors of the student population. We also considered the important fact that the 2022 first-year students did not enjoy a campus experience and this cohort was in the unique situation of both a disrupted 2021 matric year with the COVID-19 pandemic and all modules of their university programme offered online.

The Faculty, with the assistance of Centre for Student Support, was cognizant of the increased psychosocial impact on student learning and how factors such as social distancing and other measures to address the pandemic may have exacerbated students’ mental wellness. Key factors associated with the increased psychosocial impact on students included financial stability, interpersonal relationships and stress related to achieving academic milestones. The high levels of unemployment in communities and the resultant financial hardship contributed to experiences of psychological distress among students. Students yearned for the social interaction of university life and working online compromised relationships with peers and loneliness took its toll on interpersonal relationships. Many modules required groupwork and this posed a major challenge for students who struggled with virtual group projects.

### 3. RETHINKING LEARNING AND TEACHING

The ‘new normal’ with virtual meetings and the online mode had major implications for academic work in 2022. The lessons
learnt about learning and teaching, especially the value of technology within the virtual realm, should be reflected upon to rethink traditional modes of academic work. Several common themes emerged from academic staff experiences of teaching during 2022. First and foremost is the blurring of the workspace and the personal space, with the switching of all teaching and meetings to online. Not all households were equally equipped with resources and internet access. The ease of organising online meetings on Google Meet, coupled with the need to plan and manage the virtual teaching programme, led to an excessive number of online meetings. The use of WhatsApp as a means of being in touch with students meant almost 24/7 availability and much longer hours of working. Most academic staff indicated an increase in workload and being glued to computer screens was not an ideal manner of teaching and researching.

The Faculty provided necessary support in terms of communication and guidelines for remote learning and teaching, technological support and pedagogical support for curriculum adjustment, learning design, online assessments, etc. Academics across the world identified three main concerns that affected their work in relation to learning and teaching:

i. Increasing academic dishonesty due to the online mode
ii. Limited student engagement as it was difficult to monitor student participation online
iii. Not achieving the expected outcomes of learning.

However, colleagues in the Faculty recognised the opportunities brought about by remote teaching and distance learning to rethink teaching and learning more carefully. Although there was an enormous amount of work changing from the previous mode of teaching to remote teaching, the advantages of working from remote spaces was beneficial. It has encouraged staff to be inventive and create quality online lessons and assessments. The Faculty ensured that students had access to data and this helped tremendously. Given the experiences of 2022, staff favour blended learning and acknowledge the value of learning management systems like iKamva. It is important to note that some lecturers were not enthusiastic about using social media for teaching purposes. One of the key lessons of 2022 is the importance of advance planning of course outlines and assessment schedules to reduce stressors that impede the scholarship of learning and teaching, the knowledge project, community engagement and research.

4. REFLECTIVE PRACTICE TO ENHANCE FACILITATION

The Faculty strongly foregrounded the importance of reflective practice to enhance facilitation and also student learning. Reflective practice is valuable for the agency of academics as it enhances their self-discovery and growth, and it links strongly with self-directed learning, which is crucial for virtual learning platforms. The Faculty teaching and learning committee encouraged reflection on teaching, especially using the online mode, as there is the need to learn from the situation and it will lead to better preparation, and successfully deal with future events of a similar nature. When facilitators link knowledge and practice, it enhances and improves learning and promotes a more positive learning experience for students. A key rationale for reflective practice is that experience alone does not necessarily lead to learning; deliberate reflection on experience is essential.

Reflective practice is integral to the Faculty’s mission of quality learning and it encourages facilitators and students to be autonomous and self-directed — essential elements for online teaching. The Faculty’s aim with reflective practice among staff is to eventually enter a critical level of reflection to connect knowledge with experience by continually examining their own reasoning, choices, decisions, biases and actions with the aim of developing new knowledge, skills, and dispositions and fostering critical contemplation of actions in real-world contexts. This also links strongly with the Faculty programme of curriculum transformation. A transformative element is added to reflective practice when assumptions and beliefs are challenged and lead to change in educational practice along with a commitment to understanding students’ contexts, diverse needs and cultures. Transformative learning and improved teaching competence should form the cornerstone of reflective practice as they enhance a shift toward a deeper level of learning among students.

5. QUALITY OF THE ASSESSMENT PROGRAMME

The Faculty strongly foregrounded the need for assessment to be part of the learning programme instead of assessment of learning. Hence, we believe assessment is deeply embedded in pedagogy. Problem-based learning emphasises embedded assessment and indicates that the levels of the knowledge structure being developed have implications for assessment strategies. Online and blended learning provided an opportunity for the Faculty to rethink the assessment programme, particularly the imperative for higher quality assessment tasks. This was an important aspect of the 2022 learning and teaching programme as the merging of online teaching into the stream of everyday practices, and the increasingly salient role of distance programmes. This called for lecturers to review course outlines and materials, student outcomes and characteristics, and institutional and administrative factors. Assessments should provide students with opportunities to demonstrate their abilities and receive support to enhance their learning. It is important to note that, although formative assessment (assessment to support learning) and summative assessment (for validation and promotion) are not separate or fixed processes, tensions exist between them. Faculty required moderation (both internal and external) to be academically
rigorous and guidelines were provided for effective moderation. Feedback was emphasised as it is most effective when related to clearly identified learning goals so that effective, formative feedback is not only based on monitoring progress toward the specific goals, but also promotes students to develop effective learning strategies. These processes characterise formative assessment and are aimed at supporting learning.

Workshops were held to encourage lecturers to rethink online pedagogy in order to achieve effective formative assessment strategies that can support meaningful (higher-order or deep) learning and its assessment, and facilitate critical thinking. Effective integration of formative assessment in online learning environments has the potential to offer an appropriate structure for sustained meaningful interactions among learners and the students. Ongoing support for scaffolding learning is critical in online learning, and can be essentially facilitated through sustained interactive collaboration among students. The continuous assessment programme across departments in 2022 emphasised the importance of summative assessment.

The validity, reliability and appropriate assessment level that met our module descriptors were achieved through internal and external moderation of our final examination papers and assignments. Additionally, the Faculty ensured all assessments were aligned with the learning objectives of the course and were administered in a fair and equitable manner. The Faculty was (is) highly sensitive and supportive to our diverse student groups, and constantly re-evaluated and realigned our courses to meet our diverse student learning needs.

6. UCDG FUNDED PROJECTS
6.1 ONLINE TEACHING AND LEARNING ASSESSMENT WORKSHOP
The teaching and learning assessment workshop exposed foundation phase staff to online assessments theories and tools. The workshop took place over two days, 20-21 April, at Evertsdal Guesthouse. Facilitators: Dr Isabel Tarling, a learning science scholar researching teacher change, pedagogy and the integration of educational technologies into teaching and learning. Lucy Worswick, a learning designer and educator.

- Personal activity outlined the characteristics of the students we teach. Knowing the student is important when assessing.
- Getting to work collaboratively on aspects relating to assessment. Working in Google Docs, developing Google forms as assessment tools, working creatively with Google slides.
- Putting together a chart outlining various assessment concepts in order to build assessment literacy, which we could share with students.
- How do we create assessments that are not single use? Make assessment for learning and assessment as learning; feedback loop barriers if we use hard deadlines first; use soft deadlines instead of hard deadlines straight away, life happens. Students don’t know how to use assessment feedback. Give students the tools and knowledge on what to do with the feedback.

6.2 BUILDING AN ACADEMIC PROFILE
This workshop was facilitated by Prof R Chetty and its aims were to strengthen the learning and teaching programme in the Faculty through enhancing academic trajectories of novice/junior lecturers to motivate lecturers to build strong and balanced academic profiles, and to outline the Faculty’s promotion policy. The workshop included two sections:

a) Skills on the rise
- Analytical thinking, innovation, creativity, originality, initiative
- Technology and design
- Critical thinking and analysis
- Complex problem solving
- Leadership, social influence, emotional intelligence, systems analysis
The different approaches through which the workshop was conveyed allowed the students to reflect on their own practice and see where they could improve.

- Mr Teladia, a WCED curriculum advisor, did a presentation on teacher professionalism. He touched on points such as the energy the teacher brings into the classroom, the attitude of the teacher that definitely has an impact on the learners, the novice teacher’s willingness to learn, which will stand them in good stead. The role of social media was discussed and students cautioned about the things they post on any platform. However, the value of technology in the 21st Century and in particular in the classroom, was emphasised.

- Prof Ansie Kitching presented on relationality. You have to build sound relationships with your learners, your colleagues and the parents. This was the essence of her presentation.

- Personal well-being (Chrysalis Academy), with Dr Lucille Meyer

  - Dr Meyer stressed the fact that if a teacher is not well and cannot function properly he/she cannot create a classroom atmosphere where learners feel safe and where quality teaching and learning can take place. She stressed the Polyvagal theory of Dr Stephen Porges: Freeze, flight or fight. The teacher cannot teach and learners cannot learn. In the green zone everything is calm, connected and pleasant, learners feel safe and welcome. A question everyone should ask is, Where do I spend most of my time and how does it affect my wellbeing?

6.5 SCIENCE EDUCATION RETREAT

- New specialisations in the BEd programme: Life and marine sciences
- Based on the University of Johannesburg experience, SSME needs to investigate the development (in conjunction with the Faculty of Natural Sciences) of specialised Life Sciences for FET teachers. Also, there is not a single university offering teacher training in marine sciences, and by offering both life and marine sciences as options, we might be able to address the dwindling numbers of life sciences students in the Faculty.

- Aosis 2023 book: Future-proofing STEAME education in South Africa
  - AOSIS approved the book title, ‘Future-proofing STEAME education in South Africa’, the first volume in the UWC Education Book Series. Members of SSME discussed their possible co-authorship of the different chapters, under the editorship of Prof Rajen Govender, Prof Rajendra Chetty, Prof Rouaan Maarman and Prof Josef de Beer.

- NRF rating of science colleagues
  - Prof de Beer provided an overview of the NRF rating process, and the five narratives that should accompany applications. By establishing clearly demarcated research niches, it assists in focusing individual research to be acknowledged as an expert in a particular field.

  - New specialisations in life and marine sciences

6.4 ENHANCING STUDENTS’ TEACHING PRACTICE

Facilitator: Mr Frederick Sylvester

- A three day workshop presented to all final year B.Ed. and PGCE students. Presenters from the Faculty of Education and from other institutions – Chrysalis Academy, Stellenbosch University and Gender Dynamix as well as the WCED – facilitated different aspects of the content.

  - During the COVID-19 pandemic, students were unable to fully benefit from face-to-face sessions and experience modelling and demonstration of classroom practice first-hand. The workshop provided students with the necessary skills and tools with which to enhance their teaching practice.

  - Subject specialists delivered presentations using experiential learning and aspects of Julia Gabriel’s edu-drama pedagogy.

  - The different approaches through which the workshop was conveyed allowed the students to reflect on their own practice and see where they could improve.

  - Mr Teladia, a WCED curriculum advisor, did a presentation on teacher professionalism. He touched on points such as the energy the teacher brings into the classroom, the attitude of the teacher that definitely has an impact on the learners, the novice teacher’s willingness to learn, which will stand them in good stead. The role of social media was discussed and students cautioned about the things they post on any platform. However, the value of technology in the 21st Century and in particular in the classroom, was emphasised.

Goals of SI

- To improve student performance
- To increase continued enrolment
- Improved learning skills such as:
  - thinking and reasoning
  - responsibility
  - reflection
- The main goal of SI is to create independent learners

The unique features of the SI model:

- Focus on high-risk courses and not on high-risk students
- Delivery of service begins in the first week of lectures
- Integrates study skills with content
- Service delivered within geographical area assigned to academic department
- Encourages peer collaborative learning
- Student driven
- Voluntary

6.3 SUPPLEMENTARY INSTRUCTION MODEL FOR TEACHING PRACTICE

Facilitator: Dr Liesl Smith (Nelson Mandela University)

An overview of the SI Model was given, followed by a practical introduction to the SI model. An overview of the resources available was presented, and the evaluation of a campus programme was illustrated. The benefits for the institution, students and lecturer to the use of Supplementary Instruction Model was discussed.

b) How to prepare a career in academia

- PhD, Postdoctoral fellowship
- Publishing
- Becoming expert in sub-field of discipline
- Collaborative projects
- Volunteer, give presentations, guest lectures
- Conferences, proceedings
- Academic and community engagement
6.6. EXPOSURE TO A PEDAGOGY OF PLAY: ENHANCING INCLUSIVITY

Facilitators: Prof Josef De Beer and Dr Moira Bladergroen

- The presenters shed light on the journey of becoming a teacher, and being a teacher, by using Derrida’s (1982) notion of ‘différence’. According to Derrida, the process of identification is in part the “definition and re-definition of the ‘other’ in relation to the self”. As the student teacher develops a better understanding of the ideal (‘super’) teacher, this should be accompanied by critical self-reflection, on how the ‘self’ measures up against the idealistic ‘super teacher’.

- This seminar engaged participants in immersion pedagogy, and a pedagogy of play, where they were shown how student teachers, as Homo ludens (the playing human) could engage with issues of social justice in the classroom.

- The Famine and Abundance game includes student teachers getting (randomly) a passport of a nation, as well as money depending on the country’s Human Development Index, which they may use to purchase food at the ‘excursion store’ (Petersen & De Beer 2019). As a consequence, students from developed nations are able to purchase anything they want, whereas students from poor countries are unable to buy anything. This exercise allows student teachers to reflect on the country’s huge socioeconomic gap between the ‘haves’ and ‘have-nots’. Students from privileged backgrounds have the chance to vividly observe and reflect on the lives of the impoverished. Following that, the debate focuses on the teacher’s responsibility and how to cope with the socioeconomic gap in the classroom (Petersen & De Beer 2019).

- This workshop served to sensitise teacher educators on how engaging pedagogies could be used to sensitize student teachers on issues of social justice and inclusion.
### 7. SUMMARY OF 2022 FACULTY SEMINARS

<table>
<thead>
<tr>
<th>DATE</th>
<th>DEPARTMENT</th>
<th>TOPIC</th>
<th>PRESENTERS</th>
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<tbody>
<tr>
<td>15/02</td>
<td>Language Education</td>
<td>Intercultural teacher education: Update on a North-South research collaboration</td>
<td>Dr Peter Pluddemann</td>
</tr>
<tr>
<td>22/02</td>
<td>MAS Training</td>
<td>MAS training</td>
<td>Mr Khaalid Khan</td>
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<tr>
<td>01/03</td>
<td>Educational Studies</td>
<td>SAERA conference</td>
<td>Dr Karen Koopman</td>
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<td>8/03</td>
<td>Faculty</td>
<td>Critical discussions and reflections: CHE audit – UWC Self Evaluation Report</td>
<td>Prof Rajendran Govender, Prof Vivienne Lawack</td>
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<tr>
<td>15/03</td>
<td>IPSS</td>
<td>A ‘curriculum moment’ for Adult and Community Education and Training: Acknowledging the voices and experiential knowledge of lecturers and students at community learning sites</td>
<td>Dr Natheem Hendricks, Mrs Kaylianne Aploon-Zokufa</td>
</tr>
<tr>
<td>22/03</td>
<td>Research</td>
<td>Establishing research niches within the Faculty</td>
<td>Dr Seamus Needham, Prof Ansie Kitching, Prof Peter Pluddeman, Mr Shafiek Dinie, Prof Trevor Moodley</td>
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<td>05/04</td>
<td>Education Psychology</td>
<td>Inclusive education</td>
<td>Prof Ansie Kitching, Prof Trevor Moodley, Mr ‘Toni’ Sylvester, Dr Vusivan K Babane</td>
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<tr>
<td>12/04</td>
<td>AVS Training</td>
<td>Hybrid venue training</td>
<td>Mr Oscar Linnert</td>
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<tr>
<td>19/04</td>
<td>Faculty</td>
<td>Exploring Innovative pedagogical practices using ICTs across beginner teacher development programmes</td>
<td>Prof Rajendran Govender, Dr Cecelia Booyse</td>
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<tr>
<td>26/04</td>
<td>Faculty</td>
<td>Exploring the potential of open, adaptive, tools for sustainability learning and practice</td>
<td>Mr Edward Waisanen (The University of Michigan)</td>
</tr>
<tr>
<td>3/05</td>
<td>IPSS</td>
<td>Assessment and development of TVET student occupational competence for the 21st century workplace</td>
<td>Dr Patricia Jacobs</td>
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<tr>
<td>10/5</td>
<td>SSME</td>
<td>The affordances of epistemological border crossing in the STEM classroom: Viewing indigenous knowledge from an embodied, situated and distributed cognition perspective</td>
<td>Prof Josef De Beer</td>
</tr>
<tr>
<td>17/05</td>
<td>Learning and Teaching</td>
<td>Staff challenges with online teaching and learning</td>
<td>Prof Rajendra Chetty, Dr Vusivana Babane, Dr Frances Wessels and Prof Trevor Moodley</td>
</tr>
<tr>
<td>7/06</td>
<td>Science and Maths</td>
<td>Affordances of ethnomathematics</td>
<td>Prof Iman Chahine</td>
</tr>
<tr>
<td>26/07</td>
<td>Ed studies</td>
<td>Collaborative online International Learning (COIL)</td>
<td>Dr Karen Collett, Ms Nonhlanhla Shandu Omukunyi, Hege Knudsmoen, Alena Slapac, Mr Gasant Gamiet, Dr Frances Wessels</td>
</tr>
<tr>
<td>16/08</td>
<td>L and T</td>
<td>Demystifying supplemental instruction</td>
<td>Ms Liesl Smith (Nelson Mandela University)</td>
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</table>
8. GRADUATE LECTURING ASSISTANTS (GLAS)

- The Faculty requested a total of R1 304 000 to support the appointment of GLAs. Not all departments made use of their final total of allocations. That resulted in an opportunity to reallocate funding to departments that requested fewer GLAs.
- The total number of GLAs per department is:
  - Education Psychology: 6
  - Educational Studies: 7
  - SSME: 3
  - Language Education: 6
- The Office of the Director: Learning teaching and student success in conjunction with the teaching and learning specialist will be launching a research project on the learning and teaching experiences of graduate lecturing assistants in assisting and supporting undergraduate students at a higher education institution.
- GLAs in the Education Faculty performed diligently during the first semester of 2022. No complaints were received from the lecturers or the GLAs themselves. Most of the teething problems of 2021 were resolved

9. TUTORIAL PROGRAMME

- A total of 42 tutors appointed. They are spread over 11 modules.
- The 2022 budget application was R 1.8 million based on the needs of the Faculty. Unfortunately, only R900 000 was received and this severely affected the number of tutors that could be appointed. This resulted in tutors having larger classes than initially intended.
- A tutorial review was conducted by the Academic Planning Unit. The review interviewed various participants including the teaching and learning team, tutorial coordinator, lecturers, tutors and students.
- Use of technology. Both tutors and tutees have become accustomed to the use of technology for online teaching. Tutors were also given information on the nature of the blended learning approach used in some modules. According to feedback from tutors, they have adjusted well to the new modes of learning and teaching.
- Tutor training and development was ongoing, and facilitated by the tutor coordinator, Ms Lameez Davids, Institutional training for tutors took place in these areas: Tools for effective tutoring and lesson planning.

10. FIRST-YEAR TRANSITIONAL PROGRAMME (FYTP)

- Within the Education Faculty, both the first-year transition officer and mentors based in the Faculty serve as the central link between the mentees and any obstacles or challenges they might encounter during their year of transition and integration.
- This programme went through various phases during and after COVID 19 with the focus of creating a more enabling environment regarding the transition and integration of first-year students.
11. CENTRE FOR INNOVATIVE EDUCATION AND COMMUNICATION TECHNOLOGIES

- Students from the Faculty were continuously engaged in workshops which entailed the familiarisation of iKamva, Turnitin and Google Applications. Workshops included:
  - Navigate the LMS
  - Engage with communication and eAssessment tools
  - Engage in group online discussion topics
  - Submit assessments (various formats such as: quizzes, text, vodcasts, podcasts)
  - Submit assignment into the anti-plagiarism system
  - Interpret similarity reports
  - Create folders and upload related material
  - Share uploaded material with users
  - Create an ePortfolio (according to provided template)

- Examples of enhancement of student experiences
  a) Students engage in formative and reflective assessment
     Undergraduate and postgraduate students within the language and education department engaged in interactive online environments. Students were required to work on group assignments, reflecting on specific language pieces. Students created WhatsApp recordings as an assessment task which the lecturer assessed based on a specific topic. Various reflective oral tasks were also created which students could complete using the Assignments eTool.

  b) Preparing student teachers for the foundation phase classroom in an online module.
     Foundation phase students were required to engage in specific fieldwork experiences. Through the online teaching practice, the students were exposed to technologies which enabled them to create digital assessment tasks which allowed them to reflect on their practice. Hence, prospective educators, while engaged within their classrooms, were able to capture events/topics and collate it as an eBook. The lecturer provided students with a clear outline and rubric to help in their preparation of the final presentation and assessment tasks.

  c) Standardisation of randomised quizzes
     A mathematics education lecturer set up an online environment and used the Tests and Quizzes tool. Students were expected to engage in randomised quiz/tests. This type of individualised testing allies for standardisation, accuracy, transparency, fairness and accountability during online assessment. Hence this method allowed for quality, reliable and valid assessment.

  d) Formative assessment: Assignments and reflective questions
     The Assignment eTool was used by students to upload class

Mentors

<table>
<thead>
<tr>
<th>NAME</th>
<th>Mentorship Area</th>
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<tbody>
<tr>
<td>Tamia Joseps</td>
<td>One-on-one consultation with mentees</td>
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<tr>
<td>Khulekhani Sikhakhane</td>
<td>Mentee circle sessions</td>
</tr>
<tr>
<td>Shadian Idas</td>
<td>Academic support sessions</td>
</tr>
<tr>
<td>Kirsten Goliath</td>
<td>Mentor meetings with FYTO</td>
</tr>
<tr>
<td>Mxolisi Mbatyanza</td>
<td>Referrals to institutional support services</td>
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<td></td>
<td>Report writing</td>
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<td></td>
<td>Follow up on referrals both internal and external</td>
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<td></td>
<td>Additional adhoc duties/assisted with SAERA conference registration and online presentations/academic week input</td>
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- First-year transition course
  During the third quarter of 2022, the FYTP started developing an online first-year transition course (FYTC). This was done in collaboration with CIECT and Anderson Consulting, which was the production team. The course consists of activities and assessments that students can work through and is divided into four modules:
    - Communication skills
    - Etiquette in the digital space
    - Empathy and perspective skills
    - Self-directedness, critical thinking and problem-solving skills
  This course was developed to assist first-year students with both soft skills and a good understanding of how to engage and navigate their way through the first year at university. The aim of the course is to give each student the opportunity to become the best version of themselves by going through and mastering each module in their own time and at a pace which they are in control of.
  This course gives them the necessary tools to be able to confidently work through material and activities that will enhance their current skillset. The course was actively developed with input and practical testing by all FYTOs. This was an important aspect as they needed to understand and experience the challenges that students might face when engaging and working through the module. The testing and further development of the course is ongoing.

- The total number of first-year students in the Faculty is 552 of which 109 mentees signed up to for the first-year transition programme and requested a mentor. Each mentor was assigned 15 mentees. The balance of 34 mentees who were on the waiting list were assigned to the FYTO along with 11 students who registered late. This brought the total of mentees supported by the FYTO to 45.

- Duties Performed by Mentors in the Faculty
  - One-on-one consultation with mentees
  - Mentee circle sessions
  - Academic support sessions
  - Mentor meetings with FYTO
  - Referrals to institutional support services
  - Report writing
  - Follow up on referrals both internal and external
  - Additional adhoc duties/assisted with SAERA conference registration and online presentations/academic week input
  - First-year transition course
    - Communication skills
    - Etiquette in the digital space
    - Empathy and perspective skills
    - Self-directedness, critical thinking and problem-solving skills
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NAME

Tamia Joseps  Khulekhani Sikhakhane
Shadian Idas  Kirsten Goliath
Mxolisi Mbatyanza
and homework activities and essays. One of these assignments was linked to Turnitin. Students have the opportunity to resubmit an unlimited number of times until the due date. This allows for students to develop their academic writing and become comfortable with referencing and writing essays. The Tests and Quizzes eTool is used for students to respond to short-answer reflective questions. A specific formula sheet is provided prior to the online quiz which allows students to answer questions accordingly.

e) Design and development of ePortfolios

ePortfolios have been used as practical tools for teaching and assessment purposes. The CIECT team assisted the students (undergraduates across three modules, and various year levels) to design and develop ePortfolios. The final ePortfolios were shared with the lecturers for assessment purposes.

12. SCHOLARSHIP OF ENGAGEMENT

- Launch of the SLCA Coding and Robotics Club. Saturday, 6 August 2022

As part of National Science Week (1-6 August 2022), and in celebrating National Women’s Day (9 August 2022), the SLCA launched its Coding and Robotics Club on Saturday 6 August 2022, in the Great Hall (Jakes Gerwell Hall), from 10:00 until 13:00. Apart from the guest speakers, Prof Vivienne Lawack, Prof Rajendran Govender, Dr Tony Williams and Mr Jonathan Freese (WCED Provincial coordinator for coding and robotics), Mr Gasant Gamiet, Ms Zainoenisa Allie and Ms Nonhlanha Shandu-Omukunyi introduced the Coding and Robotics Club, and the badges/pins members of the Club will receive. Learners and teachers from eight primary and secondary schools on the Cape Flats attended the launch, as well as 15 senior officials from the Western Cape Education Department. Other dignitaries included the Dean of Science, Prof Bertie Fielding, as well as Prof Rajendra Chetty, Prof Rouaan Maarman (deanery), and HODs such as Prof Bheki Khuzwayo and Prof Melanie Luckay. School learners had the chance to engage with robots and drones, and these sessions were facilitated by UWC students. The Faculty received excellent media coverage on SABC 2 and SABC3, as well as on radio stations SAFM, RSG and Eyewitness News.

- Support to schools in terms of coding and robotics

The SLCA supports school learners in coding and robotics work. On Saturday 24 September 2022, National Heritage Day, the SLCA, for example, sponsored prizes for the winning schools in the Robotics Expo held at Zwelethemba High School in Worcester. Learners found the UWC SLCA exhibition as engaging and motivational. This work led to excellent marketing opportunities. Mr Gasant Gamiet and Josef de Beer had interviews with respectively RSG (Martelize Brink’s Three-Sixty programme, as well as an interview on CapeTalk).

- Workshops and short learning programmes for teachers

On Monday 3 and Tuesday 4 October 2022, the SLCA facilitated a training programme for 25 teachers, in which they were introduced to the basics of coding and robotics. Four staff members from the SLCA – Mr Gasant Gamiet, Ms Zainoenisa Allie, Mr Shafiek Dinie and Prof Josef de Beer – were joined by colleagues from the Western Cape Education Department namely Mr Terence Zeeman, Ms Anelisa Mtsolo and Ms Elmarie Petersen, in presenting this two-day learning programme. Teachers engaged as Homo ludens, the ‘playing human’, with coding and robotics, and were guided
in utilising a pedagogy of play and cooperative learning approaches in their classrooms.

- **UNESCO Robotics Bootcamp, 5-8 December 2022**
The SLCA co-hosted the UNESCO Coding and Robotics Bootcamp with the Faculty of Science’s Department of Computer Science, from Monday 5 to Thursday 8 December 2022. The event was attended by 250 school learners, and 50 teachers.

- In March 2022, the Education Psychology department met with staff members of Chrysalis Academy (CA), a youth development academy regarded as a flagship project in innovative youth development. It runs a three-month residential programme for youth aged 18 to 25 from across the Western Cape from far afield as Beaufort West and Mossel Bay. The programmes include life skills, time spent in the outdoors, vocational and work readiness training plus therapeutic care aimed at supporting youth at a psychosocial level. The CEO in particular expressed a need for workshops that involve parents and staff, support for students and research. Mr F Sylvester led further negotiations. The department and the academy signed an MOU in May 2022. Dr R Sethlare and Prof M Mokgadi are also involved in the project. Mr Sylvester attended a workshop held on 30 June 2022 to welcome parents of the new intake at Chrysalis Academy. He gave input into the planning of future workshops based on the feedback he received from participants.

- Prof Kitching was involved in the Overberg Learning Hub, an initiative supporting students who study to become teachers while working full time. She provided support to the students who experience challenges, conduct regular seminars to motivate students and facilitate an ethos of care and support. She also consulted the management committee of OLH on matters relating to research.

- Bhekisisa interview: Dr Ronel Koch was requested to respond to her article published on CSE in South African schools with specific reference to LGBTQI+ matters. [Link: https://bhekisisa.org/article/2022-06-29-tongues-other-taboos-why-queer-sex-ed-is-good-for-everyone/]

- K. Aploon-Zokufa continued to participate in a virtual support network for ECD teachers named ECD Connect. The network supports ECD participants with information on access to further and higher education, but also with pedagogical and other practice related issues.

- Two major CALT workshops were held in 2022. In May a reflective workshop, Ucwangco lwabafundi (students’ reflection), was for BEd Foundation Phase students at UWC (in person) and at partner universities (online), and was run in hybrid format from the CALT office, with technical support from UWC CIECTS. The event shared students’ experiences of and thoughts on isiXhosa mother-tongue literacy in relation to their pre-service programmes. In September a capacitiation workshop took place at the Hotel Verde, 7-8 September, with delegates from UWC, WSU, UFH, Rhodes, CPUT, Stellenbosch University and the WCED. The purpose was to discuss the development (drafting, reviewing) of six units for the teaching of reading of isiXhosa home language and first additional language literacy at foundation phase level.

- With the general lifting of the COVID-19 restrictions, LEDIMTALI’s face-to-face activities with practicing teachers resumed. At the first meeting the purpose for was articulated as “classroom implementation of the productive practice tactics, techniques and strategies to improve achievement of learners in high-stakes school-based and the National Senior Certificate examinations”. All workshops and institutes focused on this objective. Participation by the teachers in the continuing professional development sessions is voluntary. Teachers do not attend all the sessions offered due to clashes between the sessions and their other, mostly school-related, commitments. The operational areas are the Peninsula (Cape Flats), Robertson/Ashton, Namaqua district in the Northern Cape. In 2022 the Overberg district in the Western Cape and the Hantam district in the Northern Cape were added due to explicit requests from education officials in these districts. The schools are primarily quintile 1 and 2 ones. Seventy-five teachers in the Peninsula-Roberton/Ashton cluster, 45 in the Namaqua/Hantam cluster and 20 in the Overberg region participate. The focus is on grade 8 to 10 Mathematics although grade 11 and 12 Mathematics teachers are also catered for.

- Collaborative online international learning (COIL) project addressing issues of diversity and inclusivity, more specifically focusing on strategies teachers in both South Africa and Denmark draw on to deal with diversity in the classroom is supported by Dr Du Plooy]. This COIL project aims to strengthen UWC continued partnership with Denmark, opening up the space for other collaborative work especially in Early Childhood Development and Teacher Education.

- The virtual book launch of Masikhase abantwana bawazi ukufunda nokubhala: Let us enable our children to read and write, a volume of proceedings from the 2020 Early Childhood Literacy Development conference at UWC, edited...
by Vuyokazi Nomlomo, Zubeida Desai, Madeyandile Mbelani, Nosisi Dlamini and Jean September. The launch was hosted by LED in collaboration with UWC.

- The SA Children’s Literary Festival in Somerset West (also live-streamed), convened by Darryl David, a multilingual event which brought together works written for young readers. May 2022

Scenes from 2022 Literary Festivals, provided by Darryl David

Madibaland World Literary Festival in Book Town, Richmond: James Ngcobo, Market Theatre director, honouring Athol Fugard, one of the world’s greatest living dramatists, on his 90th birthday

Pilgrimage to the grave of Olive Schreiner during Etienne van Heerden’s (pictured right) Veldsoiree in Cradock

13. AWARDS AND SIGNIFICANT ACHIEVEMENTS

i. The Dean’s Merit Award Ceremony was held online on 5 July 2022. Awards were presented for 2021 academic year.

ii. Excellence in Learning and Teaching Awards: Congratulations to our academics, who received these in 2022:

- The Faculty Excellent Lecturer Award: Dr Patricia Jacobs
- Emerging Lecturer Award: Ms Thembisa Kosi
- Most Innovative, Creative Learning & Teaching strategy used by a lecturer during the COVID-19 pandemic: Dr Benita Nel

iii. Teaching Advancement at Universities (TAU) Fellow Certificate: Prof Rajendran Govender successfully completed the requirements of the Teaching Advancement at Universities (TAU) Fellowships Programme from July 2021-June 2022.

14. COMMUNITIES OF PRACTICE – MEMBERSHIP

- Dr P Cutalele-Maqhude. Attended WCED isiXhosa subject committee meeting, August.
- Dr Nosisi Dlamini: Purpose, equipping, environment, and people (PEEP) programme, UWC Research and Innovation.
- Ms Thembisa Kosi participated in the Community of practice: African Languages (CoPAL) online discussions on language policy, with its recent focus on university language policies. https://www.usaf.ac.za/community-of-practice-for-the-teaching-and-learning-of-african-languages-remains-determined-to-achieve-more-in-2022/
- Dr Peter Plüddemann. buaLit collective. Discussion of bilingual education models, 7 November.
- M Luckay, L Du Plooy and L Johns attend the Provincial Teacher Education Departmental Committee (PTEDC) meetings as UWC representatives. The goal of these meetings is to develop key areas within the education sector and for universities to participate in decision-making processes.
- Prof Rajendran Govender is an active member of the National Institute for Curriculum and Professional Development (NICPD) Online Development Reference Group

15. RESEARCH, PROJECTS, PUBLICATIONS, ACHIEVEMENTS (INCLUDING CENTRES, INSTITUTES AND FUNDED COMMISSIONED RESEARCH)

Journal articles


Du Plooy, L. (2022). A quasi-ethnographical exploration of how young learners establish their learning practices in their environmental space: The township community and their homes. Perspectives in Education 40(2), 52-68. DOI: 10.18820/2519593X/pie.v40.i2.5


Karmakar, G. 2022. Women and War: (Dis)illusionment and disclosure in Niromi de Soyza’s Tamil Tigress. *Journal of International Women’s Studies* 24(6)


**Books**


**Book Chapters**


## 16. STUDENT ACHIEVEMENTS

### 16.1 Throughput Rate - 2022: Undergraduate Programmes

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## 16.2 Module Pass Rates: Undergraduate Programmes

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16.3 Throughput Rate: Postgraduate programmes

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**16.4 Module Pass Rate: Postgraduate Programmes**

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### 16.5 Master’s Graduations in 2022

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<th>SUPERVISORS</th>
<th>GRADUATION DATE</th>
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<td>2637643</td>
<td>Agulhas, Caroline</td>
<td>Prof T. Moodley</td>
<td>30 March 2022</td>
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<td>2637643</td>
<td>(Cum Laude)</td>
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<td>3143178</td>
<td>Du Plessis, Jason</td>
<td>Dr P. Pluddemann</td>
<td>30 March 2022</td>
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<td>3143178</td>
<td>(Cum Laude)</td>
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<td>3524607</td>
<td>Mlauzi, Edith</td>
<td>Mr S. Dinie, Prof L. Holtman</td>
<td>30 March 2022</td>
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<td>3778510</td>
<td>Khumalo, Buzani</td>
<td>Prof M. Luckay</td>
<td>30 March 2022</td>
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<td>3985897</td>
<td>Olivier Laubscher Abeline</td>
<td>Dr K. Koopman</td>
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### 16.6 PhD Graduations in 2022

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<td>Brown Helen</td>
<td>Prof J. Papier, Prof F. Rauner</td>
<td>30 March 2022</td>
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<td>2968032</td>
<td>Hlazo, Noluthando</td>
<td>Dr C. Fakudze</td>
<td>30 March 2022</td>
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<td>3477815</td>
<td>Naidu-Valentine, Rajeshree</td>
<td>Prof J. Smith</td>
<td>30 March 2022</td>
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<td>2483214</td>
<td>Booyse, Barry</td>
<td>Prof M Ogunniyi</td>
<td>09 September 2022</td>
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<td>2673185</td>
<td>Prinsloo, Nigel</td>
<td>Prof J Papier</td>
<td>09 September 2022</td>
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<td>3780373</td>
<td>Romano, Nike</td>
<td>Prof V Bozalek</td>
<td>09 September 2022</td>
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<td>3742432</td>
<td>Dipitso, Paul</td>
<td>Prof P Langa</td>
<td>15 December 2022</td>
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<td>3371575</td>
<td>Joseph, Damilola</td>
<td>Prof V Nomlomo</td>
<td>15 December 2022</td>
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<td>9920910</td>
<td>Tshongolo, Xolisa</td>
<td>Prof V Nomlomo</td>
<td>15 December 2022</td>
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FACULTY OF ECONOMIC AND MANAGEMENT SCIENCES

PERIOD: JANUARY – DECEMBER 2022

PROF MICHELLE ESAU

DEAN’S OVERVIEW

The faculty’s primary activities and achievements were guided by the six strategic goal areas of its aligned operating plan. We adopted a hybrid approach to fulfilling our main roles, responsibilities and functions in the 2022 academic year. The commitment, hard work and tenacity of staff was ever-present and contributed in many ways to the faculty’s achievements. We are proud that for the first time in approximately five years, the Faculty exceeded its target for first-year enrolments into the B.Com (general) programme. The Faculty Administration office and administrators from across the Faculty worked tirelessly to achieve targets across programme offerings. The 2022 academic year saw a greater in-person presence on our campus, while maintaining the new ways of working learnt from the COVID-19 pandemic. It was refreshing to move beyond the confines of our homes to travel to work. We reconnected with colleagues, some of whom we hadn’t seen in almost three years. We started doing things we’d taken for granted before the pandemic.

Our learning and teaching strategies were implemented within the framework of the university’s Flexible Learning and Provisioning Policy approved in 2021 as well as the Assessment Policy, also approved in 2021. Academic staff relied on a combination of in-person and online strategies to deliver their modules and related teaching responsibilities. Professional and administrative support staff (PASS) alternated between working remotely and in-person. This ensured academic staff and students on campus had administrative support when they needed it. Many colleagues revived their travel plans, and started attending conferences in person as well as embarking on international visits to partner universities. We were once again able to pursue long-standing international partnerships, with the view to expanding and deepening them. In addition, we revisited new partnerships that were abruptly halted in 2020 due to the pandemic.

The re-curriculation of the B.Com (general) was concluded and as of 2023, the faculty will offer a more coherent programme, with greater clarity on areas of specialisation in the programme’s final year. This process began to facilitate the employability and work readiness of our graduates. The faculty proposal to establish two new departments – the Department of Management and Entrepreneurship and Department of Finance – was approved by the University Council and came into effect on 1 January 2023. The Faculty continued to establish and build relationships with relevant and significant external stakeholders. Main sources for identifying partners included the Faculty Advisory Board, the Small Business Clinic Advisory Board and the entrepreneurship webinars. Major faculty events such as Dean’s honours, the Archbishop’s annual public lecture series and women’s month were hosted online. This enabled greater participation of panellists and attendees than had these events been hosted in person. The resilience of staff and students continued throughout the 2022 academic year. Without this the Faculty would not have been able to achieve what it set out to. All thanks be to God!
DEPUTY DEAN: ACADEMIC PLANNING

RATIONALISATION OF B.COM GENERAL PROGRAMME

The B.Com General programme curriculum rules were expansive, to the extent that students could choose from over 100 possible module combinations. Some of these often led to dead ends. The overwhelming number of possible combinations complicated the programme and made it difficult to administer. Promotions and programme completion were, as a consequence, not efficient. We re-curriculated the programme and received approval from the Senate for implementation in 2023. The amended programme has well-defined pathways for majors in economics, finance, accounting, industrial psychology and management.

The B.Com General (finance option) programme has been improved considerably. We now have a well-structured finance major with additional modules in theories of investment and finance, among others. The restructured programme affords students the chance to acquire additional competencies in investment and finance and to be prepared for careers in investment management, finance and further studies.

RATIONALISATION OF B. ADMINISTRATION PROGRAMME

The old B.Admin was sprawling and unfocused. Now it has been rationalised. The amended programme is built on the core modules underpinning the scholarship of public administration and political studies and related cognate curriculum, particularly from industrial psychology.

ESTABLISHMENT OF TWO DEPARTMENTS: FINANCE AND MANAGEMENT & ENTREPRENEURSHIP

Our two new departments were approved by the University Council in the last quarter of 2022. After years of hard work by many colleagues in the Faculty, the former School of Business and Finance has been replaced with two academic departments. This creates an immense opportunity for the Faculty to grow its scholarship and training in the two disciplines.

Much work in the area of entrepreneurship is already underway in the Faculty and we hope to leverage the establishment of the department of management and entrepreneurship for future growth. There is also scope for advancement in postgraduate training in finance, which had received much attention in the past.

PROGRAMME COORDINATION

In order to ensure greater oversight of performance as well student success, we now have coordinators for all programmes in the faculty. For the large programmes such as B.Com General, level coordinators were appointed to assist the programme coordinators. These appointments will further enhance student access to dedicated academics who will help address the challenges they face in their programmes.
DEPUTY DEAN: RESEARCH
NICHES AREAS

In 2018, in response to the EMS Strategic Goal Area 2: research and innovation, which mandated the Faculty to, “ Increase cutting-edge EMS research outputs which advances societal transformation and development”, we embarked on a research niche area (RNA) strategy. The rationale was informed by our bid to build critical mass, make effective use of limited resources and develop clearly demarcated focal areas supportive of a multi-disciplinary approach to research and innovation, and Mode 2 knowledge production.

In 2022, our four RNAs were still evident in our research activity viz. Citizenship and Democracy, Land, Entrepreneurship and Food Security. In the Citizenship and Democracy niche, Professor Greg Ruiters was appointed as the UWC-funded Research Chair. Professor Fiona Anciano secured several major grant funders and recently launched the Politics and Urban Governance Research Group. Colleagues across the Faculty continued to publish in areas related to the niches. On the digital democracy front, Prof Shaun Pather concluded work on a two-year grant from the Department of Science and Innovation in relation to the award winning Zenzeleni Networks rural connectivity real-world programme in the Eastern Cape. This resulted in two major achievements. Firstly a model for scaling South African Community Networks was produced and secondly, policy impact was realised when Community Networks were recognised for the first time ever in South African policy, in the gazetting of the Next Generation Radio Frequency Spectrum Policy (Gazette 46873, Sept 2022).

There was much activity around the entrepreneurship niche. The Faculty hosted an entrepreneurship webinar series in August, commemorating the women who marched to the Union Buildings on 9 August 1956 in protest against the discriminatory pass laws. The series focused on access to finance, market-entry and red tape as amongst the primary factors affecting the participation of women in small and micro enterprises. The Small Business Clinic Advisory Board met quarterly to discuss various aspects of experiential learning in the context of youth entrepreneurship. Our focus on entrepreneurship was also evidenced through participation by some colleagues in the 6th Entrepreneurship Development in Higher Education (EDHE) Legotla, hosted by Nelson Mandela University. UWC will host the 7th Legotla in 2023. Lastly, towards the end of 2022, we conceived a plan for a further Research Chair in Entrepreneurship, which was submitted to the UWC DVC R&I for funding consideration.

The EMS RNA in respect of land is led by our Institute for Poverty, Land and Agrarian Studies (PLAAS). Complementing PLAAS is the NRF South African Research Chair in Poverty, Land and Agrarian Studies. PLAAS’s mandate is research, policy engagement as well as teaching and training in relation to the dynamics of chronic poverty and structural inequality in Southern Africa. There is a particular emphasis on the key role of restructuring and contesting land holdings and agro-food systems in the subcontinent and beyond. The research foci of PLAAS in 2022 straddled problems concerning agriculture, fisheries, food systems, natural resource management and poverty and social policy. PLAAS continued to push its agenda of research on the politics of land, tenure and natural resources, advocating for policy on employment intensive land reform, fit-for-purpose land administration and inclusive conservation, and hosting a string of high profile, high-impact conferences during the second part of the year. Over the period of review PLAAS’ research projects focused on:

- African food systems and COVID-19
- Women’s land rights for inclusive development and growth in Africa
- Equitable access to land for social justice
- Privatisation of customary land and implications for women’s land tenure security and livelihoods in Southern Africa

RESEARCH OUTPUTS

Since the outbreak of the COVID-19 pandemic in 2020, the university at large (and the EMS Faculty in particular) has been forced to do things differently. In 2021, despite the challenges posed by the pandemic, the EMS Faculty’s researchers continued to conduct research and publish. In the main, EMS researchers were creative and resourceful in ensuring research productivity. As the ability to generate empirical data was restricted during the pandemic, researchers turned to secondary data, document analysis and other strategies to generate knowledge.
While COVID-19 posed a challenge, it also created opportunities for research into how to address typical problems arising during the pandemic. EMS academics published papers in relation to student digital resourcing problems and on how to transition traditional modes of teaching into hybrid and flipped environments.

Moreover, EMS academics also overcame logistical challenges to undertake research through the use of platforms such as Zoom and Google Meets. They used these and other platforms to conduct interviews and share knowledge.

Given that research outputs are audited a year later, in this period we are able to consider our 2021 Department of Higher Education and Training (DHET) audited outputs. The Faculty maintained a similar number of audited outputs in the pre-COVID era (N = 84), as well as its net research output points (N = 55), thereby indicating the EMS researchers maintained their productivity. Notwithstanding, our 2022 reflection has informed a renewed impetus in the Faculty operating plan into the future. We look towards the next academic year with a view to improving the enabling environment for research productivity so that EMS outputs grow in both stature and quality, and that we continue to make a difference to society.

**SUPPORTING STAFF QUALIFICATION IMPROVEMENT**

Prof Johan Maree was appointed in 2022 to mentor EMS staff pursuing PhD studies. Prof Christopher Tapscott will take over the role in 2023. At the end of 2022, the proportion of permanent lecturing or research staff with PhD qualifications at EMS has increased to 55%. This implies our support initiatives yielded successful outcomes.

The table below indicates the pace of progress of participants who were in the PhD mentoring programme.

<table>
<thead>
<tr>
<th>STAGE REACHED WITH THESIS</th>
<th>AT THE START OF THE YEAR</th>
<th>BY THE END OF THE YEAR</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>%</td>
</tr>
<tr>
<td>Working on PhD proposal</td>
<td>5</td>
<td>26</td>
</tr>
<tr>
<td>Working on 1st ¼ of chapters</td>
<td>6</td>
<td>32</td>
</tr>
<tr>
<td>Between ¼ and ½ of chapters</td>
<td>4</td>
<td>21</td>
</tr>
<tr>
<td>Between ½ and ¾ of chapters</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>All chapters completed</td>
<td>3</td>
<td>16</td>
</tr>
<tr>
<td>Thesis submitted for examination</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>19</td>
<td>100</td>
</tr>
</tbody>
</table>

**WRITING RETREATS**

Prof Shaun Pather, the Deputy Dean of Research and Innovation, organised a writing retreat at the Blaauwberg Beach Hotel on 6-8 December. Its central aim was to assist academic staff in the Faculty who were having difficulty progressing with their theses or reluctant to begin a PhD. To that end, we conducted a survey of 22 staff members who were busy with their PhDs. This informed our selection of 13 of the most suitable candidates for the retreat. The post-retreat survey indicated that all participants made much-needed progress with their thesis writing during the retreat.

PLAAS hosted a five day writing retreat for its postgraduate students. They were supported into practices of peer support that would support dissertation writing. In addition, Prof Ruth Hall of the Institute for Poverty, Land and Agrarian Studies convened an international Writeshop in Critical Agrarian Studies & Scholar Activism in partnership with the Journal for Peasant Studies. This brought together students from China, Latin America and Africa to support the conversion of postgraduate research into peer-reviewed journal articles.

**POSTGRADUATE**

In 2022 EMS was set an overall target of 1 514 postgraduate students. Overall, we achieved 86% of this target. The main area of under-performance was due to under-enrolment in the Postgraduate Diplomas. This, in the main, was attributed to the closure of a key feeder programme into one of the PG Dips.

At the same time, EMS has proactively undertaken research to inform our postgraduate strategies. For example, a group of EMS staff (Mr Ronald Arendse, Mrs Rochelle Beukes, Prof Shaun Pather, Dr Christie Swanepoel and Prof Derek Yu) started a study at the end of 2022 to investigate factors influencing the final-year undergraduate, Honours and Masters students’ decision to enrol Honours, Masters and Doctorate studies the following year, respectively, with the aid of a primary survey to be handed
out to 2023 EMS students. The study will also examine the new postgraduate students in the 2019 academic year (just before the 2020 COVID-19 lockdown) to find out if students who received bursaries and scholarships performed significantly better (e.g. higher overall average, shorter completion time). The study will be completed at the end of 2023.

Other examples of research into postgraduate studies included a paper titled A Reflection of Post-Graduate Supervision Practice: Towards a Deeper Understanding of Effective Student Engagement, presented at the 6th International Conference on Future of Teaching and Education (ICFTE) in Prague during November 2022.

CONFERENCES

INTERNATIONAL CONFERENCE
The School of Government (SOG) hosted an international conference with the continent-wide African Association for Public Administration and Management (AAPAM) and the participation of the Department of Public Service and Administration (DPSA) of South Africa from 6-9 December 2022. Over 450 participants including ministers, senior civil servants, academics and researchers from several African countries and outside the continent attended. The event has strengthened the profile of the School of Government on the continent and internationally. PLAAS hosted three international events in the year under review: In partnership with the Legal Resources Centre (LRC), the Land and Accountability Research Centre (LARC) at UCT and the Society, Work and Politics (SWOP) Institute at Wits, Prof Ruth Hall hosted a blended conference on the Failed Promise of Tenure Security. It brought together social scientists, legal activists and community organisations from all over South Africa. With the Global South Study Centre (GSSC) at the University of Cologne, PLAAS hosted a Spring School on political ecology that brought together young students from Germany and 24 African countries. And in partnership with the Journal for Peasant Studies, it hosted a virtual conference on climate change and agrarian justice that brought together researchers and practitioners from Africa, East Asia and South America to consider the political economy of climate change.

Under the leadership of Professor Richardson Shambare, UWC secured hosting the South African Entrepreneurship Development in Higher Education (EDHE) Lekgotla for 2023. A number of UWC and EMS staff attended the EDHE lekgotla in August 2022, where the announcement for the following year’s host was made (see photograph below).

UWC has established an EDHE working group led by Prof Chux Iwu of EMS MAN cluster and a number of EMS staff members. We are looking forward to showcasing our entrepreneurial achievement in September 2023.
DEPUTY DEAN: TEACHING AND LEARNING

In 2022 the teaching and learning team in EMS continued to support new approaches to hybrid learning and teaching, assessment, academic literacies, curriculum development and broader initiatives in relation to student success. In January 2022 Dr Danica Sims, with assistance from Ms Amy Scott (academic and tutor coordinator) and Ms Jurina Nkwazi (graduate assistant coordinator) launched the EMS T&L Google site with resources for both staff and student success. This provides useful, easily accessible resources for staff and students. It is regularly updated with content, news and events linked to learning and teaching in EMS. (Here is a link to the site: https://sites.google.com/uwc.ac.za/staffeducationalempowerment/home).

Tutoring and graduate assistants: An important addition to the success of learning and teaching was the introduction of graduate assistants (GAs) in 2021. We continued to embed this initiative in the Faculty and in 2022, introduced psychosocial support for GAs. EMS appointed 38 postgraduate students to support modules across all departments. Feedback from staff surveys will indicate that GAs have significantly improved the overall learning experience for students and the teaching experience for staff. A total of 220 tutors and 232 tutors were appointed in semester 1 and 2 of 2022 respectively.

Academic literacies were a focus of the learning and teaching team in 2022. EMS is critically reimagining academic literacies (AL) for the faculty. In 2021 Dr Arona Dison from the UWC Writing Centre conducted an academic literacies benchmarking report. Based on this report, Dr Lyn Coleman, a faculty development and academic literacies specialist, ran personalised workshops from May to August 2022 with every EMS department on the embedding of academic literacies within disciplines. In addition, Dr Dison and Colleen Higgs, the CEO of women’s publisher Modjadji Books, convened a writing workshop for postgraduate students at PLAAS, introducing them to empowering and effective methods supporting young black researchers to find their voice as academic writers.

Assessment practices were reviewed in the Faculty, with support offered to staff. In March-May 2022 Dr Danica Sims, along with colleagues from across the university, developed and ran an assessment webinar series for continued professional development of staff.

Student support is central to student success and the learning and teaching team developed a comprehensive student support infographic and padlet for students, which staff could add to their iKamva sites. A staff and student support website was developed by Dr Fazlyn Petersen and support for first-year students was provided by our first-year transitional office, Ms Moerida Davids.

In 2022, four EMS staff members completed the Towards the Professionalisation of Learning and Teaching programme: Dr Olusanya Yinka Agunbiade (Information Systems), Mr Ayanda Nombila (Political Studies), Dr Chipo Mlambo (Management and Entrepreneurship) and Ms Fikile Dube (Finance).

SCHOLARSHIP OF TEACHING AND LEARNING: PROJECTS AND RESEARCH ACTIVITIES

In early 2022 Dr Danica Sims presented the findings of the previous year’s iKamva mapping study in which she explored how staff had been using the university learning management system (iKamva) in 2021.

Four staff (Prof Fiona Anciano, Dr Karen dos Reis, Dr Christie Swanepeol and Prof Derek Yu) co-authored the research study ‘Exploring the alignment of first-year summative assessments with Bloom’s Taxonomy: a longitudinal study’, to investigate the relationship between the revised Bloom’s Taxonomy ‘level of difficulty index’ with the pass rates of the final and supplementary assessments of 19 first-year modules. The study was published in the South African Journal of Higher Education. Another research study investigated the extent of over-assessment in all undergraduate economics modules (co-authors: Prof Fiona Anciano, Dr Danica Sims, Prof Derek Yu and Dr Christie Swanepeol). The study considered a wide range of indicators to derive a multidimensional assessment index, and found a significant negative correlation between this index and pass rates. The study has been accepted for publication in the South African Journal of Higher Education.
At the end of 2022, staff from numerous EMS academics
units (co-authors: Prof Cherrel Africa, Prof Abdullah Bayat, Mrs
Rochelle Beukes, Mr Ismail Mohammed, Ms Meshay Moses, Dr
Danica Sims and Prof Derek Yu) started the research study that
examines the impact of both face-to-face lecture attendance
and online lecture attendance (using the iKamva course site visit
frequency as a proxy) on students’ academic performance in
four first-year modules – Macroeconomics (ECO152), Financial
Accounting (FIA141), Principles of Business Management
(MAN131) as well as Introduction to Political Studies and
International Relations (POL131). The study will be completed at
the end of 2023.

A number of EMS staff presented at local and international SOTL
conferences, including UWC’s academic week, in 2022: Dr John
Aderibigbe (Industrial Psychology), Prof Fiona Anciano (Political
Studies), Mr Ronald Arendse (Accounting), Dr Fazlyn Petersen
(Information Systems), Mrs Bonita Raymond (Accounting),
Dr Danica Sims (EMS T&L Specialist), Dr Christie Swanepoel
(Economics), Dr Caroline van den Berg (Information Systems)
and Prof Derek Yu (Economics).

WORK INTEGRATED LEARNING (WIL)
The Department of Information Systems, with Dr Fazlyn
Petersen as the UWC coordinator, runs two WIL programmes for
third-year and Honours students:
1. Absa iNkanyezi IT Audit Academy started in 2022. The
audit academy allowed students to learn the necessary
skills for IT auditing. A certificate ceremony was organised
for all students who successfully completed the course. The
event provided our industry partners with the opportunity to
recruit graduates with the right skills and more employment
opportunities for our students. Pictures from the certificate
ceremony event can be found here: https://drive.google.
com/drive/folders/11Md7UDOrdf8m-1Z9stXplUVlfZD3iS
ay
2. Sanlam and Women in Tech’s This is Me programme is a
dynamic mentoring and coaching programme that equips
female Information Systems students with valuable work and
life skills. It gives them a confidence boost as they prepare to
start or continue to grow their careers. During the programme,
students learn from a global network of women in technology
who cover topics like confidence building, workplace
readiness, networking, interview skills, presentation skills,
managing your personal brand and entrepreneurial skills.
Pictures from the certificate ceremony event can be accessed
here: https://drive.google.com/drive/folders/1kZJQJ9rOCSt
F3Pzcl4nEIbBEQJNuZp?usp=sharing
3. Memorandum of Understanding between the Western
Cape Provincial Parliament (WCPP) and the School of
Government (SOG). The School of Government signed a
Memorandum of Understanding (MOU) with the Western Cape
Provincial Parliament (WCPP) in 2022. The MOU highlights
the areas of cooperation between the two signatories that
encapsulate exposure of students to the operations of WCPP,
internship programmes and job shadowing activities.
RESEARCH PUBLICATIONS

In 2022, a total of 100 publications were produced (pending the DHET accreditation process which will happen later this year) by the EMS faculty. The research output breakdown is summarised in the table below.

<table>
<thead>
<tr>
<th>TYPE OF PUBLICATION</th>
<th>TOTAL NUMBER</th>
</tr>
</thead>
<tbody>
<tr>
<td>Journal articles</td>
<td>85</td>
</tr>
<tr>
<td>Conference proceedings</td>
<td>6</td>
</tr>
<tr>
<td>Research book chapters</td>
<td>9</td>
</tr>
<tr>
<td>Overall total</td>
<td>100</td>
</tr>
</tbody>
</table>

POPULAR ARTICLES


Yu, D. (2022). Need to know who is most vulnerable to COVID? Here is an index that can do that. Conversation Africa, January 2022.

Seminars, Webinars and Conferences and International Visitors/Fellows Hosted

Archbishop Thabo Makgoba’s 5th Annual Lecture Series on integrity and leadership. The small and micro enterprise sector: South Africa’s economic saviour? Or a subservient and struggling second class to big business. 10 May 2021


AWARDS AND SIGNIFICANT ACHIEVEMENTS

In November 2021, Dr Namhla Matshanda was appointed as a co-PI in an African Academy for Migration Research (AAMR) grant application, which we were awarded. This grant is intended for capacity building (workshops, postgraduate student completion, community engagement) for the migration and mobilities collective in Africa (MMICA) group.

Faculty Emerging Lecturer Award: Dr Faeez Nackerdien (Department of Economics)

Faculty Excellent Lecturer Award: Dr Velenkosini Matsebula (Department of Economics)

Faculty Innovative Lecturer Award: Dr Fazlyn Petersen (Department of Information Systems)

Faculty Excellent Team Teaching Award: Dr Danica Sims, Prof Fiona Anciano, Ms Meshay Moses, Ms Jurina Nkwazi and Ms Amy Scott (Office of EMS Teaching and Learning)

FACULTY FUNDING FOR STAFF AND STUDENT DEVELOPMENT

One of the aims of the project office is to raise funds for academic support programmes with the focus on student retention, student success and student throughput at undergraduate and postgraduate level. These holistic programmes help students adopt a culture of lifelong learning by putting them on a path to another qualification or professional body membership that will develop their career paths and mobility as well as increase graduate throughput and promotion within the Faculty. The programme is named the Ukukhula Programme – meaning growth and development – and is appropriately aligned to the faculty operating plan and the institutional operating plan. A holistic approach includes among others, providing students with financial support, accommodation where needed, travel funds where appropriate and textbook or learning materials. In addition, we offer academic support, mentoring and coaching, networking with industry professionals and a work-readiness programme.

The office has established relationships with all units on campus to support the faculty, the Centre for Student Support Services (CSSS), the Career Office, Res Life, the Financial Aid Office, the Institutional Advancement office – specifically donor relations – as well as the alumni office.

The Project Office in the Dean’s office raised the following funding in the 2022 academic to support the above mentioned:

The total students supported for the 2022 academic year was 963, with a total estimate of R27 072 450.16 funding raised.
FUNDER EXTERNAL STAKEHOLDER | AMOUNT AWARDED
--- | ---
BankSeta Bursaries | R3 868 624
Finance and Accounting Services Sector Education and Training Authority (FASSET) Bursaries and Academic Support | R4 500 000
Finance and Accounting Services Sector Education and Training Authority (FASSET) Academic Support | R8 108 120
South African Institute of Chartered Accountants (SAICA) Academic Support | R3 205 125
Insurance Services Sector Education and Training Authority (INSETA) Bursaries | R4 750 000
Insurance Services Sector Education and Training Authority (INSETA) bursaries for historical debt to graduate | R788 197.64
ABSA funding for potential graduates | R915 286.69
Media, Information, and Communication Technologies Sector Education and Training Authority (MICTSETA) postgraduate funding PGDIP e-skills programmes | R937 096.83

POLITICAL STUDIES
The Mauerberger Foundation Fund (MFF) established the Keith Gottschalk Award for African Integration to honour Keith Gottschalk’s contribution to South African politics and political studies. The Keith Gottschalk Award for African Integration aligns with and supports the faculty mission by contributing to critical, engaged and applied scholarship. One of Mr Gottschalk’s lasting legacies in the department has been the establishment of a focus on African politics beyond South Africa. Recent and current postgraduate Honours, Masters and PhD theses demonstrate a growing interest in this area. African integration is a conceptual idea that allows for empirical investigation and a reading of contemporary trends on issues such as migration and mobility, development, foreign policy and security, to name a few. Such a multi-faceted approach grounded in African integration will greatly enhance the teaching and postgraduate research offerings of the Political Studies Department. The inaugural Keith Gottschalk African Integration Lecture was hosted in May 2022 on Africa Day.

ENGAGEMENT:
1. Scholarship of Engagement for Social Impact
The faculty’s approach to engagement is one that attempts to integrate learning, teaching, research and community engagement. In line with the framework for the Scholarship of Engagement for Social Impact, the faculty hosted a number of webinars related to its research niches, areas of teaching interest and/or community engagement.

Archbishop Thabo Makgoba’s 6th Public Lecture Series on Integrity and Leadership. The lecture focused on ‘Economic recovery, equality and growth: What is needed for South Africa to recover from the devastating effects of the COVID-19 pandemic’. Mr Sydney Mbhele, Chief Executive: Brand at Sanlam was the keynote speaker.

EMS Women’s Month. The Entrepreneurship series was hosted in the last two weeks of August and comprised four panels. The focus was on the context of entrepreneurship, financial
exclusion, market-entry and red tape and bureaucracy. Panellists were drawn from industry, academia, the NGO sector, micro enterprises and government.

Small Business Clinic (SBC): On 4-5 October 2022, the SBC partnered with the Services Seta to run a two-day online training course for entrepreneurs. Two mobile trucks, each equipped with laptop facilities for 10 trainees, delivered the training at two farms in the Western Cape. Two facilitators from the Services Seta and representatives from the management and entrepreneurship cluster, assisted over 20 people from local small businesses on the two rural farms, located in Riebeeksrivier and Joostenberg Vlakte respectively. The course was targeted at participants interested and involved in small business start-ups, entrepreneurial skills for established businesses, NPOs and cooperatives. Comments received from one of the participants:

“The course itself is amazing and I would recommend it to anyone. The facilitators did an excellent job and the fact that you can go back and answer questions after you have gotten them wrong creates an opportunity to fix one’s errors. The UWC Small Business Clinic should definitely engage in getting their own mobile resource lab and creating outreaches like this in their own capacity. These mobile workshops could be run in local areas and use schools as a training site where the mobile facilities can be parked and utilised for the two-day workshops.”

SBC Financial Literacy Workshops: On 19 October 2022, the SBC hosted a workshop, with the theme, Gateway to financial inclusion: From personal to financial wellness at the UWC main campus. By using an alternative financial literacy education (FLE) approach, different scenarios that small businesses are faced with were roleplayed and enacted by a team from the management cluster. Workshop attendees, including students, were invited to participate in the roleplays. A critical literacy approach, using drama teaching techniques formed part of this praxis approach to financial literacy education. The aim of the
workshop was to identify the financial literacy needs of small business owners and workers in the audience that attended the workshop, and work towards improving these over the remainder of 2022 and 2023. A second workshop was run on 8 December, which focused on the basics of budgeting for small businesses.

2. Scholarly Professional Engagement

Staff nominated onto regional/national/international professional boards or organisations

No staff were appointed to professional boards or organisations in the 2022 academic year.

STUDENT ACHIEVEMENTS

Dean’s Honours
The Dean’s Honours event for students who achieved in the 2021 academic year was hosted virtually. Our keynote speaker was the SARS Commissioner, Mr Edward Kieswetter. The Commissioner inspired the audience through his address that focused on tenacity and endurance in spite of difficulty. He emphasised the importance of keeping resilient when times are tough through focusing on the outcomes of what we do.

UNDERGRADUATE STUDENTS
The top three students at each level across the undergraduate programmes were acknowledged for their achievements. All undergraduate students who obtained an aggregate of more than 75% across the modules registered for in the 2021 academic year were awarded a certificate.
ECP LEVEL 1 & 2

Tristen Theys – 1st
Abduraghmaan Arendse – 2nd
Natheerah Abrahams – 3rd

LEVEL 2

Nontlahla Mahlombe – 1st
Athrah Fortuin – 2nd
Neil Brown – 3rd

LEVEL 3

Abongile Ratya
Casey Newman
Shaun Willemse
POSTGRADUATE STUDENTS

The top Honours and Masters students were also awarded certificates, recognising their achievement.

SPECIAL FACULTY PROJECTS

Math for EMS

The initial objective was to pilot the project at high schools, starting with the Grade 10 cohort and journeying with learners through to grade 12. The primary objective was two-fold; firstly, to support learners who elected to do pure mathematics and secondly, to create a pipeline of learners for programme offerings in the Economic and Management Sciences. The identified school for the pilot project was Elsies River Senior Secondary School. The current programme mainly targets grade 12 learners and includes a number of secondary schools.

The following schools have been identified and approached in the relevant areas:

1. Mitchell’s Plan: Portlands High School
2. Elsies River: Elsies River High School
3. Belhar: Belhar High School
4. Bonteheuwel: Modderdam High School

The programme supported over 150 learners in total with the support of 20 postgraduate students providing classes on Saturday mornings and Wednesday afternoons to the learners at the various schools. Learners are provided with meals and tutors are given a small stipend as well as transport to the schools. All tutors are inducted into the programme with training as well as weekly teaching planning meetings where feedback from the schools is discussed. We hope to expand in 2023.

INTERVENTION FOR AT RISK STUDENTS

Intervention Programme for First-Year High Priority Modules

The Faculty identified six core modules at first year level which are deemed High Priority Modules (HPM). The modules are divided into two groups:

1. Extended Curriculum Programme Modules – ALB131 and 132, IEB 133 and 134, QLC141 and 142 and QSF131 and 132
2. Mainstream Modules – ALC131 and 132, QSC131 and 132
The aim of the intervention is to ensure students at risk of failing or dropping out of campus are tracked, monitored and appropriately supported to enable their success. A 70% pass rate was achieved across the 12 modules in the 2022 academic year. This is an improvement from the 2021 academic year, which is the base year for comparison; additional planning and review will take place for the 2023 academic year. The uploading of marks onto MAS and the identification of students at risk are key factors for the success of the intervention. Therefore, the modified university tracking system will be used in the future to enhance the Faculty’s monitoring and tracking processes.

PROJECT MAKING A DIFFERENCE
Project Making a Difference has been running in the Faculty since 2012 under the leadership of Prof Venicia McGhie. It is funded through staff donations, fundraising events and outside sponsors, and aims to assist needy students with financial support to cover day-to-day necessities not being covered by financial aid or scholarships. It is registered as an NGO with the Department of Social Development. Woolworths has included the Project as a beneficiary in the MySchool/MyVillage/MyPlanet social responsibility programme since June 2021. The project has made a difference by supporting over 600 students to date. A documentary was made about the Project with the assistance and sponsorship of the Institute of Applied Alchemy (IAA). The purpose of the documentary was to showcase the success stories of the PMD students during the 10 years of its existence.

PREMIER SHOWING OF THE PROJECT
In March 2022, Project Making a Difference (PMD) entered into a strategic partnership with the Institute of Applied Alchemy (IAA). This partnership led to the creation of the PMD documentary, which showcases the success stories of the PMD students, and the need for such a project at historically black universities. This event raised R12 000.00 for student support. The link to the documentary can be found here: https://vimeo.com/709452759.

10-YEAR CELEBRATION
At the end of August 2022, PMD celebrated its 10 years of existence. This event was held at Protea Hotel Durbanville, which is one of the Project’s longstanding sponsors. At this event, staff members, sponsors, donors, funders, friends and strategic partners were applauded for their continual support and dedication. Students were also reminded of their importance and value to Project Making a Difference. The event generated R17 000 for students’ support.

ECO-FRIENDLY TEXTBOOK LEASING SERVICE
As the students were allowed to return to campus to some extent in 2022, the textbook leasing service offered by the Department of Economics resumed. Launched in June 2018, there were initially 100 desk copies of the first-year prescribed textbooks available for leasing. To date, there are 600 desk copies (across 12 modules from all three undergraduate levels) available. The revenue generated has been used to purchase additional desk copies or award nearly 20 bursaries to financially struggling postgraduate students since 2019. The book leasing service functions at its full capacity again in 2023.

EMS ENTREPRENEURSHIP RESOURCE HUB WEBPAGES
In the second half of 2022, the Faculty began preparatory work on launching the EMS entrepreneurship resources hub webpages, which will be embedded into the UWC website. The pages will be developed with assistance from staff from other units (such as the ICS unit and media office), and will provide an abundance of resources to internal and external stakeholders such as courses and programmes offered, research output, news and opinion pieces, as well as past, current and forthcoming events. The webpages will be finalised by the time the Faculty’s entrepreneurship resources book is released in 2023.
Insofar as student enrolment is concerned, the table below indicates the Faculty exceeded all its targets:

<table>
<thead>
<tr>
<th>REGISTRATIONS</th>
<th>TARGET</th>
<th>% TARGET</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctoral Degree</td>
<td>102</td>
<td>95</td>
</tr>
<tr>
<td>Master’s Degree</td>
<td>346</td>
<td>300</td>
</tr>
<tr>
<td>Postgraduate Diploma or Certificate</td>
<td>97</td>
<td>95</td>
</tr>
<tr>
<td>Professional First Bachelor’s Degree</td>
<td>2 264</td>
<td>2 200</td>
</tr>
<tr>
<td>TOTAL</td>
<td>2 809</td>
<td>2 690</td>
</tr>
<tr>
<td>PG TOTAL</td>
<td>545</td>
<td>490</td>
</tr>
<tr>
<td>PG Proportion</td>
<td>19.4</td>
<td>18.2</td>
</tr>
</tbody>
</table>
Insofar as academic planning is concerned, the Faculty began an evaluation of the implementation of the new extended curriculum programme (ECP). This will be completed in 2023 with the assistance of the academic planning unit (APU). The internal review showed staff members and students have a positive view of the programme, but that the first year is ‘light’. A benchmarking of the B.Com (law) programme furthermore took place in collaboration with the Faculty of Economic and Management Sciences (EMS). The programme’s content showed it compares well with the B.Com (law) programme offered at other universities. In 2022, the Faculty received approval from SAQA for its BA (law) degree, to be implemented in 2024, as well as internal approval for a new rule allowing students who have completed a degree to complete the LLB degree over a three-year period. The Faculty furthermore received internal approval for a new PG Dip in Medical Law, and for a rule change stipulating that PG students must show proof of having attended research methodology workshops at the time of seeking approval for their research proposals.

Insofar as PG matters are concerned, the new strategic plan places the emphasis on quality and throughput. Attempts are underway to address the high attrition rate of PG students in the Faculty through the appointment of an LLM mentor, as well as the introduction of a Professional Master’s degree. Insofar as enrolment at PG level is concerned, the Faculty reached all its targets, although there was a slight drop in the PG ratio to 19.4%. Discussions have started with two partner institutions to introduce joint PhD degrees (Tilburg and Humboldt).

In respect of research, the National Research Foundation (NRF) agreed to appoint Prof Jaap de Visser as interim SARChI Chair in Multilevel Government, Law and Development, and Prof Lukas Muntingh has been appointed as the new Director of the DOI. Two DOI projects (the Women in Democracy Initiative [WDI] and the Applied Constitutional Studies Laboratory [ACSL]) unfortunately closed down due to a lack of funding. A Professorial post for the DOI was granted to the Faculty as from July 2023. Further steps were taken to consolidate the four new research centres. Directors were appointed for the Global Environmental Law Centre (GELC) and the Centre for Transformative Regulation of Work (Centrow), a senior lecturer was appointed at the African Centre for Transnational Criminal Justice (ACTCJ), and three researchers (for the Centre for Legal Integration in Africa [CLIA], GELC and ACTCJ) were appointed on contract for a year. Three permanent researcher positions were secured for three centres from July 2023. The Faculty furthermore since 2023 provides funding for a full-time administrator for Centrow and a shared administrator for two centres (GELC and CLIA) as well as for the new research chair in Constitutional Design in Divided Societies (CDDS). ACTCJ’s administration is handled by a permanent employee whose main function is committee administration. The Faculty has also taken steps to re-establish the Research Unit for Legal and Constitutional Interpretation and Theory (RULCI). At the end of 2022, the Faculty had 17 NRF-rated academics. This includes one A-rating, six B ratings, nine C ratings and one Y rating.

In respect of community engagement, the Faculty’s strategic plan provides for the appointment of a Faculty community engagement coordinator (FCEC), who will be its main driver of excellence in the Faculty. The FCEC will create awareness and more opportunities for staff members to take part in community engagement. The Law Clinic is taking steps to ensure all students are involved in community engagement activities through clinical education modules.

In respect of Faculty operations and staff development, the Faculty took steps to further streamline and increase the efficiency of its administrative operations. It was granted funding
for the establishment of a permanent Faculty Manager position from 2023. The senior faculty officer vacancy has been filled, and a new head of department appointed in the Department of Private Law.

The Law Faculty has retained its ranking in the Times Higher Education (THE) World University Rankings (2022) by Subject: Law. According to the rankings, the UWC Law Faculty appears with three other South African law faculties in the 251+ band (with UKZN, NWU and UNISA). It is recognised as one of the top 10 Law Faculties in South Africa.

SCHOLARSHIP
INNOVATIONS IN TEACHING AND LEARNING
UCDG funding was received from the DVC: Academic Office for teaching and learning (T&L) activities such as:
- The Faculty’s tutorial programme
- Interventions for high priority modules;
- Staff development through seminars, workshops and research on T&L
- Curriculum development.

These are detailed below

T&L Approaches
As reported, the COVID-19 pandemic compelled all lecturers in the Faculty to seriously engage in learning and teaching on the iKamva online platform. The COVID-19 context highlighted the need for developing different ways of learning and teaching, as well as alternative forms of assessment. All lecturers across all year levels have, in response to remote learning and teaching designed, and are continuously redesigning, new forms of lecturing and assessment of students as an alternative to face-to-face learning and sit-down tests. Online teaching approaches include narrated slides, videos, live classes on Google Meet and on Zoom as well as discussion forums. Several modules, across the year levels, employed research and writing-based assignments as an alternative to sit-down tests. Lecturers further used a variety of innovative assessment activities, including developing a portfolio of evidence, which reflects student progress. Other assessment methods included take-home tests, research-based assignments and video presentations. As in 2020 and 2021, the Faculty developed specific COVID-19 assessment guidelines, containing principles and rules specific to the circumstances of the pandemic. These also contained measures that sought to ensure the integrity of online assessments.
Where both face-to-face and online teaching was used, lecturers made use of the blended/flipped classroom approach/narrated slides, which were followed by live lectures. In the flipped classroom approach, prior to the online lectures, lecturers shared various resources with students, which they were able to access before lectures. In addition, the lecturers set up pre-quizzes (baseline assessments), which enabled them to get a sense of student preparation and understanding as well as gauge students’ ability to critically engage with core concepts. Students gained insight on the topics that would be presented during the lectures. During the live online lecture, the information shared prior to the ‘live lecture’ assisted students to engage in substantive discussions around specific topics. After the live lecture, the live online lecture recordings and podcasts were embedded within iKamva, which allowed students the opportunity to view and download the lecture material via various devices in their own time.

Changes in the COVID-19 landscape in 2022 allowed for court visits as a learning activity to let students observe what actually happened in court.

**Module Outline Reviews**

The Faculty continued evaluating LLB module outlines at the start of each semester to ensure their alignment with the LLB graduate attributes. Operational guidelines were developed for this purpose:

- HODs, module coordinators and the T&L specialist ensure course outlines are aligned to new module descriptors and that what is taught in class corresponds with module outlines.
- Module outlines need to be kept up to date with new legislation, case law and developments in society.
- Year-level coordinators (YLCs) monitor that the themes and skills, as identified, find expression in at least one module of every year level and ensure progression in knowledge takes place from year-to-year.

Year-level forums hold workshops to discuss in general the alignment of themes, outcomes, skills, assessments and graduate attributes in the LLB curriculum. The second-year LLB forum, for example, hosted a one-day hybrid module alignment workshop on 20 January 2022 at the Protea Hotel, Durbanville. The focus of the workshop was to ensure alignment of themes, outcomes, skills, assessments and graduate attributes at second-year level. The first-year forum had its first online meeting for 2022 on 28 April 2022. Among other issues, the focus of the meeting was to discuss, at first-year level, lecturers integrating themes and skills in their respective modules, student performance in the first assessments in the first term (student tracking) and share experiences of hybrid learning.

**WIL/SL**

The Faculty T&L committee drafted guidelines for the provisioning of work integrated learning (WIL) and service learning (SL) in legal education. The guidelines designate specific modules that will champion WIL and SL to enhance the student experience and promote authentic learning. It is envisaged that WIL and SL activities will be assessed and form part of the CAM.

**T&L Seminars/Conferences**

The teaching and learning committee hosted the following seminars in 2022:

- 22 April 2022 at Hazendal Wine Estate. The theme of the seminar was ‘Transformation of the curriculum and embedding transformative constitutionalism in law modules’. The speakers were Radley Henrico, Anthony Diala and Wessel le Roux, as well as two final year students, Ivyn Sambo and Samantha Chetty, who all shared their experiences and provided thought-provoking insights on how to integrate transformative constitutionalism in the different modules.
- 29 July 2022: Protea Hotel, Technopark, Stellenbosch on ‘Decolonisation/Africanisation’. The speakers were Prof Simphiwe Sesanti (Education) and Prof Angelo Dube (Unisa).

In addition, the teaching and learning committee hosted a number of lunchtime seminars, focusing on colleagues sharing their experiences with how they were championing/integrating skills in their respective modules.

The annual regional T&L conference was hosted by UCT at Nitida Wine Farm in Durbanville on 8 September 2022. The theme was ‘Navigating the online environment due to COVID-19’. A number of UWC staff members and GLAs/GAs attended and participated in the conference.

**Student Tracking**

In order to ensure student success and high student throughput, the Faculty continued with the process of student tracking in all its modules across all year levels. An evaluation of this process shows that most lecturers provided additional opportunities for students to improve their CAM. The high priority students (HPS) identified were all contacted, and intervention activities put in place, although student participation was generally low.

The Faculty developed an intervention plan, which caters for high priority modules (HPM). It provided a specifically targeted intervention strategy where a sudden low pass rate in a module was noted.

**Top Achievers Programme (TAP)**

TAP has a career-related aspect and a soft skills/leadership aspect for law students in the Faculty. During the first semester, the focus was on the job search process, which fell under the
career-related aspect of the programme. The soft skills aspect entailed the top achievers mentoring first-year law students, through which students learnt about relationship building, conflict management, group dynamics and the de-escalation of conflict. The TAP was active in 2022, engaging students with co-curricular activities, and thereby contributing to the achievement of Goal 1 of the University’s IOP.

The TAP furthermore worked together with ‘Let’s Collaborate’, a law student society, that initiated an exam preparation series (22 May to 24 June 2022). Vernon Johannes, as coordinator of the TAP, was asked to assist with identifying topics, communicate with law students regarding each weekly webinar and send the recordings of the webinars to the law students who could not attend. Webinars were held on Sundays and included:

- Exam preparation tips (Sunday, 22 May 2022): Tasreeq Ferreira and Nicole Bouah (who both graduated Summa Cum Laude) shared advice on how to prepare for exams more strategically.
- Exam stress management (Sunday, 29 May 2022): Nicolle Kopping-Pavars (Lotus Law) focused on stress management strategies during exam times.

Vernon Johannes also drafted a conceptual framework on career guidance. The framework aims at sharing soft skills and career guidance with law students to help them be better prepared for the transition and integration into the world of work. The six themes included motivation and productivity, emotional management and wellness, relationship building, persuasion and influence, marketability and career as a lawyer.

GLAs and GAs

The graduate lecturing assistant (GLA) coordinating team recruited 32 GLAs for 2022. In addition, the Faculty, with funding from the DVC: Academic, recruited 10 GAs. The GA programme is structured in a similar way to the Faculty’s successful GLA programme. A three-day workshop is traditionally held before the first semester starts, with monthly workshops taking place on Tuesdays. GLAs and GAs are invited to all teaching and learning seminars and workshops held within the Faculty. GLAs attended a workshop on mental health on 17 May 2022. Fiona Chandler facilitated the workshop, the in-house psychologist with law students regarding each weekly webinar and send the recordings of the webinars to the law students who could not attend. Webinars were held on Sundays and included:

Collaborative Teaching

The Department of Criminal Justice and Procedure hosted a two-day workshop for LLM students in economic crimes. Prof Mark Pieth and Dr Kathrin Betz from Basel University, Switzerland presented the online Zoom workshop on 5-6 April 2022 on the law of economic crimes to the LLM students in the international anti-corruption law and international anti-money laundering modules.

The annual Missouri summer/winter school was hosted at the UWC Law Faculty from 16 June – 23 July 2022. Rod Uphoff, as usual, accompanied the students, and Wessel le Roux, Windell Nortje and Bernice Welgemoed lectured in the programme. Lukas Muntingh gave a guest lecture on the South African criminal justice system (5 July 2022).

The African School on Decentralisation, a joint programme of the DOI and the Centre for Federal and Governance Studies, Addis Ababa University, was hosted in Cape Town from 30 May – 10 June 2022.

Anthony Diala (CLIA) hosted a range of seminars for MA students in the Department of Culture, Politics and Society at the University of Turin, Italy, from November to December 2022. Nico Steytler (SARChI Chair, DOI) presented a lecture on ‘Fragile federalism in Africa’, to a doctoral class at the Centre for Federal and Governance Studies, Addis Ababa University (30 September 2022).

Curtly Stevens (DOI) presented a guest lecture on ‘Current legal issues on local government in South Africa’ for the local government law programme at Ludwig University, Munich Germany (26 July 2022).

Ebenezer Durojaye (DOI) presented a guest lecturer for the LLM programme on sexual and reproductive rights in Africa at the Centre for Human Rights, University of Pretoria (30 March 2022 and August 2022); a guest lecture on the right to health in the COVID-19 era at the annual advanced course on socio-economic rights at the Centre for Human Rights, University of Pretoria (May 2022); and a guest lecture on ‘The potential role of the African Commission to address non-communicable diseases in Africa’ to the LLM students at the O’Neill Institute, Georgetown University (September 2022).
Benyam Mezmur (DOI) lectured on the rights of children with disabilities at the Harvard Kennedy School (22 March 2022); on children’s rights in Africa at Harvard Law School (28 March 2022); and on the rights of children in the context of international migration at Harvard Law School (30 March 2022).

Maria Assim (DOI) taught two classes in the human rights and democratisation in Africa programme: ‘developing proposals and framing research questions’ and ‘research methodology’ (2 February 2022).

**Postgraduate initiatives**
The Faculty, in collaboration with the DOI, hosted two online doctoral colloquia in 2022, from 19-20 May and from 27-28 October. This was the 12th year that the doctoral colloquium was hosted. Respondents to draft chapters included academics from the UK, Germany, Switzerland, Nigeria and Ethiopia. Profs Lawack and Sloth-Nielsen led a plenary session on co-publication at the October colloquium.

An induction/research writing workshop for PG students took place on 23-24 March 2022. Topics covered included the selection of a thesis topic, writing a proposal, the structure of a thesis, interdisciplinary research, research methodology, referencing and plagiarism, administrative processes, and making use of library resources. A second post-graduate research-training workshop, covering many of the same topics, took place on Saturday 17 September 2022.

The ACTCJ put interventions in place to capacitate and strengthen the research skills of its PG students. One of these measures was the introduction of the ACTCJ research discussion forum (RDF). The RDF, now a continuous event at the Centre, provides a flexible and how-to approach to take PG students through the different stages of research and how to go about writing different parts of a thesis.

Centrow has established a PhD research student cohort, and facilitates monthly (February to November) meetings for research students to engage and receive feedback on their research.

The Law Faculty’s postgraduate celebration and marketing video was released in December 2022. This will also be used as a marketing tool in 2023.

**RESEARCH: PROJECTS, PUBLICATIONS, ACHIEVEMENTS**
During 2022 UWC Law Faculty academic staff members published 13 books, and three books updates, 44 chapters in books, 57 journal articles and at least 14 shorter publications. The list is published separately and can be accessed here: [https://www.uwc.ac.za/study/faculties-and-programmes/faculty-of-law/research](https://www.uwc.ac.za/study/faculties-and-programmes/faculty-of-law/research)

The Dullah Omar Institute published more than 26 reports in 2022, a selection of which appear below:

**COVID-19 lockdown**

**NPA, policing and oversight**
- Muntingh L, ‘NPA Issue Paper 2: Knowledge, skills and human resources’, (2022) ACJR
- Redpath J, ‘NPA Issue Paper 5: Accountability of the NPA’ (2022) ACJR
- Muntingh L, ‘Policy brief: Corruption in the police – effective monitoring and oversight for a transparent and accountable police service’ (2022). Report commissioned by the Dept of Community Safety, Western Cape

**Other**

**Academic Journals**
The Faculty is host to two peer reviewed law journals: Law, Democracy and Development as well as the Journal of Anti-Corruption Law.
- Law, Democracy & Development, which is accredited by
the Department of Higher Education and Training (DHET), first appeared in May 1997, and set out to build on the proud traditions established by UWC and the Law Faculty in the struggle for democracy. Its focus is on legal and socio-legal issues relevant to the development challenges facing South Africa and Africa – above all, the nurturing of institutions of governance based on the promotion of human rights. Radley Henrico is the Editor-in-Chief. Volume 26, containing 15 peer-reviewed articles with a forum contribution by Justice Steven Majiedt, was published in 2022.

• The *Journal of Anti-Corruption Law* is published under the auspices of the Department of Criminal Justice and Procedure. It is an open-access, peer-reviewed journal publishing articles, case notes and comments on any issue relevant to corruption in particular and to economic crimes in general. Volume 6, containing eight peer-reviewed articles, was published in 2022.

**SCHOLARSHIP OF TEACHING AND LEARNING: PROJECTS AND RESEARCH ACTIVITIES**

Faculty engagements in workshops and seminars contributed significantly to the scholarship of teaching and learning. As noted earlier, the Faculty hosted workshops in 2022 to promote the understanding of transformative constitutionalism, globalisation, digitalisation, decoloniality and Africanisation, which contributed to ensuring students become critical citizens. Faculty presenters included Anthony Diala, Radley Henrico and Wessel Le Roux.

The guidelines for the provisioning of work integrated learning (WIL) and service learning (SL) in legal education developed by the T&L committee, referred to earlier, will result in a number of projects:

- Factors contributing to effective WIL in legal education: A UWC case study – Conrad Potberg
- Student experiences of co-curricular activities at a Western Cape university – Precious Ndlovu and Conrad Potberg
- Approaches to integrating service learning in a legal education curriculum – Yvette Basson

Additional research activities to promote the scholarship of teaching and learning include:

- Possible challenges of introducing a compulsory PG research methodology module – Lea Mwambene
- Unlearning toxic GBV in South African higher education institutions – Cherith Sanger and Lea Mwambene
- Student success and student support: The case of the law of property at UWC 2022 – Lea Mwambene
- Developing PG student resilience as a means of facilitating thesis research completion – Patricia Lenaghan

Karin Chinnian successfully completed the TAU fellowship Programme (2021-22).

**CONTINUING EDUCATION AND CONTINUING PROFESSIONAL DEVELOPMENT COURSES**

As noted earlier, the second African School on Decentralisation took place in Stellenbosch and Cape Town from 30 May – 10 June 2022. The theme was ‘Good governance in African cities’. The school is offered jointly by the SARChI Chair in Multilevel Government, Law and Development at the DOI and the Centre for Federalism and Governance Studies at the University of Addis Ababa, in partnership with the Institute of Federalism at Fribourg and the Institute for Comparative Federalism. It is sponsored by the Hanns Seidel Foundation, the Commonwealth Local Government Forum (CLGF), and the National Research Foundation. It offers a two-week international postgraduate course on decentralisation in Africa to government officials, postgraduate students, members of local and international non-governmental organisations, practitioners as well as other participants with an interest in decentralisation in Africa.

A CE course, foundations of medical law with four modules spread over six weeks, was developed by adjunct lecturers Anita Kleinsmidt and Melany Hendricks. It will be presented from April 2023.

The Faculty attained the services of Ms Irena Wasserfall as coordinator of its CE courses for 2023. New CE courses are envisaged in the following areas:

- Environmental law
- Paralegals
- Correctional services
- Data protection/privacy law

**SEMINARS AND CONFERENCES AS WELL AS INTERNATIONAL VISITORS/FELLOWS HOSTED IN THIS PERIOD**

**Academic Conferences and Public Lectures**

The Faculty hosted its 6th Dean’s Distinguished Lecture on 3 October 2023, with alumnus, honorary Professor at UWC and Constitutional Court Justice Steven Majiedt on the theme ‘Dreams and aspirations deferred? The Constitutional Court’s approach to the fulfilment of socio-economic rights in the Constitution’.

The DOI hosted the 13th Dullah Omar Memorial Lecture with Prof Thuli Madonsela on 16 November 2022 on the theme ‘Reimagining democracy through a social justice lens: Reflections on Dullah Omar’s legacy’.

The SARChI Chair in multilevel government, law and development (DOI):

- Co-hosted the ninth Stellenbosch Annual Seminar on
Constitutionalism in Africa (SASCA 2022) at the STIAS-Wallenberg Research Centre from 13-16 September 2022 with the theme ‘Constitutional change and constitutionalism in Africa’.

- Hosted a participatory conference on the theme ‘Conversations on constitutionalism’ from 2-6 December, at Mont Fleur, Stellenbosch.

GELC and the Environmental Law Association (ELA) of South Africa co-hosted a national conference (29-30 September 2022) and student conference (30 September – 1 October 2022) with the theme ‘Celebrating Desmond Tutu in an era of transition: Living and developing sustainably’. This hybrid event took place in person at the University of the Western Cape, and online via Zoom. The conference coincided with the formal launch of GELC on 29 September 2022 and a book launch of Urban Climate Resilience: The Role of Law published by Edward Elgar (EE) under the EE studies in climate law series.

A joint collaboration with UWC Western Cape Co-Lab and Centrow for an online conference took place on 2–3 March 2022. The conference was intended as a solutions-based conference on ‘Platform work and inclusion: Ensuring decent work and basic rights’.

Emeritus professor Julia Sloth-Nielsen co-hosted the Miller du Toit Cloete/UWC child and family law conference, on 6 and 20 May 2022.

Webinars and seminars

The Dullah Omar Institute hosted more than eight webinars/workshops during the first quarter of 2022. Some examples include:

- The Socio-Economic Rights Project (SERP) hosted a webinar on the virtual launch of the Journal of African Law (JAL) – Special issue on COVID-19 and the law in Africa (online, 7 February 2022)
- Africa Criminal Justice Reform (ACJR) hosted a stakeholder workshop on ‘Criminal justice, human rights and COVID-19 in Kenya’ (Nairobi, Kenya, 10 March 2022)
- Vivienne Mentor-Lalu (Womxn and Democracy Initiative – WDI) facilitated local government budget training with activists in Witzenburg

The Dullah Omar Institute hosted more than 16 webinars/workshops during the second quarter of 2022. Some examples include:

- ACJR hosted a webinar on the prosecution of corruption in municipalities with Advocate Barry Madolo (NPA)
- SERP hosted (in conjunction with the African Centre for Excellence for Access to Justice [ACE-AJ]) a launch of the report on recognition of community-based paralegals in Africa and the inception meeting on Research on community-based paralegals in Africa
- SERP hosted the community leaders training workshop
- WDI hosted the feminist indicators analytical framework roundtable
- Applied Constitutional Studies Laboratory (ACSL) co-hosted with GELC a webinar on ‘Next generation constitutionalism: Does nature have a constitutional right to exist – as nature?’

The Dullah Omar Institute hosted more than 11 webinars/workshops during the third quarter of 2022. Some examples include:

- ACJR hosted a report launch ‘COVID-19 restrictions and the impact on criminal justice and human rights – findings from five African countries’
- REFORMAR (Mozambique) hosted the launch of a report, ‘COVID-19 restrictions and the impact on criminal justice and human rights, Mozambique’
- The Children’s Rights Project (CRP) with the Centre for Human Rights, University of Pretoria, hosted the Association of Human Rights Institutes (AHRI) conference on technology and the future of human rights
- SERP and CRP jointly hosted a hybrid event ‘Annual Helen Kanzira Memorial Lecture’ in partnership with the Centre for Human Rights, University of Pretoria
- The Multi-Level Government Project (MLG)/SARChI hosted ‘The outcome of Kenya’s 2022 presidential elections’
- MLG hosted the hybrid event ‘The application of ubuntu in law, mediation and social change’
- SERP hosted the community leaders training workshop
- WDI hosted a workshop with Public Service Accountability Monitor (PSAM) SA team on ‘Feminism and social justice’

The Dullah Omar Institute hosted more than 11 webinars/workshops during the fourth quarter of 2022. Some examples include:

- ACJR hosted the following webinars:
  - COVID-19 restrictions and their socio-economic and criminal justice implications in partnership with the Legal Resources Foundation, Kenya
  - COVID-19 restrictions and their socio-economic and criminal justice implications in partnership with Ubuntu Justice Initiative, Zambia
  - ‘The NPA that we want’, and releasing a report with the same title
- REFORMAR (with SERP) launched the ‘Research report on the legal recognition of paralegals in Africa: Lessons, challenges and good practices’.
- CRP hosted the validation workshop – SADC protocol on children
- WDI hosted the ‘#MTBPS2022: Developing a feminist agenda for public finance’ workshop.
MLG/SARChI hosted these webinars:
- Traditional leadership and land use management
- Identity and functionality in boundary demarcation at local level: Comparative perspectives

Centrow Webinars
Centrow’s labour market regulation webinar series took place in May 2022. The webinars focused on enabling participants in South African labour market debates to deepen their knowledge on contemporary debates from around the world on regulatory responses to the changing nature of work and the persistence of inequality and insecurity in the world of work. The webinars were presented by:
- Lord (John) Hendy QC, a qualified barrister and a member of the House of Lords; he covered the topic on the UK Status of Workers Bill, 2021 and the abolition of insecure work (4 May)
- Professor Nicola Countouris, Director of the Research Department at the European Trade Union Institute (ETUI) in Brussels and a Professor in Labour Law and European Law at the Faculty of Laws of University College London (UCL); she discussed current debates on the definition of work and employment in Europe and the European Union (11 May)
- Professor Miriam Cherry, Co-Director of the William C. Wefel Center for Employment Law and Associate Dean for Research and Engagement at St Louis University School of Law; she discussed ‘California’s gig battles: Technology and trends in the US labour market’ (25 May)

On 5 September 2022, Centrow organised and co-hosted with the SA Labour Law Society (SASLAW) a (hybrid) webinar on ‘The revitalisation of labour law: Developments in the EU and the UK after Brexit’ with Prof (emeritus) Dr Manfred Weiss (Goethe University in Frankfurt) and Prof Simon Deakin (Cambridge University), with facilitation by Prof Paul Benjamin (Centrow, UWC)

ACTCJ Webinars
Dr Fiskatoris gave a presentation on 28 April 2022 on international criminal law

John-Mark Iyi presented ‘Regime collision, normative hierarchies and the legal limits of African Union intervention in transitional justice societies: Burundi in context’. 10 June 2022

Dr Linda Mushoriwa presented ‘The Prosecutor v Dominic Ongwen case before the International Criminal Court: A TWAIL-er’s perspective’. 2 September 2022

GELC Webinars
GELC and the Environmental Law Association (ELA) of South Africa hosted a webinar with the theme ‘Building on Urgenda: A critical discussion of Pabai Pabai and Guy Paul Kabai v. Commonwealth of Australia’. The speakers included renowned climate litigation experts, Ms Cassandra Evans (Associate for Phi Finney McDonald) and Dennis van Berkel (Legal Counsel for Urgenda). 12 May 2022

GELC and the Dullah Omar Institute (DOI) hosted a joint webinar on ‘Next generation constitutionalism (NGC) – Nature’s constitutional right to exist – as nature’ with Dr Erin O’Donnell and Dr Mohammad Sohidul Islam from Melbourne University about their recent article on the Bangladesh Supreme Court’s seminal 2019 decision to recognise rivers as living entities having rights in Bangladesh. 10 June 2022

GELC hosted a webinar with Ms Amy Wilson (Animal Law Reform South Africa). The title of the webinar was ‘From ants to elephants: Protecting the interests of non-human and human animals through animal law in South Africa’. 17 August 2022

GELC hosted a webinar with Professor Michelle Lim (Associate Professor in Law, Yong Pung How School of Law, Singapore Management University). The title of the webinar was ‘Re-imagining the laws of nature: Storying the rules of hyperconnected futures’. 1 September 2022

GELC hosted a webinar on ‘Human rights arguments in climate litigation in African courts’ with Dr Kim Bouwer, Durham Law School, Durham University. 1 November 2022

GELC hosted a webinar on ‘Improving environmental justice for animal victims of illegal wildlife trade in Africa’ with Dr Emmanuel Kasimbazi, Professor of Law at the School of Law, Makerere University. 5 December 2022

Research Chair in Constitutional Design for Divided Societies (CDDS)
The Faculty’s Research Chair in Constitutional Design for Divided Societies (Yonatan Fessha) hosted a webinar series with the theme ‘Conversations on constitutional design’. Dr Jan Erk was the speaker at the first webinar with the topic, ‘The politics of constitutional design in a changing world’. 7 September 2022

Prof Rotimi Suberu was the speaker at the second seminar with the topic ‘Ethnic inequality, the federal character principle and the reform of Nigeria’s presidential system’. 19 October 2022
The Research Chair co-hosted with the Department of Public Law and Jurisprudence a conversation with Prof Francois Venter. The conversation explored Prof Venter’s recently published book, The Language of Constitutional Comparison (Edward Elgar, 2022). 10 November 2022

The Research Chair co-hosted with the SARChI Chair in Multilevel Government, Law and Development and DOI an international seminar with the theme, ‘Identity and functionality in boundary demarcation at local level: Comparative perspectives’. 30 November 2022
CJ&P
The Department hosted its fourth annual economic crimes conference (online) with Advocate Hermione Cronje as keynote speaker. The theme was ‘Corruption and human rights’. The conference attracted attendees from various parts of Africa including South Sudan, Uganda, Zambia, Kenya and Nigeria as well as from the United States, the Republic of Cyprus and Turkey. 8 September 2022

M&LL
Brighton Mupangavanhu, one of the directors of the non-profit company Afrikan Peer Growth Network (APGRON) NPC, organised with the APGRON Board the APGRON Second Annual Conference, which was hosted in Pretoria by UNISA. 21-23 November 2023

Research Week
The Law Faculty organised a session on the UN’s sustainable development goals (SDGs) at the UWC’s annual Research Week. Riekie Wandrag as acting Deputy Dean: R&PG, chaired the session. The speakers were Ebenezer Durojaye on ‘The relevance of a rights-based approach to maternal health as a way of achieving SDG 3’; Paula Knipe and Aisosa Omoruyi on ‘Legal and policy framework to addressing NCDs: A pathway to realising SDG 3’; Fairuz Mullagee and Candice James on ‘WeCare-ZA: Building an alternative model for the domestic and care sector’; Kitty Malherbe on ‘Addressing poverty and inequality by means of national social protection floors’; and Yonatan Fessha ‘Vuwani Burning: Ethnicity and local boundary demarcations in South Africa’. 25 October 2022

General
Faculty staff members participated in and presented papers at a large number of local, regional and international conferences, workshops, seminars and webinars in 2022. These will not all be listed here, but can be found in the Law Faculty Board Reports.

INTERNATIONAL VISITORS
With many conferences, seminars and collaborations moving online, a limited number of international visitors came to UWC in person.

ACTCJ hosted Prof Salinas De Frias, a Visiting Erasmus Scholar from the University of Malaga, Spain, Prof De Frias presented a one-week lecture on European and international law and interacted with colleagues at the Faculty on opportunities for collaboration between the University of Malaga and UWC. 24-28 October 2022

In the third term, Maria Assim (CRP, DOI) hosted an intern, Grace Krsul-Sullivan, from the University of California (LA) under the VACorps Interns Programme.

The Street Law Programme hosted Kim Wright on Saturday. Wright is prominently known for her role in the integrative law movement. She addressed students on the topic ‘Lawyers as changemakers’. She is a Senior Fellow at the Project for Integrative Law and Legal Education, Center on Dispute Resolution, Quinnipiac University School of Law in Connecticut, United States. 6 August 2022

As noted earlier, Prof Rodney Uphoff and students visited UWC for the annual Missouri summer/winter school. 16 June – 23 July

The DOI/Centre for Federal and Governance Studies, Addis Ababa University’s African School on Decentralisation (30 May – 10 June 2022) and the Research Chair in MLG ‘Conversations on Constitutionalism’ (4-6 December 2022) brought a number of visitors from the African continent and beyond to the Western Cape

AWARDS AND SIGNIFICANT ACHIEVEMENTS
Faculty staff members received a number of internal and external awards.

The Faculty’s research awards were granted to these staff members:
- Ashraf Booley (Emerging Researcher Award)
- Yonatan Fessha (Best Researcher Award)

The following staff members were awarded funding by the DVC: R&I office from the UCDG grant under the Developing Early-

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<th>NO.</th>
<th>NAME OF STAFF MEMBER SUPPORTED BY UCDG IN 2022</th>
<th>CATEGORY OF SUPPORT</th>
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<tr>
<td>1</td>
<td>Elsabe Huysamen</td>
<td>Mentoring and coaching workshops</td>
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<td>2</td>
<td>Windell Nortje</td>
<td>International or local conference attendance and networking</td>
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<tr>
<td>3</td>
<td>Tinashe Kindo</td>
<td>International or local conference attendance and networking</td>
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Career Researchers Programme (DECRP):

Benyam Mezmur received international exchange support from the DVC: R&I office.

Angela van der Berg participated in the UWC Purpose, Equipping, Environment and People (PEEP) leadership programme, which is aimed at supporting mid-career academics in becoming established and leading researchers.

On 1 July 2022, at the DVC Academic Achiever awards, Dr Windell Nortje received the Excellent Lecturer per faculty (Law Faculty) award.

**ENGAGEMENT**

**COMMUNITY ENGAGEMENT**

The various projects at the DOI all employ scholarship to achieve social change and to improve the well-being of communities, e.g. in relation to womxn’s rights, socio-economic rights (such as housing, food and health), children’s rights, multi-level governance, and petty offences/criminal justice, e.g. prison reform and petty offences. The DOI also issues a number of regular publications bringing scholarly research to the broader public:

- ESR Review
- Local Government Bulletin

Centrow is engaging in a number of community-based projects:

- The digital platform cooperative project (DPCP)

- The project involves the regulation of digital platform work and the establishment of platform collectives/worker-owned digital platforms for the provision of services as a means of creating jobs and decent working conditions. The project assists workers in establishing cooperatives in general and platform cooperatives in particular. Its current focus is on practical application within the domestic worker sector. In November 2022 the DPCP team and a cohort of 60 domestic workers (organised as WeCare, a voluntary association of domestic workers) who were supported by DPCP in developing the skills to organise work on a digital platform, came together in a closing out celebration of the phase 1 achievements, which consisted of capacity building and skills development. Phase 2 begins in 2023 and envisages the launching of the pilot phase of a worker-owned digital platform in two provinces.

- The broader context for the project, within a global and comparative perspective, is considered in the following publication: Fairuz Mullagee, Nitya Nangalia and Saloni Muralidhara Hinyur, ‘Domestic work and platformisation in India and South Africa: A look at enablers and barriers’ in Olivia Blanchard, Carina Lopes and Patrick Devaney (eds) Global perspectives on women, work, and digital labour platforms: A collection of articles from around the world on women’s experiences of digital labour platforms (Digital Future Society 2022).

- In addition, in 2022 the DPCP team was involved, as part of the OXFAM Domestic Workers Rising Project, in digital literacy training workshops in Cape Town and Johannesburg, facilitated by CoLab.

- A further capacity building initiative with Women in Informal Employment Globalising and Organising (WIEGO) in partnership with UN Women, which Centrow/SLP was involved in, saw the running of a workshop for domestic workers in Cape Town in April 2022. Workshop participants included members of SA Domestic Services and Allied Workers Union (SADSAWU), United Domestic Workers Organisation of SA (Udwosa) and focused on improving workers’ knowledge on accessing their rights, as well as the challenges they experience and solutions for improving access to labour rights in COIDA and UIF.

- Labour Law Online (LLoL). LLoL is an interactive online programme offering individualised information on workers’ rights, developed at the University of Amsterdam, which Centrow is adapting under license to the South African legal context. LLoL is an access to justice project primarily targeted at informing precarious workers, who seldom have unions to assist them, on their rights and whether they have a case that could be referred to the CCMA or a bargaining council and providing analysis of the strengths and weaknesses of their case. Two tools have been developed: Tool 1: dismissal based on conduct and Tool 2: dismissal based on capacity.

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<th>NO.</th>
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<tr>
<td>4</td>
<td>Brighton Mupangavanhu</td>
<td>International or local conference attendance and networking</td>
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<tr>
<td>5</td>
<td>Lisa Draga</td>
<td>Research project funding</td>
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<tr>
<td>6</td>
<td>Thabile Chonco</td>
<td>Research project funding</td>
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**EARLY CAREER RESEARCHER PROGRAMME**

**MID-CAREER RESEARCHER PROGRAMME**

**ESTABLISHED RESEARCHER**

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<tr>
<td>1</td>
<td>Angela van der Berg</td>
<td>Mentoring and coaching staff exchange and networking workshops</td>
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<td>3</td>
<td>Precious Ndlovu</td>
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<td>1</td>
<td>Yonatan Fessha</td>
<td>UWC Research Chair</td>
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**NO. NAME OF STAFF MEMBER SUPPORTED BY UCDG IN 2022**

**CATEGORY OF SUPPORT**

- Reflective Report 2022
- Reflective Report 2022

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Activities in 2022 involved further community engagement – with Community Advice Offices – to encourage use of the tool. In addition, the team is in the process of developing a course, Digitalising Labour Law, on Labour Law, legal logic and technology based on the principles of Labour Law Online and Magonstlag, which is the product of Centrow’s project partners at the University of Amsterdam. The course will be offered as a final year LLB elective in 2024.

The Law Clinic provides legal assistance to the indigent, while at the same time giving senior law students clinical education and training. Its focus areas are family law (divorce, domestic violence, maintenance, custody); land, property and housing law (lease agreements, evictions); the law of succession (drafting of wills, section 18(3) deceased estates); contract law (consumer protection); delict law; and labour law (employment matters). In cooperation with the Legal Aid Board, the Clinic also provides representation to indigent accused in criminal matters at two community courts – Fezeka and Mitchells Plain – in close proximity to UWC. The Law Clinic, with the financial support of the Cape Human Rights Cluster (CHRC), furthermore provides legal services, legal support and legal education programmes to community-based advice offices in the Metro, Boland and West Coast regions, and via these offices, to indigent and marginalised communities and individuals within these areas. The Paralegal Advice Offices are located in inter alia Athlone, Elsies River, Heideveld, Langa and Mitchell’s Plain. These activities continued during 2022.

Many individual staff members in the Faculty provide legal advice to members of the public or to organisations. Cherith Sanger is, for example, engaged in various activities that provide legal advice and support to women’s organisations.

Under the auspices of the Faculty’s new Community Engagement Coordinator, Yvette Basson, a series of ‘How to...’ talks, have been introduced. This series will answer topical questions in an easy-to-understand way, and will be livestreamed.

- The first talk was on ‘How to report gender-based violence’ presented by Cherith Sanger. 16 September 2022
- The second talk was on buying and selling shares presented by Etienne Olivier. 23 September 2022

In 2022, the voluntary street law programme engaged in a number of legal education programmes. The project activities during the year included:
- The UWC Wellness Day Outreach for Community Health Workers was hosted at Lentegeur Psychiatric Hospital Complex in Mitchell’s Plain. Street Law students consulted with clients under the supervision of an attorney, George Pillay. 30-31 March 2022
- Street Law hosted a career expo at Elsies River High. The purpose of the expo was to discuss with grade 12 learners studying for a law degree as well as options available after one has obtained a law degree. 11 April 2022
- Street Law students hosted a successful career expo/open day for grade 11 and 12 learners at Oscar Mpetha High School. The Law Faculty was joined by other UWC faculties such as the Faculty of Education, Arts and Humanities as well as Community & Health Sciences. 6 May 2022
- Street Law students participated in the Mandela Day Outreach at the CHS Bellville Building and Fisantekraal Multi-Purpose Hall. Legal and medical services were offered to the community. 3-4 August 2022
- Street Law volunteers hosted a sexual assault awareness programme at the Won Life Centre in Fisantekraal. Topics such as age and manipulation, consent, teachers that sexually prey on students and what to do in a situation of sexual abuse were discussed. 19 August 2022
- Street Law students participated in a discussion about sex education with the UWC HIV/AIDS Unit. This included discussions around gender-based violence and essentially what rights one has in the instance of being sexually assaulted. 23 August 2022
- Street Law students participated in a wills information workshop with the theme ‘The importance of having a will’. 20 September 2022
- Street Law and Let’s Collaborate joined forces to host an event, which was sponsored by the Dullah Omar Institute. Speakers talked about the notion of ubuntu and its place in the law. 23 September 2022
- Street Law students spent the morning at a youth care centre in a local community to discuss the right to education with the youth housed at the centre. 30 September 2022
- Street Law students participated in the older persons awareness programme in collaboration with the City of Cape Town: Social Development and Early Childhood Development Department at the Proteaville Recreation Centre. 4 October 2022
- Street Law students participated in the drafting of wills at the Bellville South Library. 11 October 2022
- Street Law students participated in a disability awareness workshop in collaboration with the City of Cape Town: Social Development and Early Childhood Development Department at Vanguard Community Hall. 27 October 2022
- Street Law students participated in an older persons awareness programme in collaboration with the City of Cape Town: Social Development and Early Childhood Development Department at the Athlone Civic Hall. 27 October 2022
- Street Law students participated in the drafting of wills at the Bellville South Library. 3 November 2022
- Street Law students participated in a wills information workshop with the theme ‘The importance of having a will’. 17 November 2022
Staff members in the Faculty and in the centres/the DOI are furthermore regularly interviewed by newspaper journalists and on radio and television about topical issues in the legal context, and publish opinion pieces in newspapers. These are too many to list here, but can be found in Faculty Board Reports.

**SCHOLARLY PROFESSIONAL ENGAGEMENT**

The various projects at the DOI all seek to employ scholarship in order to influence policy and legislation as well as court judgments in their engagement with government and other stakeholders. The below are representative examples from 2022:

Jean Redpath, submission on the Forensic Procedures Amendment Bill. 11 March 2022:
- Jean Redpath, submission on Proposed Regulations in terms of the National Health Act. 15 April 2022
- Kristen Petersen submitted a written statement to the 71st Ordinary Session of the African Commission on the Human Rights Situation in Africa on behalf of the Campaign to Decriminalise Petty Offences in Africa. 26 April 2022
- Maria Assim, submission to Parliament on the South African Climate Change Bill
- Jean Redpath made an input in respect of remedy in Social Justice Coalition and Others v Minister of Police and Others (CCT 121/21) [2022] ZACC 27; 2022 (10) BCLR 1267 (CC). 19 July 2022
- Jaap de Visser, Legal Opinion for Greater Retreat Advice Office on Disciplinary Charges against Municipal Speaker. 5 July 2022
- Jaap de Visser, Legal Opinion for Frances Baard District Municipality on Municipal Elections. 14 July 2022
- Jaap de Visser, submission to City Insight/Department of Cooperative Governance on 21-Year Local Government Review. 22 July 2022

Robert Nanim led a delegation of the African Union’s African Committee on the Rights and Welfare of the Child to the Republic of Chad from 8-10 February 2022. He represented the African Committee of Experts on the Rights and Welfare of the Child at a United Nations high level side-event on the ending and preventing of child recruitment, as well as a celebration of 25 years of the mandate of the Special Representative of the Secretary General on Children Affected by Armed Conflict.

Cherith Sanger on 31 January made a submission to the Secretary General on Children Affected by Armed Conflict. 25 years of the mandate of the Special Representative of the Secretary General on Children Affected by Armed Conflict, as well as a celebration of

Reflective Report 2022

Jean Redpath, submission on the Forensic Procedures Amendment Bill. 11 March 2022:
- A submission from Kitty Malherbe and Debbie Collier on the Overview of EPL Regulatory Interventions Adopted during the COVID-19 Pandemic (Summary Questionnaire), submitted to the ILO. October 2022
- Presentation by Paul Benjamin, on the key issues and ongoing amendments in a plenary session at the CCMA Annual Labour Law Conference. 21 September 2022

Fareed Moosa prepared and filed written submissions to the Supreme Court of Appeal on behalf of an Amicus Curiae dealing with the unconstitutionality of section 2B of the Wills Act.

**STAFF NEWLY NOMINATED/APPOINTED ONTO REGIONAL/NATIONAL/INTERNATIONAL PROFESSIONAL BOARDS OR ORGANISATIONS**

The Faculty’s national and international footprint continued to expand in 2022 with notable external appointments for many permanent and extraordinary staff members:
- Usang Maria Assim was appointed as member of:
  - The Childhood, Law, and Policy Network – funded by the UK Arts and Humanities Research Council (AHRC) – hosted by the Department of Law, Queen Mary University of London
  - The Scientific Advisory Committee of the Ismail Mahomed Centre for Human and Peoples’ Rights, Faculty of Management, Commerce and Law, University of Venda
  - The Scientific Advisory Committee of the Ismail Mahomed Centre for Human and Peoples’ Rights, Faculty of Management, Commerce and Law, University of Venda
- Jennica Beukes was appointed as a member of the International Association of Constitutional Law.
- Jaap de Visser was:
  - Appointed to the steering committee of ‘Balancing probity and performance’ at. Stellenbosch University School of Public Leadership
- Elected as Vice-President of the International Association of Centres for Federal Studies (IAEFS)
- Appointed to the Editorial Board of the Decision Journal of Springer/Indian Institute of Management Calcutta
- Anthony Diala was appointed:
  - To the editorial board of Legal Pluralism and Critical Social Analysis [formerly Journal of Legal Pluralism and Unofficial Law], the flagship publication of the International Commission on Legal Pluralism.
  - A visiting professor at the University of Turin, Italy for 2022.
- Ebenezer Durojaye was appointed:
  - As an editor of the Journal of African Law in March 2022 with effect from 1 May 2022
  - To the Editorial Board of the Nigerian Open University Law Journal
  - To the editorial board of Brill’s book series on Global Health, Human Rights and Social Justice
- Benyam Dawid Mezmur started his Eleanor Roosevelt Fellowship in the Human Rights Program, Harvard Law School in March 2022
- Fareed Moosa was appointed as member of the Legal Practice Council, Western Cape branch: Dispute resolution committee; disciplinary committee; fee assessment committee
- Nico Steytler was appointed:
  - As Member of the Advisory Committee, Centre of Excellence in Good Governance, Addis Ababa University Partnership Programme for Capacity Building
  - As Trustee of the AULAI Trust
  - As Member of Advisory Board on the project ‘Power-sharing for peace in Syria, Lebanon, and Institute of Federalism, University of Fribourg, Switzerland
  - As Area Editor for Federalism and Multilevel government, in Jeff King and Octávio Ferraz (eds.) The Oxford Compendium of National Legal Responses to COVID-19 (OUP 2021-2)
- Sue-Mari Viljoen was appointed as a member of the Hugo de Groot Society in December 2022

CURRICULUM CHANGES/RENEWAL
In 2022 the Faculty received approval/clearance for the following programmes:
- BA (Law) – SAQA number received
- PG Diploma in Medical Law – Council approval
- Four new Postgraduate Diplomas – PQM clearance received:
  - Postgraduate Diploma in Environmental Law and Management
  - Postgraduate Diploma in Transnational Criminal Justice
  - Postgraduate Diploma in Tax Law
  - Postgraduate Diploma in Fintech Law (online)

Amendments to the following programmes were approved:
- LLM/MPhil in Mercantile Law (addition of elective modules)
- LLM/MPhil in Human Rights Protection (addition of elective modules)
- LLB (addition of elective modules)
- B Com (Law) (changes in elective offerings by EMS Faculty)

The Faculty further received internal approval for:
- The reactivation of the generic LLM/MPhil degree and the extension of CESM categories for the generic LLM/MPhil
- Rule changes to enable the completion of the LLB degree over three years, after the completion of a prior degree
- Rule changes in respect of articulation from postgraduate diplomas to LLM programmes (research ability must be shown)
- Rule changes in respect of compulsory attendance of research methodology training prior to submission of a research proposal on Master’s and Doctoral level.

STUDENT ACHIEVEMENTS
UNDERGRADUATE STUDENTS
The Faculty hosted its annual Dean’s Merit Awards in which top-performing students in the UG programmes received prizes. Acknowledgement is annually given at the ceremony to law students who have been included on the Dean’s Merit List, students who graduated cum laude, as well as students who receive prizes for attaining the highest marks in particular modules. 22 April 2022

The UWC Moot Society team (Jakop Mphofu, Taskeen Abrahams, and Anotidaishe Zhou) came second in the South African leg of the Philip C Jessup International Law Moot Court Competition. The team was coached by Precious Ndlovu, Wessel Le Roux, Kessler Perumalsamy and Conrad Potberg. 5 March 2022

At the 2022 Virtual Academic Achievers’ Awards Ceremony on Friday, July 1, the following students received learning excellence awards:
- Best first year student in 4 year LLB (2021): V Mukwevho (85%)
- Best first year in five-year LLB (2021): N Ndwandwe 87%; also received institutional award for best first year student in extended programme
- Best final year student in Law Faculty (2021): M Tchoulatachokonte (82%)

POSTGRADUATE STUDENTS
Jennica Beukes (DOI) received an Emerging Academic Award for a paper submitted in the Judges Matter Competition.
Between 30 September and 1 October 2022, six postgraduate students conducting research at GELC (Christian Zenim, Ashlyn Davids, Ethel Theron, Peter Cloete, Celine Anne Doak, and Lilian Uche) participated in the joint ELA and UWC National Student Conference and presented their research in the field of environmental law and governance. Celine Anne Doak won an award for ‘Best Presentation’.

Two ACTCJ LLM students – Leano Maphorisa and Arnold Mzimba – were selected to attend the United Nations Interregional Crime and Justice Institute (UNICRI) International Criminal Law Defence Seminar, which was organised in cooperation with the Office of Public Counsel for the Defence of the International Criminal Court. The Seminar was held in Turin, Italy. The students were awarded a scholarship and bursary by UNICRI and ACTCJ to enable them to participate in the programme. 11-14 April 2022

Maricelle Botes (a doctoral student at GELC and North-West University) was invited to participate in the third IUCN WCEL International Environmental Law Conference taking place in Oslo, Norway. The conference focussed on the transformative power of law in addressing global environmental challenges. Ms Botes presented her paper titled, ‘City-level law-making responsibility and authority towards urban climate resilience: A South African legal perspective’; 6 October 2022

Paula Knipe (DOI) completed an internship at the O’Neill Institute for National and Global Health Law, Georgetown University, Washington, DC.

Labour Law LLM student, Heike Hartnick, received an internship with the International Labour Organisation, Geneva. The internship was for six months.

ALUMNI

Cheslyn Craig Ceaser (UWC alumnus) has been appointed as Legal Research Consultant at Animal Law Reform South Africa (ALRSA). Mr Ceaser will be conducting research, and undertaking legal and policy work for ALRSA. His primary focus will be on farmed animal issues and working on the Corporate Accountability Project. He will be assisting with submissions to the government on relevant animal law matters. Mr Ceaser completed a Bachelor of Laws degree in 2018 and a Master’s degree in environmental law with a focus on climate change in 2020 (UWC). He is the recipient of a Growth Bursary from UWC and is currently pursuing a doctorate degree with a focus on Animal Welfare in Animal Agriculture at GELC.

Mnotho Ngcobo, an alumnus of the UWC Law Faculty, and Ivan Rugema, fellow at the University of Missouri Law School, was appointed lecturer at the Jindal Global Law School, India.

CURRICULUM PLANNING

The Faculty is working on a submission to introduce a Professional LLM degree, provisionally in the following fields:

- MLG/Local government law
- Labour law
- Environmental law
- Criminal justice
- Commercial law
  - Fintech
  - Corporate
  - Competition
  - Trade
- Family law (Muslim, international, customary)
- Constitutional litigation/human rights protection
- Medical law
- Intellectual property

The Faculty wants to introduce CE courses under Pillar 7 in these fields:

- Environmental law
- Paralegals
- Prisons/correctional services
- Data protection/privacy law
- Medical law

The Faculty wants to make programme amendments to:

- The BA (Law) to ensure its implementation in 2024
- The PG Dip in Public Law to include a stream on criminal justice and human rights
DEAN’S OVERVIEW
The COVID-19 pandemic continued to impact on all Faculty activities in 2022. The Faculty of Natural Sciences expressed concerns about the limitations of emergency remote teaching in addressing practical skills development in an online format. The absence of in-person engagement during the pandemic highlighted the importance of peer interaction in fundamental learning across Natural Science disciplines. To ensure the integrity and quality of education, the Faculty applied to the university’s EMC to implement hard vaccination mandates for the following Academic Departments and Schools: Medical Biosciences, Biotechnology, Biodiversity and Conservation Biology, Chemistry, Physics and Astronomy, Earth Sciences, and the School of Pharmacy. Given the necessity of face-to-face activities in these departments, the Faculty asserted that running parallel modes of learning and teaching for vaccinated and non-vaccinated students would not be practically feasible or educationally sound. For these departments and the School, a blended approach to learning was adopted, combining online and face-to-face activities. The on-campus component for these Departments primarily involved practical sessions, fieldwork and tutorials where in-person training is essential for providing a quality education and imparting critical laboratory-based skills. On the other hand, the Faculty opted for soft vaccination mandates for the Departments of Computer Science, Statistics and Population Studies, and Mathematics and Applied Mathematics.

In 2022, the Faculty’s strategic plan focused on three key focus areas. Firstly, there was a focus on stabilising the leadership within the Faculty, including the Deane and Departmental leadership positions. This ensured effective and consistent guidance for the Faculty’s operations. Secondly, the plan aimed to facilitate a safe return to campus for both staff and students, taking into account the evolving situation with the pandemic and implementing necessary measures to prioritise health and well-being. Thirdly, the Faculty enhanced its media exposure, recognising the importance of effectively communicating its research, achievements and contributions to a wider audience. This increased media exposure would help raise the profile of the Faculty and its work. Additionally, the Faculty placed importance on the development of academic leaders, with a particular emphasis on underrepresented groups. Efforts were made to provide support, mentorship and opportunities for growth and advancement to foster a more diverse and inclusive academic community.

Furthermore, the Faculty was committed to incorporating the lessons learned from the online teaching and learning experiences during the pandemic. It focused on aligning its teaching practices with the UWC Flexible Learning, Teaching, and Provisioning and Assessment Policy. This ensured the Faculty’s approaches to teaching and learning were in line with the institution’s policies, incorporating flexibility and adaptability to cater to the needs of students and promote effective education. Overall, the Faculty’s strategic plan for 2022 encompassed stabilising leadership, facilitating a safe return to campus, increasing media exposure, developing academic leaders with an emphasis on underrepresented groups, and aligning teaching practices with institutional policies to enhance the overall learning experience.

The Faculty did not reach its 2022 registration targets for first-time undergraduate degree (2 902/3 000) students. The Faculty has studied the reasons behind this drop and plans to implement various interventions to meet the 2023 targets. The Faculty was successful in registering Honours (241/240), MSc (569/560) and PhD (369/370) students, exceeding the target for Hons and MSc registrations. Regrettably, postgraduate diploma (21/25) registrations were below target. The failure of the Department of Computer Science to obtain DHET approval for the PG Dip. in Immersive Technologies in 2021 continued to impact negatively on reaching postgraduate diploma targets in 2022. On a positive note, in 2022, the Faculty awarded 491 First Bachelor Degrees, 158 Honours degrees, eight Postgraduate Diplomas or certificates, 136 Masters and 55 Doctorates. While the number of 2022 MSc graduations is an improvement from 2021 (127), the number of PhD graduations in represents a slight drop from 2021 (57) numbers.

In conclusion, the Faculty’s efforts to ensure a safe return to campus for our staff and students were not without their challenges.
However, we are proud to acknowledge that the vast majority of our Faculty’s staff and students have exhibited remarkable resilience and a strong commitment to collaboration, working together to establish our Faculty as a recognised leader in South Africa. As a result of this collective determination, the Faculty witnessed numerous accomplishments and successes from our staff and students throughout 2022. These achievements are testament to the Faculty’s ongoing adaptability to new circumstances and challenges. The ability of the Faculty to embrace change and navigate obstacles positions us favourably for the future. We remain confident that with our continued dedication to excellence, innovation and collaboration, the Faculty of Natural Sciences at UWC will thrive and continue to make significant contributions to the advancement of knowledge in our respective disciplines.

**THE DEANERY**

Prof Burtram Fielding assumed his role as Dean of the Faculty on 1 January 2022 for a five-year term. However, the Deanery faced instability throughout most of 2022, with one Deputy Dean (DD) resigning and another portfolio remaining unfilled since late 2021. The DD Teaching and Learning portfolio was eventually filled on an acting basis by Prof Admire Dube, starting from 1 May 2022. Subsequently, Prof Halima Samsodien resigned as DD Research, effective 31 August 2022. The position of DD Research was temporarily filled by Acting DD Research Prof Fanelwa Ajayi on 7 November 2022. As of the end of 2022, the DD Research position was still being held on an acting basis. Despite the ongoing acting appointments in the DD positions, the management of the Faculty appeared to have stabilised by the end of 2022.

**FACULTY ORGANOGRAM**

![Faculty Organogram Image](image-url)
SCHOLARSHIP

REFLECTION ON THE FACULTY’S 2022 TEACHING AND LEARNING ACTIVITIES

Learning and teaching activities in the Faculty were implemented in a blended learning mode. This enabled continuation of the academic programme during the height of the COVID-19 pandemic and also afforded flexibilities to learning and teaching. Lessons drawn from online and blended learning in previous years were implemented in 2022 across the Faculty, including teaching and assessments in the online environment. Innovative and more flexible ways of engaging with students continued to be used, including the use of WhatsApp groups.

While some activities such as practicals and field-visits were conducted in person, there were calls from both students and academics for a greater level of in-person learning and teaching. This was also directed at ensuring that our students could obtain critical hands-on skills, such as laboratory skills (which are important in the Natural Sciences), and to foster more effective student-lecturer engagement and student participation and support, and to ensure greater integrity of our assessments. Consultations towards developing guiding principles for blended learning and teaching for the Faculty for 2023 were held, and as a Faculty the recommendation was that that all our first-year modules would be offered face-to-face and not more than 30% of the learning time (lectures, practicals and tutorials) would be offered in an online mode. Addendum to module descriptors were prepared by Departments following these guidelines for approval at SAP. The year 2022 therefore was the beginning of a phased-in return to on-campus learning and teaching for all of our students.

The Faculty could further support academics with tools for effective blended learning through establishing communities of best practice via regular lunchtime open seminars. Academics within the Faculty made presentations and could share their best practices and experiences with fellow academics. The Faculty had seminars on topics such as learning approaches to encourage student learning autonomy, and conducting assessments under blended learning. These seminars also provided opportunities for academics to engage in person and network (fostering multi-disciplinary teaching) which was something important to be regained following the impact of the COVID-19 pandemic.

In 2022 the Faculty ‘resuscitated’ discussions on the renewal of our BSc degrees. The overall aim is to transform and renew our BSc degree to one that is more flexible and enables students to structure their curriculum based on their interests (a formative BSc/BSc with Majors). A working group was established and discussions around envisioning what this would look like within the context of UWC and the Faculty were initiated. This is an area of ongoing development. Another important focus area for the Faculty was to review progress made in the implementation of the extended curriculum programme (ECP) review recommendations. This is an ongoing activity to follow through to complete the recommendations of the implementation plan that is in place.

Learning and Teaching Highlights

More than 50 students registered for the Nature Reserve Unit’s (Department of Biodiversity and Conservation Biology) volunteer programme. This programme provides practical work experience to UWC’s students in the field of Biodiversity and Conservation, Indigenous Horticulture and Environmental Education. Volunteers assist with various tasks and gain experience in fire break, road and pathway management/maintenance, alien clearing and weed control, problem animal management, data collection through camera trap checks, plant identification and propagation, nursery operations, updating species lists, research techniques and resource management.

- The Africa CDC, in partnership with the African Society for Laboratory Medicine (ASLM) and the South African Bioinformatic Institute, launched the first in a series of hands-on bioinformatics training held at the University of the Western Cape (UWC) on 23 May 2022. The training workshop targeted 15 participants from 11 African Union (AU) Member States.
- Faculty staff participated in the CIECT’s Annual Colloquium, as part of the DVC’s Academic Week, whose focus was Blended & Fully Online Approaches for Student Success. Staff also participated in the Assessment Colloquium, which focused on academics and students’ reflections on assessment in the context of flexible learning provisioning.
- Ian Schroeder arranged a hybrid vacation work experience presentation by first-year physics students which focused on student-centered learning.

Faculty Awardees at the Annual Excellence in Learning and Teaching Awards

- Faculty Excellent Lecturer Award: Dr Sumaya Israel (Earth Sciences) and Dr Kegan Pokpas (Chemistry)
- Faculty Emerging Excellent Lecturer Award: Dr Omowunmi Isafiade (Computer Science) and Dr Edward Elson (Physics)
- The Innovative Lecturer Award: Ms Yafah Williams (Earth Sciences)
- The Institutional Learning and Teaching Excellence Team Award: Marjorie Smith, Chinyerum Sylvia Opuwari, Thomas Monsees and Cleyson Mupfiga (MBS) for creating an interactive online environment for their first year Introduction to the human body module (MBS 111).
REFLECTION ON THE FACULTY’S 2022 RESEARCH SCHOLARSHIP AND INNOVATION ACTIVITIES

During the COVID-19 pandemic, the emergence of new variants of the SARS-CoV-2 virus stimulated intensive research efforts by our researchers in fields such as epidemiology, virology, bioinformatics and data science. While protocols for COVID-compliant access to laboratories were implemented in mid-2020, the resumption of fieldwork and community engagement projects was mostly restored in 2022. However, it is important to note that the pandemic often necessitated a realignment of research objectives within projects, as the evolving situation demanded adaptation and a focus on COVID-19-related aspects. One of the major challenges faced by researchers was the disruption to national and international travel, which had a negative impact on the numerous collaborations in which our researchers are typically involved. In 2021, and to some extent in early 2022, the restrictions and limitations on travel impeded the ability to conduct in-person meetings, conferences and collaborative research activities, which are crucial for advancing scientific knowledge through exchange and collaboration. Researchers had to adapt and find alternative ways to continue their work, utilising remote collaboration tools and adjusting methodologies to overcome the challenges posed by the pandemic. Fortunately, in 2021 laboratory-based research and innovation across the Faculty was able to continue despite the national restrictions imposed during the third and fourth waves of the COVID-19 pandemic.

In laboratories across the Faculty the pandemic induced delays in maintenance, procurement and deliveries, often frustrated our researchers. However, despite the challenges caused by the pandemic – especially the vaccine mandates in 2022 – our researchers remained undeterred. Our research platform is only as resilient as our support systems, which in turn are only as strong as the nurturing environment. Our research administrative team, the Science Faculty Research Committee (SCIRC) within the Faculty, forms a critical component of the system, guiding researchers within the Faculty and University research structures and sustaining the Faculty’s research productivity.

Selected significant contributions to science:

• The Modern African Nuclear Detector Laboratories (MANDELA) was commissioned at UWC and UNIZULU on 24 March 2022. MANDELA results from a partnership between the University of York (UK), UWC (with Prof Nico Orce as UWC lead) and the University of Zululand. The commissioning of the MANDELA was covered in the May 2022 issue of Physics World (physicsworld.com).
• The Department of Medical BioSciences hosted the 49th Conference of the Anatomical Society of Southern Africa 2022 from 19 to 21 April 2022. The theme of the Conference was Breaking Barriers. The LOC was chaired by Ms Bridgette Langa.

AWARDS AND SIGNIFICANT ACHIEVEMENTS BY FACULTY STAFF DURING 2022

The Faculty’s national and international footprint in scientific research and innovation continued to expand in 2022 with notable academic awards and peer recognition for many of our staff and extraordinary appointments, as highlighted below. Encouragingly, despite the pandemic’s continued negative impact on global scientific research activities, many of our researchers continued to expand their research collaborations and opportunities through online interactions.

• The top three academics – Prof Matt Jarvis, Prof Mattia Vaccari and Prof Roy Maartens – Department of Physics and Astronomy in the newly-created Physics on Research.com’s 2022 Edition ranking of Top 1000 Scientists in South Africa are from our Faculty.
• The Department of Physics and Astronomy was ranked globally (401-500) in the ShanghaiRanking’s Global Ranking of Academic Subjects.
• Prof David Holgate (Department of Mathematics and Applied Mathematics) launched his UWC Research Chair in Mathematics and Applied on 29 July 2022, with Prof Loyiso Nongxa as keynote speaker.
- Ms Jade Abrahams for ‘Administrator who best supported research and innovation’ in 2021
- Mr Yunus Kippie for ‘Best Professional technical support offered’ in 2021
- Prof Thokozani Kanyerere for Supervisor who graduated the most Masters students in 2021
- Prof Emmanuel Iwuoha for ‘Supervisor who graduated the most PhD students’ in 2021
- Prof Sivakumar Pasupathi in the ‘Innovation Award 2021’ category;
- Prof Timothy Dube in the ‘Research Excellence: Best Mid-Career Researcher 2021’ category;
- Prof Priscilla Baker in the ‘Research excellence: Best established researcher 2021’ category;
- At the same event the Faculty was awarded 1st place in the category ‘Overall research output per Faculty Award 2021’

In spite of the pandemic, the exceptional achievements of our leading researchers have garnered national and international recognition, leading to numerous research grants being secured by the Faculty staff. These grants have provided substantial funding to support the continued innovation produced by our researchers. We are proud to highlight the significant financial commitments received from the Department of Science and Innovation, as well as other national and international funding sources (Figure 1). These commitments have played a crucial role in bolstering the research activities within the Faculty, enabling researchers to pursue cutting-edge projects and make significant contributions to their respective fields. The Faculty is proud to report a substantial increase in the value of funding secured, further empowering our researchers to drive impactful research initiatives and expand the boundaries of knowledge in their areas of expertise.

Dr Ruben Cloete (South African National Bioinformatics Institute) was awarded a Fulbright Scholarship for a five-month research visit in the USA from the 1 August to 31 December 2022.

Prof Dominic Mazvimavi, director of the Institute for Water Studies, delivered the Keynote Address at the 22nd WaterNet/WARFSA/GWP-SA Symposium, Zimbabwe, 20-22 October 2021. The title of the talk was ‘Reflections on Water-Related Climate Change Research in Southern Africa’.

The following staff received NRF ratings from 1 January, 2022: Prof Alan Christoffels, SANBI, (B2); Prof Mattia Vaccari, Department of Physics and Astronomy, (B1); Prof Eugenia D’Amato, Department of Biotechnology (C2); Dr Wha-Suck Lee, Department of Mathematics and Applied Mathematics (C2); Dr Uijana Hess, Department of Biotechnology (C3); Dr Elham Mehdinezhad, Department of Mathematics and Applied Mathematics (Y2), Dr Uijana Hess, Department of Biotechnology (C3).

Amongst the nominees for the prestigious National Science and Technology Forums-South32 2021/2022 Gala Awards Dinner were finalists Prof Emmanuel Iwuoha (Lifetime Achievement Award); Prof Maurique Aucamp (TW-Kambule-NSTF Award: Researcher); Prof Burtram Fielding (Communication Award).

Prof David Holgate, Department of Mathematics and Applied Mathematics, was elected as Council Chairperson of the African Institute for Mathematical Sciences, South Africa.

At the annual DVC Research and Innovation Achievers Award ceremony held online on 26 August 2022 the following staff received awards:

- Ms Jade Abrahams for ‘Administrator who best supported research and innovation’ in 2021
- Mr Yunus Kippie for ‘Best Professional technical support offered’ in 2021
- Prof Thokozani Kanyerere for Supervisor who graduated the most Masters students in 2021
- Prof Emmanuel Iwuoha for ‘Supervisor who graduated the most PhD students’ in 2021
- Prof Sivakumar Pasupathi in the ‘Innovation Award 2021’ category;
- Prof Timothy Dube in the ‘Research Excellence: Best Mid-Career Researcher 2021’ category;
- Prof Priscilla Baker in the ‘Research excellence: Best established researcher 2021’ category;
- At the same event the Faculty was awarded 1st place in the category ‘Overall research output per Faculty Award 2021’

Figure 1: The Faculty of Natural Sciences funding income
The Faculty acknowledges that the research (and by extension our academic publications) done by our staff needs to be shared with various stakeholders, including the community. To this end, the Faculty had 134 media engagements (including print, broadcast and online) for the period 1 January to 17 November 2022; this was a preliminary report and did not include the engagements from all our staff, and was for national coverage only. Nonetheless, our media coverage for this period had an estimated circulation of 97 050 523 people, with an advertising value equivalency of R5 953 074.28.

PROFESSIONAL ENGAGEMENT WITH THE COMMUNITIES WE SERVE

The pandemic-induced restrictions on social engagement continued to limit the Faculty’s professional community engagement. Nonetheless, members of the Faculty found new and innovative ways to continue to interact with either communities online, or source new avenues of funding for community engagement. The international recognition for the ‘Citizen Science’ community engagement project with the farming community in the Limpopo Province led by Extraordinary Professor Goldin deserves special mention.

- Prof Carolina Ödman, Department of Physics and Astronomy and IDIA, was interviewed by various mainstream media outlets. Examples of her interviews include articles for the Sunday Times; SKA’s the limit: SA telescope shows us what happens when galaxies collide and Scientists find new master of universe. She was interviewed on eNCA for her opinion of the recent astronomical planetary alignment observed in April-May 2022.

- The Africa CDC, in partnership with the African Society for Laboratory Medicine (ASLM) and the South African Bioinformatic Institute, launched the first in a series of hands-on bioinformatics training held at the University of the Western Cape (UWC) on 23 May 2022. The training workshop targeted 15 participants from 11 African Union (AU) Member States.

- Prof Leslie Petrik and Ms Cecilia Ojemaye’s (Department of Chemistry) article, ‘Marine life in a South African bay is full of chemical pollutant’ published in The Conversation on 29 May 2022 was picked up by external media and Prof Petrik was interviewed on various radio and television stations.

- The Cape Flats Nature Reserve hosted its Annual Faunal Survey where UWC staff, students and the community recorded plants, animals, insects and fungi found in the Nature Reserve.

- Prof Marshall Keyster is working with a Food Systems Network for Africa mentee to improve food security in rural Kenyan communities by providing small-scale female farmers with genetic and educational resources. This includes training to female farmers on herding of dairy goats, as well as short cycle pigeon pea plants for food and feed production.

- Prof Keyster is also involved in projects based in the Eastern Cape, more specifically in the Tsolo area, where the Tsolo Agricultural and Rural Development Institute (TARDI) is assisted with rural development. This project has spawned a similar project in the Westbank community (Cape Town) with the Centre for Justice and Crime Prevention. The project, called the fatherhood programme, is aimed at job creation by teaching the men in the community about self-sustained farming.

SCHOLARLY PROFESSIONAL ENGAGEMENT

During 2022 the Faculty continued to build its global footprint by signing various MOUs, and by securing funding, with various international partners.

Selected examples of the Faculty’s professional engagement:

- The Department of Physics and Astronomy, represented by Prof Nico Orce, hosted the 83rd Nobel Symposium Celebration at UWC on Tuesday 18 October 2022. Nobel in Africa is a STIAS Initiative in partnership with Stellenbosch University, under the auspices of the Nobel Foundation and the Royal Swedish Academy of Sciences with funding from the Knut & Alice Wallenberg Foundation.

- The Department of Chemistry hosted Prof Javier Garcia Martinez, President of the International Union of Pure and Applied Chemistry (IUPAC). IUPAC is an international scientific organisation responsible for developing and promoting nomenclature, terminology, and standards in the field of chemistry. It works towards advancing the chemical sciences through collaboration with national adhering organisations from different countries.

- Prof Marshal Keyster (Department of Biotechnology) together with collaborators from the University of Pretoria, China (The Institute of Tibetan Plateau Research and Lanzhou University) USA (Rutgers University and University of Delaware) and Finland (Natural Resources Institute Finland) was awarded a five-year multi-million rand grant under the NRF/NSF Joint Research Programme on Dimensions of Biodiversity programme.

- The Department of Mathematics and Applied Mathematics co-hosted the 2nd Annual Kagiso Trust Mathematics Symposium with the Kagiso Trust. Dr Dean Solomons together with his team and Kagiso Trust partners arranged a successful hybrid symposium, live-streaming the face-to-face event. The symposium was held on 14 March 2022 under the theme ‘Mathematics unites’, which was also the theme of the UNESCO 2022 International Mathematics Day. In addition to 14 March being the International Mathematics Day, it was also the 3rd anniversary of the UWC MathClub and International Pi Day.

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STAFF NOMINATED ONTO REGIONAL/ NATIONAL/INTERNATIONAL PROFESSIONAL BOARDS OR ORGANIZATIONS
- Prof Renette Blignaut from the Department of Statistics and Populations Studies was appointed to serve on the Governing Board for the Centre for Multi-dimensional Data Visualisation (MuViSu) at the University of Stellenbosch.
- Prof Marshall Keyster was selected as one of 40 mentors in the African Research Universities Alliance (ARUA) - UK Research and Innovation (UKRI) - Global Challenges Research Fund (GCRF) Food Systems Network for Africa (FSNET) fellowship programme. ARUA-UKRI GCRF FSNet-Africa is the fellowship programme in which 20 early-career researchers from 10 academic partner institutions in six African countries (Ghana, Kenya, Malawi, South Africa, Tanzania and Zambia) will conduct multi-, inter-, and transdisciplinary research focused on the transformation of African food systems.

CURRICULUM CHANGES/RENEWAL
The Faculty submitted various curriculum changes to the Senate Academic Planning Committee in 2022. Some of these changes were related to assessment modes and aligned to a return to more in-person learning and teaching.

Recommendations from the academic reviews for the Department of Chemistry were successfully resolved and the reviews closed by SAP in 2022.

STUDENT ACHIEVEMENTS
Even with the 2020-2021 pandemic-enforced shift to online learning and teaching in the undergraduate programme and the inevitable slowdown in the postgraduate programme, including the cessation of travel to local and international conferences and participation in exchange programmes, our undergraduate and postgraduate achievements are outstanding. The following student achievements are noted:

- The Faculty celebrated the achievement of 195 undergraduate and Hons students at the Faculty of Science’s Dean’s Merit awards held virtually on 23 June 2023.
- At the DVC Research and Innovations Award ceremony held online on 26 August 2022, Mr Tolotranirinoa Gabriel Andrianarisoa was recognised as the top MSc graduate from the university in 2021/2022.
- At the DVC Academic awards held online on 1 July 2022, the following students received Learning Excellence awards: Joseph Kasonga (Best first-year student in the Faculty); Graig Smith (Best final-year student in the Faculty); and Ezra Fielding (Best Honours year student in the Faculty).
- Nuclear physics PhD students, Ms Sinegugu Mthembu and Mr Ignasius Wakundyanaye, Department of Physics and Astronomy, participated in the Shapes and Symmetries in Nuclei (SSNET) conference in France, where Ms Mthembu was awarded second place in the poster presentation category.
- Ms Monèt van Antwerp, a MClinPharm student, School of Pharmacy, was awarded the best presentation at the annual South African Society for Hospital and Institutional Pharmacy conference.
- Mr Cebo Ngwetsheni, a PhD student in the Department of Physics and Astronomy, won the award for best presentation at the Joint ICTP-IAE Workshop on Nuclear structure and decay data: Experiment, theory and evaluation, held in Italy.
- For the third time in the past decade, a UWC undergraduate computer cluster team won the national Centre for High Performance Computing (CHPC) Student Computer Cluster Competition. The CHPC competition gives undergraduate students at South African universities exposure to the high performance computing (HPC) industry. At the CHPC’s 2021 national meeting held in early December 202, teams built small HPC clusters on the exhibition floor from hardware provided by the CHPC and their industrial partners. The winning UWC team ‘Parallizers’ (Randall Buckton, Rachelle Coetsee, Jacobus Fereira and Rofhiwa Matumba and coached by Peter van Heusden from SANBI) will be entered into the ISC Student Cluster Competition hosted at the 2022 International Supercomputing Conference in Germany. The UWC undergraduate cybersecurity team (Jia-cong Hou, Rogers Kwitonda, Louis Paulse and Luke Borchjes) were placed third in the South African Research Network’s (SANReN) Fifth Cyber Security Challenge also held as part of the CPHC national meeting.
- PhD student, Mr Ntalane Sello Seroka, under the lead of his supervisor Prof Lindiwe Khotse, Department of Chemistry, invented a new, environmentally friendly way of extracting silica from sugarcane bagasse ash.
- Mr Taahir Patel, a MSc student under the supervision of Dr Clement Nyirenda, Department of Computer Sciences, presented his research as a keynote speaker at Telkom’s Satnac conference in George. His presentation was covered by various media outlets and he is working with UWC TTO to secure funding to develop a product from the completed research.
- The Conversation article, co-authored by Dr Gauri Sharma, a SARAO Postdoctoral Fellow in the Department of Physics and Astronomy and others, enjoyed widespread media coverage across various media platforms.
- In 2022, The International Pathology and Oncology Research Journal announced its choice of 11 manuscripts that impacted the field in 2021. The manuscript of PhD student Ms Catherine Rossoouw (SANBI), under the lead of her supervisor Prof Alan Christoffles, was selected as one of the 11 papers who demonstrated the most impact in the field of clinical research and application.
SPECIAL FACULTY PROJECTS

Postgraduate bursary project: In response to DVC R&I’s announcement of the availability of post-graduate attraction and retention bursaries, the Faculty has once again successfully coordinated the disbursement of R3.6M for postgraduate bursaries. Based on a comprehensive Faculty-wide survey and strict selection criteria, the Faculty was able to support 98 students across all post-graduate degrees and research fields. See the summary as indicated in the Table 1 below:

Table 1: Attraction Bursary Allocations 2022 – Natural Sciences

<table>
<thead>
<tr>
<th>DEPARTMENT</th>
<th>HONS</th>
<th>MSC</th>
<th>PHD</th>
<th>THE TOTAL AMOUNT OF FUNDING PROVIDED TO EACH DEPT</th>
<th>TOTAL NUMBER OF STUDENTS SUPPORTED WITHIN THE DEPT</th>
</tr>
</thead>
<tbody>
<tr>
<td>BCB</td>
<td>7</td>
<td>1</td>
<td>0</td>
<td>292 060.00</td>
<td>8</td>
</tr>
<tr>
<td>BTY</td>
<td>5</td>
<td>3</td>
<td>0</td>
<td>327 030.00</td>
<td>8</td>
</tr>
<tr>
<td>CHM</td>
<td>5</td>
<td>1</td>
<td>0</td>
<td>224 270.00</td>
<td>6</td>
</tr>
<tr>
<td>CS</td>
<td>6</td>
<td>2</td>
<td>0</td>
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<td>5</td>
<td>2</td>
<td>3</td>
<td>409 850.00</td>
<td>10</td>
</tr>
<tr>
<td>MAM</td>
<td>6</td>
<td>3</td>
<td>7</td>
<td>663 378.50</td>
<td>16</td>
</tr>
<tr>
<td>MBS</td>
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<td>3</td>
<td>0</td>
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<td>9</td>
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<tr>
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<td>0</td>
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</tr>
<tr>
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<tr>
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<td>1</td>
<td>418 248.50</td>
<td>11</td>
</tr>
<tr>
<td>TOTALS</td>
<td>52</td>
<td>33</td>
<td>11</td>
<td>3 599 629.50</td>
<td>98</td>
</tr>
</tbody>
</table>
A DIRECTOR’S OVERVIEW

The Academic Planning Unit (APU) continued to support the University of the Western Cape (UWC) in maintaining and improving academic quality through working closely with faculties, support units and other directorates. The APU’s approach is embedded in an equity perspective, namely ensuring UWC strives to provide every student with an equal opportunity to thrive and succeed, and in so doing, provide a quality educational environment for all students. This approach finds support in the external regulatory framework, in particular, the regulations and best practice approaches prioritised by the CHE through the HEQC frameworks, the new quality assurance framework, and the institutional audits approach. APU works with the Quality Assurance (QA) Office and all Faculties, as well as through all the governance structures in which APU is involved.

In fulfilling our mission to enhance academic quality, we carried out our responsibilities through committee work, special task team engagements, data analytics services, curriculum and programme design and delivery; academic reviews, policy preparation and implementation and participation in the external QA bodies. This work is detailed below.

A. COMMITTEE WORK

SAP meetings and the special SAP meetings provided for much discussion and decision-making related to arrangements during COVID-19.

Four special SAP meetings were held to discuss and make recommendations on the following:

**2022 Faculty Teaching and Learning Plans** (18 January 2022)

The plans were prepared in the context of continued COVID-19 regulated restrictions. SAP endorsed the general blended learning approach proposed by Faculties, and required Faculties to indicate how unvaccinated students would be accommodated in modules where in-person provisioning was proposed. This was in the context of hard mandates being applied in some faculties (where students who were not vaccinated could not register/participate in the academic programme); and where vaccination exemptions for staff and students were to be considered by the University’s exemption committee. Faculties also had to indicate modes of assessment, and where sit-down exams were proposed, had to indicate how the practicalities of unvaccinated staff and students would be addressed.

**COVID-19 Health and Safety Workplace plan** (7 July 2022)

As COVID-19 regulations were relaxed in the wake of declining infections worldwide, SAP engaged with the updated COVID-19 health and safety approach, and agreed to continue in Semester 2 in blended mode, allowing faculties with a hard mandate to apply to cancel it. A process was provided for Faculties to revise their plans for Semester 2 to provide for student and staff return to campus for certain modules, or to conduct sit-down exams, with the proviso that in-person lecturers would be presented online as well, and that sit-down exams may not be appropriate for modules presented fully online.

**Principles and Guidelines for the 2023 Teaching and Learning Plans** (29 August 2022)

SAP requested Faculties to plan for 2023 in the context of the Council on Higher Education’s (CHE) concession that online and blended learning could continue in 2023 within programmes accredited for contact mode delivery. The approach endorsed the flexible learning and teaching provisioning (FLTP) policy, and a set of principles for 2023 academic planning was approved at SAP. (See Appendix 1)
B. CURRICULUM-RELATED WORK

The SAP curriculum subcommittee (aka the regulatory committee) was active in 2022. Barbara Jones, who was employed on contract against the UCDG Grant, led curriculum renewal and transformation work. It was supplemented by new APU appointees, Dr Luvuyo Ndawule and Siya Sabata, who assumed their positions in September and October 2022 respectively.

The following new programmes were approved internally during 2022:
1. Postgraduate Diploma in Medical Law
2. Postgraduate Diploma in Language Practice
3. Bachelor of Biokinetics (conditionally)

The APU also supported the university in preparing new programmes approved in 2021 for submission to the CHE through the new higher education quality committee (HEQC) online submission process. This involved training and capacitating the Law, CHS and EMS Faculties to design their new programmes in line with the HEQC accreditation requirements to enable the online submission. APU supported the accreditation submission of the following programmes in December 2022:
1. Postgraduate Diploma in Environmental Law
2. Postgraduate Diploma in Transnational Criminal Justice
3. Postgraduate Diploma in Tax Law
4. Postgraduate Diploma in Fintech Law and Regulation
5. Postgraduate Diploma in Medical Law

In addition, APU assisted programme designers to make amendments and resubmit a number of programmes that had been referred back by external accrediting bodies.

SAP Committee

In 2022, six scheduled SAP meetings were held, with four additional special SAP committees, and these involved all APU staff in preparing for and ensuring communication of decisions as well as implementation following the meetings.

SEC and Senate

The Director reported SAP matters for approval to SEC and to Senate, presenting and providing information and motivations to gain approval on all the matters recommended by SAP.

C. ACADEMIC REVIEWS

Reviews were conducted of the Philosophy Department and the Earth Sciences Department in 2022. In addition, a University-wide review was conducted of the tutoring programmes in each Faculty. Both Department reviews have been concluded, but the tutoring review reports are still in process.

A review of the Interdisciplinary Centre of Excellence for Sport Science and Development (ICSSD) took place in 2020, and review activities continued into 2022 with the establishment of an ICSSD task team, chaired by the APU Director, to take forward implementation of key recommendations, including on the future form and function of the ICSSD. These matters have now been resolved.

D. POLICY-RELATED MATTERS

APU was involved in numerous activities related to implementing the curriculum transformation and renewal policy, and this is ongoing work. Curriculum renewal continued apace in 2022, and included workshops to capacitate Faculties in numerous aspects related to programme design.

APU assisted the QA office in updating institutional policies required by the CHE when doing the HEQC online submission for new programme accreditation. These included policies for programme review, recognition of prior learning (RPL), CAT, FLTP (to include distance education), and also assisted in identifying policies that needed immediate and urgent review. APU will continue to assist QA and the university in finalising the Quality Management Policy, as well as the plagiarism and moderation policies.

E. DATA ANALYTICS

APU is involved in promoting data analytics for student success at UWC through the Siyaphumelela project and its own ongoing efforts. Our data analyst, Mr Gairodien Schroeder, has been critical in this area. APU works collaboratively with Business Information to generate and analyse data, and bring data to Faculties and the University in order to develop institutional skills in data exploration, with a special focus on our high priority modules. This work takes place within the student success committee of the SAP, and also with faculties, through Faculty learning and teaching committees. APU strives to encourage Faculties to apply learning analytics to understand and improve student outcomes and the quality of students’ learning experience.

APU identifies, collects, analyses and interprets to support the institution’s decision making, and to monitor and enhance retention and success. Data is provided for academic reviews and any other purposes requested by SAP or other University offices. In this way, APU provided data analytics support to various Departments, Faculties and divisions in 2022. APU also independently solicited student feedback for academic reviews, collating and analysing this feedback as evidence of student’s experience of the quality of programme provisioning and management, and of the provision of support. APU has also been called upon to assist units in assessing the viability of programmes, and also programme quality in relation to...
student outcomes, i.e. student completions, attrition and delayed completion.

Upon reflection, it is clear there is a need in Faculties for data analytics services and in particular in relation to learner analytics. Faculties have requested assistance in designing tracking and early alert systems, in understanding their student profile, and analysing student performance at module and programme levels to support student success. There is also a huge need and demand for capacity development initiatives to capacitate staff in the areas of student and programme data analytics.

Top Seven Priorities for 2023

1. Supporting quality assurance and quality improvement: APU will support and coordinate faculty and QA Office efforts in quality assuring the academic projects through curriculum, programme and academic reviews, and other routine departmental efforts at improving quality.

2. Implementing QAF: APU will support the institution in putting in place processes, structures, resources and procedures to implement the new CHE Quality Assurance Framework (QAF), and the Higher Education Practice Standards (HEPS).

3. Institutional audit: APU will support the institution in implementing recommendations based on findings of the institutional audit, in a way that aligns with the new QAF and the HEPS.

4. Curriculum transformation and renewal. APU will drive implementation of curriculum transformation and renewal in all Faculties and support Faculties in devising implementation plans.

5. Integrated implementation and enactment of the Assessment Policy, FLTP and curriculum transformation and renewal. APU will support the institutional core implementation team and Faculties in engaging with and implementing these three policies in an integrated way.

6. Building capacity for programme design, delivery, management and review: APU will continue its efforts to build capacity in the University in programme design and delivery, and to support programme management and review. APU intends designing short courses in these areas in 2023/2024.

7. Digitising various processes: APU will embark on digitisation of various processes including SAP record keeping and internal approvals of new programmes, and amendments to existing programmes.

Staffing in APU

Director: Dr Vanessa Brown
Office and committee management: Charmaine Huckle
Curriculum enhancement specialists: Dr Luvuyo Ndawule and Siya Sabata
Data analyst: Gairodien Schroeder

GENERAL

2022 was an extremely busy year for the APU as it was for the rest of the institution. During this period, while being focused supporting faculties in transitioning from online to blended and in-person learning, and simultaneously engaging in the routine work of the Unit, the APU vigorously pursued its organisational goals, as listed here.

Guiding principles/mission/goals of the APU

- Protects UWC’s reputation and integrity
- Contributes to the enhancement of the quality of UWC’s academic programmes
- Builds capacity within the academic space to deliver high quality programmes through engagement with faculties and students
- Cultivates awareness of UWC’s policies and processes and strengthens adherence to policies and processes related to academic programmes
- Pioneers innovative approaches to enhancing the quality of academic programmes in higher education
- Champions the promotion of student success and retention at UWC

APU carried out the unique roles it had identified for itself in 2018, which represent an amalgamation of the identity, skills and passion brought by each member into a particular area of APUs role.

Role in Institutional Research. APU:

- Undertakes institutional research in priority areas related to the academic project, to support decision-making towards improvement
- Shares information and key findings arising out of such research to promote awareness within the university and higher education environment
- Monitors and evaluates student performance and the health of UWC’s academic programmes; and provides regular reports on these to the university community
- Disseminates research findings annually through internal reports as well as journal publications and conference presentations
Consumes and manages data; and services faculty’s data analytics needs. APU:
- Accesses data efficiently in priority areas and manages data in priority areas
- Manages data access to ensure timeous availability of data to support the work of the APU
- Participates in verifying validity of data and data extractions
- Uses various analytics tools and constructs appropriate dashboards to analyse and disseminate data that updates the University community on the health of its programmes and the performance of its students
- Disseminates data and analytical reports to faculties and University stakeholders as required to enable tracking, monitoring, evaluation and improvement

Performs a strategic role in Faculty academic planning and quality assurance. APU:
- Enhances capacity within faculties to improve the quality of academic programmes
- Engages with faculty intentions to expand academic offerings
- Conducts workshops and other capacity building initiatives within faculties to enhance curriculum review, improvement and innovation efforts

Ensures that all administrative academic planning requirements of SAP are met. APU:
- Ensures the alignment of meeting dates of the SAP and its two subcommittees with Council, Senate and SEC meeting dates, and communicates these dates to Faculties timeously
- Reminds faculties to synchronise their academic planning dates accordingly
- Ensures that SAP recommends amendments to modules and programmes, changes to academic rules and the introduction of new modules and programmes
- Is guided by the agreed delegation of authority framework for decision making regarding academic planning matters
- Assists Faculties in understanding the decision-making processes and approvals cycle
- Monitors alignment between the taught curriculum and the approved curriculum
- Ensures that only accredited programmes are offered and that all offerings are fully accredited by the relevant national bodies

Professional Engagement
- APU Director participated in the Communities of Practice for the Higher Education Practice Standards (HEPS), and was part of the working groups that designed the new learning, teaching and assessment standards for the Quality Assurance Framework
- The Director served on a panel for the CHE/UFS symposium on student success

Special Projects Undertaken by the Directorate
- Involvement in UCDG projects related to curriculum transformation and renewal
- Involvement in Siyaphumelela project, focusing on disaggregation and analysis of performance and outcomes data to identify risk factors, and including a focus on improvement in the high priority modules through the provision of non-academic, psycho social support to students. The Director engaged in a considerable amount of work related to data analysis in collaboration with the business intelligence unit.

May 2023
APU

APPENDIX A

PRINCIPLES FOR 2023 ACADEMIC PLANNING

OPENING STATEMENT/PREAMBLE: Campus-based learning is valued at UWC as crucial to effective student growth and success. Campus life provides opportunities for students to engage with lecturers face-to-face, and with each other, as a campus community built on real-time interactions, conversations, engagements and debates. (Extract from the FLTP Policy).

GENERAL

1. Rather than replacing face-to-face lecture delivery, online instruction must be used to complement in-person provisioning in lectures, tutorials and practicals.

2. In keeping with best practice in blended learning provisioning, face-to-face/contact time should not merely be used for transmission but should be used to promote student participation and engagement.

3. Contact time/contact mode provisioning must be a worthwhile experience for students in terms of academic engagement, travel, accommodation, costs – hence the cohort principle of attendance should be encouraged to maximise attendance.

4. No programme or modules should be offered completely via the online mode (unless accredited as such by statutory bodies).

5. Lecturers who wish to deliver part of their modules online are strongly encouraged to undergo training in curriculum design and delivery for the online space.
CONTACT/ONLINE SPLIT

6. To enable the transition from three years of online learning due to the COVID-19 pandemic, Faculties are allowed to have 100% contact time, in the three key components of provisioning, namely lecturers, tutorials, and practicals in 2023. This will be considered on condition that the focus of contact time is on engaging students for student success and not just mere transmission of content. In such cases, online content can be provided to students to prepare for classroom engagement.

7. As students progress from first year of study to final year of study in a given undergraduate programme, the amount of face-to-face contact time should be relatively high at first-year level (between 80%-100%) and then could decrease across each year of study towards nothing less than 50% in the final year.

8. Correspondingly, online learning should be relatively low at first year level (between 0% and 20%) and then could increase incrementally across each year of study towards nothing more than 50% in the final year. [Note: This applies to lectures, tutorials and practical periods].

9. For postgraduate programmes, the face-to-face contact time should not be less than 50% and the online time should not be more than 50% in a given year of study.

10. Professional programmes should have a higher percentage of contact time to model best practice and comply with the minimum requirements of policy and professional bodies.

CURRICULUM PLANNING AND DESIGN

11. All blended modules should have a module plan indicating how lectures, tutorials and practicals will be split between contact and online, as well as the details of assessment tasks to be completed in each mode.

12. The ratio of contact versus online provisioning in lectures, tutorials and practicals should align with the online and contact split that has been approved by the Faculty and SAP. For example, where a 70/30 split has been approved for a module, no more than 30% of the lecturers, tutorials and practicals may be online.

13. Module plans for the contact and online components must be coordinated at year and programme level and approved by Departments and Faculties before being presented at SAP.

14. Components to be delivered and assessed online must show evidence of having being redesigned for the online space.

DEFINITIONS

Blended learning is commonly defined as a combination of traditional face-to-face and technology-based instruction delivery methods. Rather than replacing face-to-face lecture delivery with online delivery, in blended learning the online component is usually used as a complement of the in-class lecture.

Contact mode for the purposes of this document refers to face-to-face and in-person learning and teaching.

Online learning refers to the predominant use of the internet to learn. Students have to be connected to the internet to access and interact with learning materials, interact with peers and lecturers, participate in discussions and do assessment.

Fully online (FOL) in this policy refers to the delivery of programmes in 100% online mode, that are fully accessible from where students are located, and that do not require students’ presence on campus.
INTRODUCTION

The Community Engagement Unit (CEU) facilitates opportunities that enhance and promote the scholarship of engagement (SoE), through equitable partnership and citizenry, to promote sustainable communities. The scholarship of engagement embraces a critical attitude towards shared knowledge that recognises different cultural contexts and diversity, and incorporates these aspects into community engagement, teaching, theory and practice, integration and research.

Building on the structure and sections of community engagement (CE) achieved since the CEU’s first five-year strategic plan in 2013, the current strategic plan (2021-2025) is aimed at elaborative and continued progress towards achieving infused SoE at the UWC.

The infused SoE is being implemented at all levels of the UWC, and is aligned with the Universities’ IOP (2021-2025) by ensuring the CEU vision, mission, goals and objectives of are aligned with those of the University. The focus of the CEU for 2021-2025 is integration, decentralisation, internationalisation and impact (IDII) to firmly position and highlight the SoE as an infused principle that is and always has been part of our University’s ‘DNA’.

The IDII focus is translated into to five output clusters:

i) Community liaison
ii) 4IR
iii) Partnerships
iv) Capacity building
v) Broader impacts (Bl) i.e., SoE societal impact derived from and aligned with the UWC IOP, and the UWC CE principles developed by multi-stakeholders during the CEU colloquium of 2017.

The CEU acknowledges that although we have a mandate to produce this plan, the development of sustainable partnerships within the institution as well as with broader society is a prerequisite to delivery on the goals and objectives set for the unit.

CEU IOP ALIGNED OUTPUTS/DELIVERABLES

IOP (2021-2025) GOALS:

Core

1. Student experience and student enrolment
2. Learning & teaching
3. Research & innovation

Enabling

4. People framework
5. Financial framework
6. UWC’s public profile
7. Infrastructure development (incl. IT)
8. Leadership, management & governance

CEU 2022 OUTPUTS

1. Training opportunities (substance misuse, stakeholder engagement, CE portfolio development) – G1, G2, G7
2. Community liaison (CE colloquium, Mandala Day & outreach projects – G6, G7, G8
3. Partnerships (DSD, Stakeholder partners, NGO’s, CBO’s, ARIS) – G1, G2, G3, G6, G7
4. Research (boarder impacts (Bl) database) – G3, G6, G7, G8
total of 48 applications for the 2022 intake of the programme were received of which 41 participants were shortlisted according to a set of specified criteria with 29 being selected and 27 taking up the offer for training. The programme served community participants in: Greater Cape Town, West Coast and Cape Winelands.

1. SCHOLARSHIP
1.1. LEARNING AND TEACHING
1.1.1. Community Workers Substance Abuse Training Course 22/23

The CEU scholarship of engagement model is embedded within the historical context of UWC, which essentially drives its practical engagement with disadvantaged communities. The substance misuse training programme provides a scholarship of engagement platform to extend theory and research on substance misuse at a local, national and global level.

The training course is funded partly by the Western Cape Government’s Department of Social Development (DSD). The funding for the 2022/2023 financial year was reduced from 25 bursaries to 14 bursaries. The CEU’s substance misuse training programme at UWC recognises the importance of providing suitable training opportunities, which are relevant and geared at providing sustainable substance misuse interventions within community settings. The programme consists of eight short courses. These are packaged in a manner that assists community workers to develop attributes towards, as well as gain skills and knowledge in, the implementation of substance misuse programmes at community level. Continuous monitoring and evaluations are imperative as we seek to ensure relevance.
### Table 1. Community Workers Substance Abuse Training Programme

<table>
<thead>
<tr>
<th>COURSE</th>
<th>DETAILS</th>
<th>DURATION</th>
<th>DATE</th>
<th>FACILITATOR</th>
<th>VENUE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Induction Day</td>
<td>1 Day</td>
<td>6 September 2022</td>
<td>Prof Priscilla Daniels, Ms Gayle Kaylor, Ms Melanie Burke</td>
<td>Maranatha Baptist Church Belhar 1</td>
</tr>
<tr>
<td>2</td>
<td>Introduction to substance misuse and case study development</td>
<td>2 days</td>
<td>7 &amp; 8 September 2022</td>
<td>Mr Charl Davids, Ms Pearl September-Brown</td>
<td>Maranatha Baptist Church Belhar 1</td>
</tr>
<tr>
<td>3</td>
<td>Theoretical models of addiction: Implication for counselling</td>
<td>2 days</td>
<td>27 &amp; 28 September 2022</td>
<td>Mr Charl Davids</td>
<td>Maranatha Baptist Church Belhar 1</td>
</tr>
<tr>
<td>4</td>
<td>Professional, legal and ethical: Government and policy</td>
<td>2 days</td>
<td>18 &amp; 19 October 2022</td>
<td>Mr Charl Davids</td>
<td>Maranatha Baptist Church Belhar 1</td>
</tr>
<tr>
<td>5</td>
<td>Introduction and commencement of digital stories</td>
<td>1 day</td>
<td>20 October 2022</td>
<td>CEU Team</td>
<td>Maranatha Baptist Church Belhar 1</td>
</tr>
<tr>
<td>6</td>
<td>Families and substance misuse</td>
<td>2 days</td>
<td>8 &amp; 9 November 2022</td>
<td>Mr Charl Davids</td>
<td>Maranatha Baptist Church Belhar 1</td>
</tr>
<tr>
<td>7</td>
<td>A community-oriented primary care approach to substance misuse</td>
<td>2 days</td>
<td>29 &amp; 30 November 2022</td>
<td>Ms Damaris Kiewiets and Mr Charl Davids</td>
<td>Maranatha Baptist Church Belhar 1</td>
</tr>
<tr>
<td>8</td>
<td>Monitoring and evaluation with an emphasis on substance misuse</td>
<td>2 days</td>
<td>17 &amp; 18 January 2023</td>
<td>Dr Cornel Hart and Latiefa Jacobs</td>
<td>Maranatha Baptist Church Belhar 1</td>
</tr>
<tr>
<td></td>
<td>M &amp; E log frame finalisation and submission</td>
<td>1 day</td>
<td>19 January 2023</td>
<td>Dr Cornel Hart and Latiefa Jacobs</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Monitoring and evaluation with emphasis on substance misuse</td>
<td>2 days</td>
<td>7 &amp; 8 February 2023</td>
<td>Dr Cornel Hart and Latiefa Jacobs</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Substance misuse service learning placement</td>
<td>3 days</td>
<td>21, 22, &amp; 23 February 2023</td>
<td>Ms. J Scheepers</td>
<td>Maranatha Baptist Church Belhar 1</td>
</tr>
<tr>
<td>10</td>
<td>Funding proposal writing</td>
<td>2 days</td>
<td>7 &amp; 8 March 2023</td>
<td>DSD: Ms Melanie Burke, Ms Gayle Kaylor and</td>
<td>Maranatha Baptist Church Belhar 1</td>
</tr>
</tbody>
</table>

### 1.1.1. Course outputs

The following table provides an overview of the participants who attended and completed the 2022/2023 substance misuse training programme.

### Table 2. Course completion

<table>
<thead>
<tr>
<th>COURSE 1</th>
<th>COURSE 2</th>
<th>COURSE 3</th>
<th>COURSE 4</th>
<th>COURSE 5</th>
<th>COURSE 6</th>
<th>COURSE 7</th>
<th>COURSE 8</th>
</tr>
</thead>
<tbody>
<tr>
<td>27</td>
<td>28</td>
<td>25</td>
<td>27</td>
<td>25</td>
<td>23</td>
<td>25</td>
<td>25</td>
</tr>
</tbody>
</table>
Despite the challenges presented by a cut in funding from DSD, the Community Engagement Unit was able to successfully complete all eight courses within a period of six months with 23 out of 25 participants having completed all eight modules. Two participants completed seven out of the eight courses. One participant from the 2021/2022 cohort completed her five outstanding courses and one participant from the same cohort completed her outstanding course 2. One participant from the 2020/2021 cohort completed his outstanding course 4.

Three participants dropped out of the 2022/2023 programme.

1.1.2. Highlights

The overall highlight for the 2022/2023 substance misuse training programme is that 23 out of 25 participants completed all eight courses thus resulting in a 93% throughput rate. The programme began on 6 September 2022 and ended with course 8 on 8 March 2023. In addition, 25 participants completed their digital stories and all four (4) groups completed and submitted the final versions of their case studies to be published in the Case Study Manual.

1.1.2. Accelerated Excellence Programme (AEP)

The accelerated excellence programme (AEP) was initiated by the Deputy-Vice Chancellor Academic: Professor Lawack, and managed by Dr Anita Maurtin. The Community Engagement Unit developed module 3: Community engagement of the programme, while the CEU team facilitated the training sessions. The purpose of module 3 (13-14 June were workshops and 15 June was a student community visit morning session) was to explore community engagement, active citizenry, the characteristics of activism and volunteerism, active listening and community entry. The students were transported to the Philisa Abafazi Bethu Women’s Centre at 20 Sullivan Street, Steenberg. This organisation has a training room – which is used to train community members and leaders – an after-school programme and youth programmes, senior programme, food garden, feeding programme, safe houses for men and women, and a baby saver programme. Please visit their website for more information: www.philisaabafazi.org. The director of the organisation, Ms Lucinda Evans, provided opportunities for students to gain practical experience in community engagement.

Twelve students attended the workshop and 11 completed the workshop training evaluation form. None of the students completed the community visit reflection Jam board.

Participants were provided with a Participant Workshop Booklet consisting of the workshop programme and the facilitator’s workshop PowerPoints related to the workshop themes inclusive of templates and/or tools that they could utilise during and after the workshop. Presentations were made on each of the themes. Students were engaged during these presentations with probing questions followed by some activities/tasks to ensure for reflections by them on each theme. More importantly this approach is followed so that students contextualise and apply (articulate the theory into conceptual practice) each theme to their own professional and personal lives. This is so the ‘paradigm shift’ of community engagement for social transformation can begin with each student from the basis of where they contextually find themselves at the beginning of the training towards where and who they want to be and become as an active citizen at the end of the training.

Community engagement (CE) must at all times be founded on the principles of CE which are: i) citizenry ii) values iii) knowledge generation iv) partnerships v) diversity vi) sustainable development vii) social justice viii) equity and ix) inclusion. The facilitators therefore ensure students remain cognizant of these principles and especially with regard to the planning of, and the actual community visit, which forms part of the workshop. It is for this reason that the facilitators always engage with the community before the workshop regarding their needs and what they want to offer to the students during their visit. Thus, the students are briefed by the facilitators on the first day of the training about the contribution that they will make to the community during their community visit so that the misperception of volunteering handouts are eliminated from the start of the training. The contribution requested by the community from this AEP cohort was posters that would present Pride Month, linked to an encouraging message for all but especially the youth – linked to Youth Month to ensure for inclusivity, diversity and equity.

The students were placed into three groups. Each had to design a poster based on the request of the community and by following the knowledge they received during the training with regard to social justice, social inclusion, diversity and citizenry. On the following page is a picture of the three posters developed by the students. These posters were then professionally printed on durable board so they would be of professional quality and durability before handing over to the community. Students took part in a reflection session when they presented their posters to each other, and this cohort thought of a means to establish a revolving fund for the AEP programme that they would generate out of the sales of their poster images by printing it on T-shirts and caps. This is key evidence of the ‘shift’ that took place among the students with regard to the earlier mentioned CE principles.
1.2. RESEARCH & INNOVATION

The CEU at UWC is responsible for the facilitation and coordination of CE in all its forms, which is recognised and legislated as one of the three core responsibilities of higher education. The UWC CE database is evidence of the infusion of CE in learning, teaching, innovation and research. The development of the database involved identifying CE activities across UWC, and establishing the necessary systems to collect the information. It presents an overview of various types of projects, which are sourced from the office of the Rector, DVC Academic, DVC Research and Innovation, DVC Student Development and Support, finance, innovation, operations and infrastructure (F.I.O.I), all seven faculties, schools, division, centres, and support units. The maintenance of the database is an ongoing process, and annually a report is published to acknowledge the dedication to CE at the university. The database could be accessed through the CE website or by using the link https://ceudatabase.uwc.ac.za/portal.

One permanent staff and three research assistants are involved in the project. The Centre for Innovative Education & Communication Technologies (CIECT) is the main project partner, which assists with the database platform and provides backup support. The maintenance of the database is an ongoing process, which includes the annual database update. The annual database report has been published and is available in electronic format on the CEU website.

Resource and project partners

One permanent staff and one research assistant were involved in the project. E-learning assisted with the database platform. The maintenance of the database is ongoing and includes the annual database update, which was completed on 22 November. The annual database report is printed and was published in April 2023.

CE database project updates 2022

The 2022 database update showed 87 active projects (table 1). However 10 projects ended, while 19 were not active in 2022. Both the completed and inactive projects identified funding cycle ending or challenges due to the pandemic. Lastly, there were 17 new projects (table 2) included in the database.

1.2.1. Community Engagement Database Project Purpose

Since the establishment of the University of the Western Cape, it has grown to such an extent that units within faculties were often unaware of each other’s engagements. While there was already an abundance of CE knowledge and a wide range of engagement at UWC, there was an urgent need to share such knowledge and to coordinate and align these engagements in order to make optimal use of our resources. The main objective of the community engagement database was to develop a resource bank based on the collected information, highlighting the purposes of the university’s CE activities. It presents an overview of various types of CE projects, which are sourced from various offices and Faculties. The maintenance of the database is ongoing and annually a report is published to acknowledge the dedication to CE at the university. The database can be accessed through the CE website or by using the link https://ceudatabase.uwc.ac.za/portal.

Students developed and designed three posters for the Philisa Abafazi Bethu Women’s Centre

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<thead>
<tr>
<th>FACULTY OR OFFICE</th>
<th>DEPARTMENT, DIVISION OR UNIT</th>
<th>ALL PROJECTS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>DVC: Academic</strong></td>
<td>Centre for Performing Arts</td>
<td>1. Community music development</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. Community music – special needs schools (Oasis &amp; Athlone) (new)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. Community music dev (Pinocchio Crèche) (new)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4. Intermediate programme in music (new)</td>
</tr>
<tr>
<td></td>
<td>Centre for Innovative Educational and Communication Technologies (CIECT)</td>
<td>5. UWC Jazz Combo</td>
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<td></td>
<td>6. Community chamber choir</td>
</tr>
<tr>
<td></td>
<td></td>
<td>7. Mentorship programme (CPA) (new)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>8. Nazareth House &amp; St Vincent Pallotti Convent (new)</td>
</tr>
<tr>
<td><strong>DVC: Research &amp; Innovation</strong></td>
<td>Community Engagement Unit (CEU)</td>
<td>9. Digital Inclusion: Fundamentals of eCentre management (inactive 2022)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>10. Designing an instructional event (inactive 2022)</td>
</tr>
<tr>
<td><strong>DVC: Student Development and Support Services</strong></td>
<td>Centre for Student Support Services (CSSS)</td>
<td>11. Fetal Alcohol Syndrome training course (inactive 2022)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>12. Community workers substance abuse training Course</td>
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<tr>
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<td></td>
<td>13. Reading and writing solutions (inactive 2022)</td>
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<td>14. Cape Metropolitan Health District Forum</td>
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<td>15. Nuffic-Coct-Uwc partnership project (new)</td>
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<tr>
<td><strong>Division of LifeLong Learning (DLL)</strong></td>
<td></td>
<td>16. Recognition of prior learning (RPL): Alternative access to undergraduate study</td>
</tr>
<tr>
<td><strong>DVC: Research &amp; Innovation</strong></td>
<td>Gender Equity Unit</td>
<td>17. Edudrama programme</td>
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<td></td>
<td>18. LoudEnuf LGBTI documentary</td>
</tr>
<tr>
<td></td>
<td></td>
<td>19. Mentorship programme</td>
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<tr>
<td></td>
<td></td>
<td>20. SASL virtual class</td>
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<tr>
<td><strong>DVC: Student Development and Support Services</strong></td>
<td>Centre for Student Support Services (CSSS)</td>
<td>21. The advanced leadership programme</td>
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<td>22. The emerging leaders programme</td>
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<tr>
<td></td>
<td></td>
<td>23. Student support</td>
</tr>
<tr>
<td></td>
<td></td>
<td>24. Academic support (SSS)</td>
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<tr>
<td><strong>Office for Academic Support</strong></td>
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<td>25. Graduate development programme (GDP)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>26. The personal mastery and empowerment</td>
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<tr>
<td><strong>Reslife</strong></td>
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<td>27. Academic support (Res Life)</td>
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<tr>
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<td>28. First years’ first adjustment series</td>
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<td>29. Skills resource exchange programme</td>
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<td></td>
<td>30. UDUBS Got Talent</td>
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<tr>
<td></td>
<td></td>
<td>31. Student leadership community engagement</td>
</tr>
<tr>
<td><strong>Finance, Innovation, Operations and Infrastructure (F.I.O.I)</strong></td>
<td>Centre for Entrepreneurship and Innovation</td>
<td>32. e-Skills programme</td>
</tr>
<tr>
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<td>33. Fellowship programme (inactive 2022)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>34. Entrepreneurship for contractor development programme</td>
</tr>
<tr>
<td></td>
<td></td>
<td>35. Enactus (switched office)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>36. Dentistry private practice simulator (new)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>37. EDHE – entrepreneurship development in higher education (new)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>38. Pharmacy community engagement elective (new)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>39. Student Entrepreneurship Week (new)</td>
</tr>
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<td><strong>Arts</strong></td>
<td>Department of English</td>
<td>40. Creative writing programme</td>
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<tr>
<td><strong>Department of Library and Information Science</strong></td>
<td></td>
<td>41. City of Cape Town continuous professional development for librarians (ended)</td>
</tr>
<tr>
<td><strong>Department of Religion and Theology</strong></td>
<td></td>
<td>42. Programme for lay theological education (PLATE)</td>
</tr>
<tr>
<td><strong>The Centre for Humanities Research</strong></td>
<td></td>
<td>43. Dullah Omar Centre for Critical Thought in African Humanities (archived 2022)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>44. The Factory of the Arts (archived 2022)</td>
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<tr>
<td><strong>Department of Dietetics</strong></td>
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<td>45. Community nutrition 402 internship</td>
</tr>
<tr>
<td>FACULTY OR OFFICE</td>
<td>DEPARTMENT, DIVISION OR UNIT</td>
<td>ALL PROJECTS</td>
</tr>
<tr>
<td>---------------------------</td>
<td>------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Community and Health Sciences</td>
<td>Department of Occupational Therapy</td>
<td>46. Fisantekraal community development projects</td>
</tr>
<tr>
<td></td>
<td></td>
<td>47. Community development projects</td>
</tr>
<tr>
<td></td>
<td></td>
<td>48. Students' perspectives on healthy and unhealthy leisure and the influence on health and wellbeing</td>
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<tr>
<td></td>
<td>Department of Physiotherapy</td>
<td>49. Lavender Hill community project</td>
</tr>
<tr>
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<td>Department of Psychology</td>
<td>50. A community’s participation in the development of a community based substance abuse intervention programme in a West Coast rural community (ended)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>51. Exploring the effects of prenatal methamphetamine exposure on the development of children</td>
</tr>
<tr>
<td></td>
<td></td>
<td>52. The development of a family resilience programme for families in a rural community, South Africa</td>
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<tr>
<td></td>
<td></td>
<td>53. Development of sustainable intervention to address quality of life of pregnant women using substances in low income rural communities in the Western Cape.</td>
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<tr>
<td></td>
<td></td>
<td>54. A longitudinal cohort study of the psychological development of young adults in the Western Cape (new)</td>
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<tr>
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<td>55. Women’s mental health and continuity of care: Exploring the vantage points of key role players from female acute units at two psychiatric facilities in the Western Cape (new)</td>
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<tr>
<td></td>
<td>Department of Social Work</td>
<td>56. Second-year fieldwork programme</td>
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<td>57. Fourth-year BSW student practice</td>
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<td>58. Intermediate fieldwork (third year)</td>
</tr>
<tr>
<td></td>
<td>Interprofessional Education Unit</td>
<td>59. Interdisciplinary health promotion</td>
</tr>
<tr>
<td></td>
<td></td>
<td>60. Interprofessional service learning (inactive 2022)</td>
</tr>
<tr>
<td></td>
<td>School of Nursing</td>
<td>61. Gender-based violence service learning project (inactive 2022)</td>
</tr>
<tr>
<td>School of Natural Medicine</td>
<td>Department of Community Oral Health</td>
<td>62. Natural medicine community engagement</td>
</tr>
<tr>
<td>Dentistry</td>
<td>Department of Community Oral Health</td>
<td>63. Day outreach</td>
</tr>
<tr>
<td></td>
<td></td>
<td>64. Evening outreach (Kraaifontein) (inactive 2022)</td>
</tr>
<tr>
<td></td>
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<td>65. Phelophepa health train</td>
</tr>
<tr>
<td></td>
<td></td>
<td>66. Weekend outreach</td>
</tr>
<tr>
<td></td>
<td>Department of Oral Hygiene</td>
<td>67. Integrating oral health into an ECD programme in Khayelitsha (new)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>68. A multilevel community-based oral health promotion programme (ended)</td>
</tr>
<tr>
<td>Economic and Management Sciences</td>
<td>Dean’s Office</td>
<td>70. Math for EMS (new)</td>
</tr>
<tr>
<td></td>
<td>The African Centre for Citizenship and Democracy (ACCEDE)</td>
<td>71. Surveys liaising with CBOs (archived 2022)</td>
</tr>
<tr>
<td></td>
<td>Student Enrolment Management Unit (SEMU)</td>
<td>72. SEMU/EMS mathematics Saturday tutorial programme (inactive 2022)</td>
</tr>
<tr>
<td></td>
<td>Department of Information Systems</td>
<td>73. UWC technology clubs for schools (ended)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>74. Mentorship programme (ended)</td>
</tr>
<tr>
<td>FACULTY OR OFFICE</td>
<td>DEPARTMENT, DIVISION OR UNIT</td>
<td>ALL PROJECTS</td>
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</tr>
<tr>
<td>Department of Economics</td>
<td>75.</td>
<td>Stand out economics student committee (inactive 2022)</td>
</tr>
<tr>
<td></td>
<td>76.</td>
<td>Health economics and health policy North-South network (inactive 2022)</td>
</tr>
<tr>
<td></td>
<td>77.</td>
<td>Community-orientated health &amp; economic collective (COHEC) (new)</td>
</tr>
<tr>
<td>Education</td>
<td>78.</td>
<td>The role of school-based homework clubs in enhancing learner support and the promotion of teacher well-being (ended 2022)</td>
</tr>
<tr>
<td></td>
<td>79.</td>
<td>Enhancing student writing &amp; assessment through technology assisted feedback and reflection loops using Turnitin (ended 2022)</td>
</tr>
<tr>
<td></td>
<td>80.</td>
<td>Embedding academic literacies in higher education curriculum and assessment practices in flexible blended learning contexts.</td>
</tr>
<tr>
<td>Science Learning Centre for Africa (UWC-SLCA)</td>
<td>81.</td>
<td>Construction of UWC science learning centres (laboratorium)</td>
</tr>
<tr>
<td></td>
<td>82.</td>
<td>DST National Science Week (inactive 2022)</td>
</tr>
<tr>
<td></td>
<td>83.</td>
<td>FET and GET training in science education (inactive 2022)</td>
</tr>
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<td></td>
<td>84.</td>
<td>Science competition (inactive 2022)</td>
</tr>
<tr>
<td></td>
<td>85.</td>
<td>Upgrading of science educators in the Eastern Cape (inactive 2022)</td>
</tr>
<tr>
<td></td>
<td>86.</td>
<td>Women in mathematics (inactive 2022)</td>
</tr>
<tr>
<td>Dullah Omar Institute</td>
<td>87.</td>
<td>Africa Criminal Justice Reform (ACJR)</td>
</tr>
<tr>
<td></td>
<td>88.</td>
<td>Applied Constitutional Studies Laboratory</td>
</tr>
<tr>
<td></td>
<td>89.</td>
<td>SARChI Chair in Multilevel Government, Law and Policy</td>
</tr>
<tr>
<td></td>
<td>90.</td>
<td>Socio-economic rights project</td>
</tr>
<tr>
<td></td>
<td>91.</td>
<td>The children's rights project (CRP)</td>
</tr>
<tr>
<td></td>
<td>92.</td>
<td>Women and democracy initiative</td>
</tr>
<tr>
<td>Social Law Project</td>
<td>93.</td>
<td>Empowerment of precarious workers: domestic workers (inactive 2022)</td>
</tr>
<tr>
<td></td>
<td>94.</td>
<td>Domestic workers empowerment programme (DWEP)</td>
</tr>
<tr>
<td>Law Clinic</td>
<td>95.</td>
<td>Cape human rights cluster</td>
</tr>
<tr>
<td></td>
<td>96.</td>
<td>Community outreach</td>
</tr>
<tr>
<td></td>
<td>97.</td>
<td>Street Law voluntary programme</td>
</tr>
<tr>
<td>Department of Computer Science</td>
<td>98.</td>
<td>Sign support</td>
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<td>99.</td>
<td>Zenzeleni</td>
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<tr>
<td></td>
<td>100.</td>
<td>Digital storytelling for social innovation (inactive 2022)</td>
</tr>
<tr>
<td>Department of Biodiversity and Conservation Biology</td>
<td>101.</td>
<td>Outreach greening programme</td>
</tr>
<tr>
<td>Nature Reserve</td>
<td>102.</td>
<td>Environmental education</td>
</tr>
<tr>
<td></td>
<td>103.</td>
<td>Research support</td>
</tr>
<tr>
<td></td>
<td>104.</td>
<td>UWC nature reserve annual faunal survey (new)</td>
</tr>
<tr>
<td></td>
<td>105.</td>
<td>UWC nature reserve volunteer programme (new)</td>
</tr>
<tr>
<td>Agriculture Research Council (ARC)</td>
<td>106.</td>
<td>Scaling out research and technology transfer to improve livestock productivity on communal rangelands in the Namaqualand region of South Africa</td>
</tr>
<tr>
<td></td>
<td>107.</td>
<td>Co-producing and utilising livestock herders' indigenous knowledge on fodder plant species in semi-arid communal rangelands in South Africa</td>
</tr>
<tr>
<td></td>
<td>108.</td>
<td>Socio-ecological vulnerability to climate change of an indigenous farming community in the arid zone of South Africa (inactive 2022)</td>
</tr>
<tr>
<td>Department of Mathematics</td>
<td>109.</td>
<td>Teacher enrichment course (FET mathematics) (ended)</td>
</tr>
<tr>
<td>FACULTY OR OFFICE</td>
<td>DEPARTMENT, DIVISION OR UNIT</td>
<td>ALL PROJECTS</td>
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</tr>
<tr>
<td>Department of Chemistry</td>
<td>110.</td>
<td>AmaQawe ngeMfundo</td>
</tr>
<tr>
<td>Physics and Astrology Department</td>
<td>111.</td>
<td>Astronomy in isiXhosa (ended)</td>
</tr>
<tr>
<td>School of Pharmacy</td>
<td>112.</td>
<td>Community health care (previously school health care)</td>
</tr>
<tr>
<td></td>
<td>113.</td>
<td>Environmental health</td>
</tr>
<tr>
<td></td>
<td>114.</td>
<td>Clinical skills development</td>
</tr>
<tr>
<td></td>
<td>115.</td>
<td>Pharmacy management (PPR324)</td>
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<tr>
<td></td>
<td>116.</td>
<td>Patient care experience</td>
</tr>
<tr>
<td></td>
<td>117.</td>
<td>Maternal and child health (PHC 223)</td>
</tr>
<tr>
<td></td>
<td>118.</td>
<td>Professional communication in pharmacy</td>
</tr>
<tr>
<td></td>
<td>119.</td>
<td>Community engagement PHA 427</td>
</tr>
</tbody>
</table>

Table 2: New Projects on CE Database 2023  
(These are new projects on the database but not necessarily in the Faculty, school, division, Centre or support units)

<table>
<thead>
<tr>
<th>FACULTY OR OFFICE</th>
<th>DEPARTMENT, DIVISION OR UNIT</th>
<th>ALL PROJECTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>DVC: Academic</td>
<td>Centre for Performing Arts</td>
<td>1. Community music - special needs schools (Oasis &amp; Athlone)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. Community music dev (Pinocchio Crèche)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. Intermediate programme in music</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4. Mentorship programme (CPA)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>5. Nazareth House &amp; St Vincent Pallotti Convent</td>
</tr>
<tr>
<td>Community Engagement Unit (CEU)</td>
<td>6.</td>
<td>Nuffic-COCT-UWC partnership project</td>
</tr>
<tr>
<td>Finance, Innovation, Operations and Infrastructure (F.I.O.I)</td>
<td>Centre for Entrepreneurship and Innovation</td>
<td>7. Dentistry Private Practice Simulator</td>
</tr>
<tr>
<td></td>
<td></td>
<td>8. EDHE - (Entrepreneurship Development in Higher Education)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>9. Pharmacy community engagement elective</td>
</tr>
<tr>
<td></td>
<td></td>
<td>10. Student Entrepreneurship Week</td>
</tr>
<tr>
<td>Community and Health Sciences</td>
<td>Department of Psychology</td>
<td>11. A longitudinal cohort study of the psychological development of young adults in the Western Cape</td>
</tr>
<tr>
<td></td>
<td></td>
<td>12. Women’s mental health and continuity of care: Exploring the vantage points of key role players from female acute units at two psychiatric facilities in the Western Cape</td>
</tr>
<tr>
<td>Dentistry</td>
<td>Department of Oral Hygiene</td>
<td>13. Integrating oral health into an ECD programme in Khayelitsha</td>
</tr>
<tr>
<td>Economic and Management Sciences</td>
<td>Dean’s Office</td>
<td>14. Maths for EMS</td>
</tr>
<tr>
<td></td>
<td>Department of Economics</td>
<td>15. Community Orientated Health &amp; Economic Collective (COHEC)</td>
</tr>
<tr>
<td>Natural Sciences</td>
<td>Department of Biodiversity and Conservation Biology</td>
<td>16. UWC Nature Reserve Annual Faunal Survey</td>
</tr>
<tr>
<td></td>
<td>Nature Reserve</td>
<td>17. UWC Nature Reserve Volunteer Programme</td>
</tr>
</tbody>
</table>
1.2. SCHOLARSHIP OF ENGAGEMENT REPORT 2022 (COMMUNITY ENGAGEMENT & LEARNING AND TEACHING)

Project Purpose
The Community Engagement Unit (CEU) facilitates opportunities that enhance and promote the scholarship of engagement through equitable partnership and citizenry to promote sustainable communities. Community engagement (CE) could assume many different forms, in the context of higher education, such as socially responsive research, partnerships with civil society organisations, formal learning, programmes that engage students in community work, as a formal part of their academic programmes and many other formal, and informal aspects of academic work (Hall, 2010, p. 3). The Scholarship of Engagement (SoE) Report 2022 highlights the community engagement and teaching and learning citations for 2021. The citations captured, represent engaged research by UWC scholars from all faculties, schools, support units, divisions, and centres at UWC.

Resources and Project Partners
One permanent staff and two research assistant were involved in the project. Consultation with Ms Asanda Mdayi from the library. Ms Mdayi provided teaching and learning citations for 2021, which was included in the SoE Report.

Evaluation of Articles
The community engagement citations were extracted from Google Scholar search refined by UWC affiliation for 2021. Each abstract/article was evaluated to determine if it was a community engagement article or not. The eight core CE contact points were used as a guide to evaluate the articles. In 2022 community engagement and teaching and learning citations for 2021 were included in the SoE Report. Secondly, we categorised all the evaluated CE articles into the different CEU scholarships in 2022. The continuous maintenance of the SoE database including update of 2021 citations is important.

Table 3. Number of citations for Faculty and support units, divisions & centres

<table>
<thead>
<tr>
<th>FACULTY AND SUPPORT UNITS, DIVISIONS &amp; CENTRES</th>
<th>CE CITATIONS</th>
<th>T&amp;L CITATIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Faculty of Arts and Humanities</td>
<td>36</td>
<td>3</td>
</tr>
<tr>
<td>The Faculty of Community and Health Sciences</td>
<td>87</td>
<td>1</td>
</tr>
<tr>
<td>The Faculty of Dentistry</td>
<td>10</td>
<td>0</td>
</tr>
</tbody>
</table>

The Challenges Faced
We previously used Microsoft Academic to search for articles but it was shut down. Through research, we discovered we could apply the same filters to Google Scholar. Hence, in 2022 we used Google Scholar. We had to research and learn how to filter only UWC citations in Google Scholar. Research assistants were trained how to filter via Google Scholar.

Newsletters
Project Purpose
Engagement is integral to the ethos of the University in the following five ways: excellence in teaching and learning, excellence in research, multiple responsiveness, embedded culture of sense making and making a sustained difference for a better society. This newsletter showcases varying elements in our drive to be responsive and in making a sustained difference for a better society.

Staff Resource
One permanent staff. Issue 14 of the newsletter was published in July 2022 and issue 15 was published in December 2022.

Content of Issue 14 Newsletter
- Message from Director of CEU
- Substance Misuse Certificate Ceremony 2022
- Certificate Ceremony Community Engagement (CE): Stakeholder Engagement
- Play Your Part Award
- Reading and Writing Solutions (RWS)
- Aurorah Kuils River Community Action Network (CAN)
- Hangberg Dreams
- Announcements & Events
- Papers & Publications
A website that can be easily configurable with the latest technological features
- The online presence of the CEU encourages collaboration with communities, frequent visitors and/or registered members to the website
- Provides segmentation of content – access controlled to a centralised resource centre (knowledge base repository/database)

Scholarship of engagement for societal impact
Three Faculties will participate in the pilot SoE-SI project (Education, CHS and Natural Sciences) and the outstanding Faculties will get an opportunity to participate in the operationalisation of the SoE-SI initiative after the successful completion of the SoE-SI pilot project.

A strategic digitally aligned website will perform the function of a single point of entry knowledge repository for whosoever (scholars and partners alike) looking for information pertaining to scholarship of engagement impacting societies and communities. The SoE-SI pilot (where applicable) will operate in conjunction with the Community Engagement Unit (CEU) at UWC in providing structured SoE-SI training for academic and administrative staff associated with the SoE-SI strategic initiatives.

2.2. SCHOLARSHIP OF ENGAGEMENT FOR SOCIETAL IMPACT (SOE-SI) FRAMEWORK IMPLEMENTATION PILOT PROJECT

There is a need to have ‘engagement’ factors to assist HEIs with the classification, planning, implementation, assessment and reporting of their engagement status; all of which would...
contribute to the ability of HEIs to quantify and qualify their social transformation impact. This need is specifically linked to the societal impact (SI), requirement of HEIs. Transformation policies to address past inequalities are globally, regionally and nationally high on the priority list of governments. Universities are seen as key stakeholders to ensure societal transformation.

At UWC, there is growing commitment to the SoE and thus commitment to SI, which has evolved through participation in several consultations, deliberation, and partnerships. Together, we have all travelled a journey with our different partner communities (i.e. scholarly, student and society (business/government/industry and citizen/civil) to interrogate community engagement (CE), develop our SoE model, draft our principle, and keep up our record of engaged scholarship across all three core functions of higher education. The November 2022 Senate-approved SoE for SI (SoE-SI) framework is evidence of the journey travelled towards now institutionalising and operationalising the SoE represented in all forms of scholarship and at all levels of the institution to ensure transformation towards societal impact (SI).

The UWC SoE model is best described using the following analogue for the purpose of explicit operationalisation: the SoE is the ‘road’ of transformation. The Scholarships: Research and Theory into Practice (i.e. learning and teaching) are the wheels held together by the Scholarship of Integration as the axle. The Scholarship of Sustainable Communities are the nuts and bolts of the wheels. The destination for the SoE ‘transformation road’ is SI. Therefore, data must be captured regarding each of the respective scholarships but also have the function of integration (consolidation) of the data in order to present the all-inclusive SoE by the institution.

The captured data must also be transferrable and presentable against 10 categories for evidence of institutionalised scholarship at all levels: i) part of the institutional mission and strategic plan ii) built into executive administration portfolios (present efforts in students, teaching and learning as well as research) iii) institutionalised in policy iv) embedded in teaching and learning v) supported by innovative research that informs teaching and learning and student development, as well as contributing to societal transformation vi) included in budgets and resource allocations vii) monitored and evaluated using a standardised system framework applied to track, assess and report on the SI impact of the HEI viii) sustained with multi-level stakeholder partnerships ix) integrative and multi-disciplinary (whole-society) and x) empowering and sustainable (Friedman, Perry & Menendez, 2014).

The November Senate-approved SoE-SI Framework was developed as both a guideline and a practical resource that is institutionally specific, nationally applicable and internationally aligned. As a guideline, it sets out the institutional understanding, commitment and institutionalisation of integrated engaged scholarship. As a practical resource, it provides workable definitions for key concepts relevant to the SoE for SI and sets specific institutionalisation factor areas against which SoE indicators can be developed to present the SoE metrics in relation to the institution’s contribution to social transformation – locally, nationally, regionally, and internationally. The latter have been developed into a SoE-SI web portal.

The overall purpose of the SoE-SI web portal is to provide effortless and automated SoE-SI monitoring and evaluation (M&E), i.e. assessment, while providing each staff member with the opportunity to also grow their scholarship and showcase their contributions towards SI. The web-portal is a knowledge management system (KMS) that captures and assesses all forms of scholarships to present the UWC SoE statistics for SI. It therefore tracks the engaged transformation contributions by the UWC towards SI – linked to, and interfaced with, the micro-to-macro well-being model.

The KMS will be implemented at all levels of the university resulting in the following pilot target groups (three faculties: science, education and CHS and the CEU to represent all Directorates in the DVC: Academic line) related to the respective institutional levels:

1. Executive Level: Executive Administration: Their portfolios to present engagement efforts in terms of students’ access, diversity, and experience; learning and teaching in terms of graduate attributes, curriculum, service learning, outreach, CE, etc. and research which is innovative, locally relevant and globally impactful (i.e. IOP alignment and integration).

2. Faculty Level: Deans and Deputy Deans: Faculty strategic plans, related policies and budgets; presenting learning and teaching policies, CE Awards, CE being part of staff promotion; SoE database per faculty; and SoE publications per faculty to present integrated SoE for SI at faculty level.

3. Departmental/Unit/Centre Level: Chairs, HoDs, Directors and their staff: recording (plotting) their own ‘engaged scholarship’ inclusive of internal and external partnerships, against the Carnegie Foundation’s engaged scholarship criteria; aligned to the IOP goals and strategic objectives, South African National Development Plan (NDP) Vision 2030 and the UN Sustainable Development Goals (SDGs) in a standardised manner (e.g. Google Form template) that will interface with all above-mentioned levels to provide an overall (university) SoE for SI status derived from the departmental specific statuses.
3. CONFERENCE ATTENDED, EVENTS HOSTED, PAPERS PRESENTED AND PUBLICATIONS

3.1. ACADEMIC WEEK 30 AUGUST - 2 SEPTEMBER 2022

The CEU was responsible for day five, 2 September 2022, of the Academic Week, which was executed virtually on a Zoom platform, focusing on Scholarship of Engagement for Societal Impact (SoE for SI) as a virtual workshop.

Workshop attendees were exposed to the conceptualising SoE and all its forms of scholarship; Types of ‘communities’ in SoE for partnership development and how to brainstorm SoE initiative to be aligned to the NDP and SDGs for SI. The SoE-SI KMS web portal was introduced and showcased. The web portal is a KMS that captures and assesses all forms of scholarships to present the UWC SoE statistics for SI at the three levels of the institution: operational level (schools, centres, departments, units), middle level (Faculties) and executive level (VC and DVCs). The SoE data also assesses and automatically generates statistics to present the SoE contributions to Faculty strategic plans, the IOP goals, NDP: Vision 2030 and the SDGs. It presents the SoE scientific outputs (similar, but now automated) the SoE publications and CE projects. This is presented at a school/centre/department/unit level, integrated to present faculty statistics followed by an overall UWC statistical report. It provides a self-help SI toolkit for project and grant proposals, which was one of the outcomes from the International ORIC partnership between UWC & ARIS which was presented at the CE Colloquium of 2021.

3.2. SCHOLARSHIP OF ENGAGEMENT FOR SOCIETAL IMPACT (SOE-SI) VIRTUAL COLLOQUIUM

The CEU held its first Scholarship of Engagement for Societal Impact (SoE-SI) Virtual Colloquium from 26-28 October 2022, with the theme: Innovation in Scholarship of Engagement (SoE) Operationalisation for Societal Impact (SI). Since its inception, UWC has always held community engagement (CE) as an infused principle in the practice of effective teaching, backed by meaningful research and resources (human, financial and physical). This infused principle required a structured operationalisation framework in order to assess and validate our SI as an ‘engaged university’ through all forms of scholarship. Hence the theme for the colloquium to offer us insights to the UWC Scholarship of Engagement for Societal Impact Framework collectively developed over more than half a decade – as well as SoE-SI web portal.

UWC staff and partners, as well as community organisations and staff from national universities, attended the event. It showcased and reflected on staff’s UWC scholarship of engagement (SoE) practice, as well as the UWC scholarships model, its SoE-SI framework and its operationalisation web portal tools available to staff to record the SoE-SI projects and engagements. The complete Colloquium programme booklet and the presentations for the three days are available at: https://sites.google.com/uwc.ac.za/ceuarchives/ceu-colloquiums/2022

3.3. CONFERENCES ATTENDED AND PAPERS PRESENTED

ICCP 2022 Community Regeneration. Bonds and Bridges Among people and Environments. 21-24 September 2022. Centro Congressi Federico II, Via Partenope, 36, Naples, Italy

Presentation

The Use of Genograms in the Contextualisation and Understanding of Intergenerational Substance Misuse and Creating a Supportive Community Intervention.

Authors: Priscilla Daniels and Pearl September-Brown

The UWC SOE-SI Colloquium 2022

The UWC SOE-SI Colloquium, presented by the Community Engagement Unit, was held from 26-28 October 2022, virtually via Zoom. The theme for the three days was, Innovation in Scholarship of Engagement (SoE) Operationalisation for Societal Impact (SI).
3.4 CEU AND STAFF PUBLICATIONS

Scholarship of Engagement Report

Database Report 2022

Chapters and Journal Articles

Accepted for Publication


4. STAFF ACHIEVEMENTS
Ms Damaris Kiewiets completed her Matric and registered to do the Advanced Diploma in Public Administration in 2023.

5. STAFF DEVELOPMENT
Ms Damaris Kiewiets attended a number of webinars on occupational health and safety, staff wellness.

Prof Priscilla Daniels, Dr Cornel Hart and Ms Pearl September -Brown completed ORIC programme in 2022. It provides participating institutions with access to all training resources, training, as well as counselling and consultation for the admin partners.

6. OUTREACH
The outreach activities are coordinated and implemented by the community liaison officer Ms Damaris Kiewiets. The community liaison officer facilitates engagement between the university and the community and the university. She also facilitates the role between the community and government and the government and communities with the key role of active citizenry. During 2022, Ms Kiewiets facilitated the annual performance plans of the Department of Health and the Department of Social Development with the Annual Review Report. The virtual sitting had 26 community members per session and six of them were trained on how to ask the questions relevant to the document. Damaris has also equipped community leaders in three sub-districts to respond to the Sexual Offences Bill. She also facilitated on the substance abuse training on Module 5 Primary Health Care. This module helps the participants develop a better understanding of their role as active citizens and how to engage with the government at all levels of government. They are also made aware of voting and the importance of voting. This module also introduces them how to implement the referral system between organisations and the services correctly. In the first six months of 2022, we still had to deal with the aftermath of COVID-19. Ms Kiewiets handles supervision for the School of Pharmacy and facilitates the role of community partner. She has also provided support services for 2022, to students placed at various health facilities in the Metro, especially Tygerberg.
6.1. FOOD SECURITY
CEU continued with food security during the past year. This was made possible in partnership with Durbanville Children’s Home and Ilitha Labantu. We also facilitated the exchange of food between kitchens and communities. The kitchen in Laaiplek provides the kitchen in Delft with fresh fish and the kitchen in Montagu provided kitchens in Delft, Laaiplek and Riebeeck-Wes with baked beans and dry soup ingredients. We partnered with Aurora Kuilsriver for a dignity drive for food and clothing. This took place in the community of Touwsriver.

6.2. DIGNITY PACKS
The CEU received dignity packs from the Callas Foundation and the St Anne’s Women’s Shelter to distribute in the communities we work in and this was equally divided between Saldanha, Laaiplek, Montagu and Ubuntu Rural Women. We also kept sanitary towels to put it in the gift bags for Nurse’s Day. We managed to distribute it to vulnerable patients at Tygerberg Hospital, through our partnership with HospiVision, the organisation located in the hospital.

6.3. DISASTER RISK MANAGEMENT
In 2022, there was an increased number of fires in formal and informal settlements and the burden on families was increasingly difficult. We sourced household goods from UWC staff and church groups for these vulnerable groups. We assisted 120 households with various needed items.

6.4. OUTREACH ACTIVITIES
CEU in partnership with Ubuntu Rural Women responded to the need for counselling and Pastoral support after the killing of a 13-year-old youth in Klawer. We provided support to the mother of the slain youngster for the duration of 2022. We handed this over to the local church in the community of Klawer.

Ms Kiewiets did six staff wellness sessions wellness at Ceres Hospital at the invitation of the nurse manager at the hospital. These sessions were well attended and more that 80 staff members engaged. There were also one-on-ones with staff members and follow-ups.
CEU received a donation of books and stationery and we could support our rural partners in Laaiplek, Saldanha and Klawer.

CEU collaborated with Change Agents South Africa for Women’s Month and did court support training with 60 people from the Langeberg area. The training was much-needed and the women present appreciated the opportunity they were afforded.

CEU presented our fifth annual older person’s wellness retreat in Lambert Bay and once again, the DVC academic made 70 bags available. As a unit, we provided the lunch and treats for the older persons.

In December, we were asked by a donor to identify children for donations of party packs so we supported the children of Laaiplek and Riebeeck-Kasteel. We handed out 100 party packets in total. We also facilitated a Christmas lunch for 100 people by linking a private donor and the older persons in Belhar.

Mandela Day Outreach
For Mandela Day we collaborated with HospiVision in Tygerberg Hospital to distribute the knitted donations we received. We handed caps and blankets to breast cancer patients and the headbands and bed socks to the children in the cancer ward. The gifts were well received. We also provided 120 lunch meals for Mandela Day outreach to Philiza Abafazi in the Steenberg area.

List of organisations
Change Agents South Africa – Montagu
Reading Room – Saldanha
Library – Klawer
Helping Hands – Touwsriver
Ceres Advice Office – Ceres/Tulbagh
Marantha Ministries- Lambertsh Bay
Maxwell’s Kitchen – Riebeeck Kasteel
Laaiplek Kitchen – Velddrift
Philiza Abafazi – Steenberg
Aurorah – Kuilsriver

The CEU outreach programmes are in partnership with these organisations to ensure the university reaches the communities around the campus and the most marginalised communities.

Thank You Quotes from our Partners
Aurora: What an amazing day well spend with the people of Touwsriver and the amazing team of Compassionate Hearts.

Compassionate Hearts were one of those kitchens I could reach out to and just watch them blossom. You could see the love and passion by just talking to them today. The level of love that have for them multiplied when Dalene showed me the pot I had given them right in the beginning. Special shout out to Damaris and the Community Engagement Unit at UWC for availing themselves and their resources. Without Damaris this trip would never have taken place. I will return to Touwsriver for sure and hopefully this time with more resources.

Change Agents South Africa: THANK YOU
Community Chest of the Western Cape: Thank you for investing in our #Food Hub and for the fact that you understand that the impact that COVID had and still has on our communities.

Frans Jordan, one of our Board members receives, the donation on behalf of our Organisation from Gerard Payne Project Coordinator for Community Chest. Thank you, Damaris Kiewiets, for always going the extra mile in delivering/bringing the donation to Montagu. Community Engagement Unit_UWC is really living up to their name. We appreciate you!

Latifa Jacobs: Another memorable achievement
Our Substance Abuse Certificate Ceremony 2022
Let us continue to take hope where it is needed and change the narrative of how we approach change
#ChangingTheNarrative
#PayTheWayForward
#educationiskey
#ChangeAgents
#CommunityEngagementUnit

Dorisca Kiewiets: I had a beautiful experience when I studied at UWC CEU, the substance abuse course. Watching and reflecting on this photo story I made, made me realise how far #ByTheGraceOfGod, we actually came. Hard work does pay off.
#Grace ... THANK YOU UWC, THANK YOU CEU
#THANK YOU Prof. Daniels and the team. Damaris Ornella Kiewiets; Charl Davids. Be that significant adult you wish you had, when you were young.

#ChangeAgentsSouthAfrica: Facilitating Change through Partnership

7. CONCLUSION
The Community Engagement Unit would like to acknowledge the support of Prof Lawack, our partners and stakeholders within the institution and externally, for all the resources and support provided for the staff and students. This made it possible for CEU to continue its engagement activities during the changing and challenging context of engagement, and ensure sustainability of projects and communities aligned with the mission and vision of UWC.
Director’s Overview

The Reflective Report 2022’s theme, Renewal and Restoration, epitomises the year that was and provides some insight into the infrastructural changes which took place in support of the arts academic programme at the University of the Western Cape (UWC), through the Centre for the Performing Arts’ (CPA) activities.

Envisioning the ‘new’ CPA started in 2019 and throughout the pandemic, we worked to bring the vision, dreams and aspirations into fruition in building a new identity and creating a new reality. This reality came together in 2022. The COVID-19 pandemic provided many challenges, but also presented opportunities to reflect, strategise and grow beyond the confines of the space and people identified as the CPA. Besides the CPA’s geographical location on the furthest section of campus, this unit, in the Deputy Vice Chancellor Academic’s line, became more integrated into campus life and was no longer isolated as a unit.

The integration with other units began when the CPA worked closely with the Centre for Innovative Education and Communication Technologies (CIECT) in creating a platform for Music Theory and History of Music curriculum on the iKamva platform, which continued as blended learning during the second semester of 2022 when we started returning to campus. The curriculum development and research undertaken has led to co-operation between the CPA, Faculties and units. Currently the Faculty of Arts and Humanities, the Community and Health Sciences Faculty and ZoneLearning@UWC have engaged in collaborative projects. The CPA, being renewed, revitalised and restored, has created a new identity within the campus community.

Renewing and restoring from within created a new ethos. Similarly, the inner renewal and dynamic change needs to reflect in the spaces in which the CPA resides and the next step was the transformation of the CPA space to meet curriculum needs. As one of the smallest units at the university, the financial investment the university made needed to be equalled and surpassed with the long-term benefits to curriculum transformation and renewal, expanding the current courses offered at the CPA as well as providing these services and resources to the CPA’s community engagement initiatives.

Infrastructure Upgrades in Support of Curriculum Development

Through past experience working at the Artscape Theatre Centre prior to the upgrading of the Opera House, Theatre and Arena, the discussions revolved around multi-functional venues. This concept rang true in the design-for-purpose concept when selecting the CPA venues due for upgrading, refurbishment and reconstruction. The journey into the CPA walls is not in order of implementation, but rather a mental walk-through of what was, through the process and on to the new. I trust that you will find this transformation journey exciting.

CPA Entrance

The transformation process started with the entrance way and passages being painted days before lockdown started in 2020. This project was restarted in April 2022, but the budget did not allow for new flooring. However, a pipe was damaged during the construction of the ablution facilities resulting in water damage. This misfortune was our good fortune as the existing flooring needed to be replaced, resulting in this beautiful and warm welcome into our space.
THE RECITAL HALL
The Recital Hall was well-known as the venue for the Rector’s Annual Concert and the Rector’s Christmas Carols until 2013 when the venue became too small for the number of guests attending these events. It was time to give this space a new feel and ambience. Utilising the CAPEX funds allocated by the DVC Academic Office, the venue was painted and new acoustic curtaining was installed giving it a fresh feel and a mini-concert hall effect. However, always mindful of the multi-functional role, this venue has hosted Dr Allan Boesak’s Book Launch, research seminars, been used to record virtual concerts and as a meeting venue. Click on the link to view the entrance, foyer and recital hall. FOYER\ENTRANCE & RECITAL HALL.mp4

FROM THE BLACK BOX TO DANCE STUDIO
The Black Box, whatever its intended purpose, had limited use over the past 10 years, and was often used as an alternative venue when there were no other spaces available. The only significant contribution was the annual presentations and plays presented by Prof Miki Flockermann’s students and then the occasional use by the Gender Equity Unit. But in the broader vision of a centre for the performing arts, the precinct CPA could no longer remain a space for musicians only. The Black Box, a room with big, high walls, unreachably high windows, all covered with black curtains from ceiling to floor was about to receive a make-over, transformed and given a new identity as the Dance Studio. It was fitted with sprung flooring, a large mirror and bars carefully articulated by the dance professionals who were assisting in designing our new curriculum. The windows were repaired and block-out blinds installed, providing much-needed ventilation in the area. Lastly, lockers were installed. The experiences of attending an arts-focused school and working in the arts environment has taught us that dancers have the biggest bags (with clothes, shoes etc). This venue was the most expensive part of the entire project, but crucial for our dance students’ safety. There was no compromise.

Click the link to view a video clip of the dance studio. DANCE STUDIO\DANCE STUDIO.mp4
FROM A ROOM WITH MUSIC BOOKS, CDS AND LPS TO A MUSIC LIBRARY

The CPA stored reference books from the UWC Music Department and various donations in two rooms. The books, music scores, compact discs (CDs) and long-playing records (LPs) are some items which have remained since the closure of the UWC Music Department in 2001. The administrator at the CPA, Liana Thomas (a fourth-year Bachelor of Library and Information Science, BLIS) student took full responsibility for setting up the space to make it conducive for the purpose. Additional book shelves were acquired from the UWC Store and the Carpentry Department, led by Anwar Rhynhardt and his team, who ensured the necessary repairs were completed and additional shelving was added to accommodate the larger reference books and music scores. Further to this, the CPA was included in the Presidential Youth Employment Impetus Programme and an intern, Tamia Jackson, was assigned to work at the CPA for six months. We knew the volume of work was too much for one person and we requested assistance from Dr King, who suggested fourth-year BLIS students from which three student assistants were selected. Liana steered this ship for six months and upon completion, all the book, CDs, LPs and scores were shelved, catalogued and ready to be added onto the university system and linked to the UWC Main Library.

ABLUTION FACILITIES

A hand basin, toilet and no hot water was inadequate for the dance studio. The ablution facilities were completely gutted, resulting in a beautiful designed male, female and disability-friendly ablution facilities being installed, which included showers and hot water. The disability-friendly ablution facilities were given special attention due to the nature of our engagement with two schools catering for special needs learners, namely the Athlone School for the Blind and the Oasis Special School.

FROM ROOM 1 TO ENSEMBLE ROOM

As you pass the ablution facilities and administration offices and turn left, Room 1 is the furthest room at the end of the passage. This was the lecture room for Music Theory and History of Music prior to the pandemic. With these modules now being online, an opportunity was created to use this room for ensemble rehearsals and workshops. The cupboards in the background were scattered throughout the CPA building and brought together, creating a display of instruments. The djembes (African drums) in these cupboards were purchased this year for use in social work and arts research projects in collaboration with the UWC Social Work Department and the University of Applied Sciences in Bochum, Germany. The ensemble (in the picture) are members of the UWC Jazz Combo preparing for a rehearsal. Click on this link to view a video of the refurbished Ensemble Room. ENSEMBLE ROOM\ENSEMBLE ROOM.mp4

Instrument handover ceremony on 27 August 2019 at the Centre for the Performing Arts Recital Hall.
A JOURNEY STARTED AND THE ROAD AHEAD
These are projects started in 2022 for implementation in 2023.

RECORDING AREA TO RECORDING STUDIO PRECINCT
The funding for this project wasn't possible for 2022, but nonetheless, we continued in demarcating the areas for implementation in 2023.

RECORDING STUDIO
Behind the blue screen at the back are items which required storage. Storage temporarily provided to the Mayibuye Archives has been delayed. This will be addressed when the project is undertaken. This space is where the artists will perform for recordings. A section will be allocated for tables and laptops so students can engage in experiential learning in sound engineering. The pandemic has taught us that recording software and a laptop makes recording accessible to everyone, anywhere. We will be providing our students with a professional learning environment for sound engineering, but also an understanding of technology to support them when recording the work done in their community projects.

The baby grand piano will be moved into Room 1 while refurbishment takes place.

With reference to the blue screen, above, these require storage facilities at the CPA.

RECORDING STUDIO STOREROOM
A door will be created between the recording studio storeroom and the recording studio. Shelving will be added for storage.

RECORDING BOOTH
A window is to be installed between the storeroom and recording booth. This will provide an additional recording space should you require a soloist recording from a different area. This multi-functionality optimises the limited space available.

HONOURING EXCELLENCE IN COMMUNITY ENGAGEMENT
The DVC Academic, Professor Vivienne Lawack, initiated the Academic Achievers Awards in 2017, acknowledging the achievements in Faculties, departments and units. One of the awards is for Excellence in Community Engagement and has categories for individual and team awards.

In November 2022 it was suggested an area be allocated where these achievements could be acknowledged and showcased visibly. As the Centre for the Performing Arts resides under the DVC Academic and the Community Engagement Unit, the CPA identified an area in the CPA foyer and a service provider has been earmarked for installation in 2023.

JAKES GERWEL HALL
UWC PIPE ORGAN RESTORATION (08 JUNE 2022)
The grande dame of the Jakes Gerwel Hall situated to the right as you enter the hall is a treasure for anyone who’s had the opportunity to study and perform on this instrument. Many alumni of the 1970s and 1980s who enjoyed this beautiful instrument will soon be able to enjoy it again after its been restored to its former glory.

This magnificent instrument was built by Suiderlike Orrelbouers amid huge controversy at the time and installed in 1983. Given the organ builders’ name within the South African and UWC historical context of 1976 and the 1980s, we need not elaborate further. Externally, the instrument has an appeal and intrigue and as one removes the safety aspects (to protect organ pedals and manuals) the wonder unfolds: a three manual, tracker action pipe organ, with reversed colour-coded keys. The ‘usual’ white keys are black and the black keys are white. Notwithstanding the current condition of the organ, the Grande Dame of the UWC Main Hall causes the audience to rise as the academic procession enters the venue at first-year students’ orientation events and the annual graduation ceremonies. Ending the national anthem with low 16 foot stops on the pedal still gives the organist and audience goosebumps.

However, this organ is in need of major restoration and repair. This would be a costly endevour, but it must be emphasised that an investment in the refurbishment of the mechanics of the organ is worth the time, effort and financial commitment. This process will have long-term benefits to the university as well as the communities it will serve. The music alumni who received tuition since the 1980s can certainly bear testimony to this. The process started with sourcing the best organ builders, within very limited resources in the field, to ascertain the exact repair requirements and able to action the same. After restoration, this instrument will bring about a renewal, rebirth and revival of a dying ‘breed’, namely organists in community parishes and churches.

With reference to the early years of organ tuition at UWC, the organ students were drawn from all provinces of South Africa and various denominations and church affiliations. The legacy of community engagement serves as the foundation in creating access for community musicians, church organists and music lovers. UWC is ideally positioned in location and will provide a pipe organ to facilitate a tuition mostly reserved for a chosen few. Arts, and especially music, is meant for everyone and UWC will provide access to organists who are restricted at other higher education institutions. In addition, the university would...
be able to host music symposia, choir festivals, international choirs and organists. These types of events are closely linked to masterclasses and workshops where community musicians, organists and choral conductors would be invited to attend, participate and interact with specialists in the field.

STORAGE AND SPACE
Due to spaces such as the Black Box and Recording Studio Precinct areas being repurposed, storage has become premium. In 2019, the CPA was requested to temporarily provide space for the Mayibuye Archives. In good faith we agreed to this request. An office (occupied by the community engagement coordinator), the CPA boardroom and a storeroom were set aside with the understanding this was a temporary arrangement. However, communication regarding the request for these areas have gone unattended until the end of November 2022.

SMALL THEATRE AT THE CPA
The Mayibuye Archives will be moving to the Senate Building in the near future. As our unit at the end of campus has been referred to as the Centre for the Performing Arts precinct and the disciplines of music and dance have been accommodated as a result of the refurbishments, it would make complete sense that the theatre should be within the same building as dance and music. This will be a significant change from our neighbouring institutions where music, dance and drama had different buildings. In the UWC scenario we would be living up to our name as the Centre for the Performing Arts where all the performing arts have a home in one small building, but our home. We live in hope that this will come to fruition in our time.

RESEARCH-LED CURRICULUM DEVELOPMENT
The ‘new’ Centre for the Performing Arts has developed into an academic space where the future is based on research undertaken with stakeholders from various aspects of the performing arts environment. The reflections and research become the bridge between the old and the new – where the Centre for the Performing Arts infrastructure was refurbished and remodelled to provide for the performing arts disciplines of music, dance and theatre.

ENTREPRENEURSHIP DEVELOPMENT FOR ARTISTS
This course was designed during the pandemic when a need was identified to empower and upskill community artists in an introductory entrepreneurship programme. The consultation between the CPA and TheZoneLearning@UWC was coordinated by the DVC Academic Office. The course descriptor was written by UWC colleagues from CIECT, TheZoneLearning@UWC, CPA, the Law and Economic and Management Science Faculties. The course went through the relevant university processes and was approved by Senate in September 2022.

NEW COURSE IN PERFORMING ARTS
Throughout 2021, we engaged with expert practitioners involved in music, dance and drama from various areas of expertise including community artists, practitioners, administrators and projects as well as academia and schools in order to gain an understanding of the needs at these organisations. Mahomed Sader was firstly contracted to coordinate the discussions with the above-listed participants from the respective artistic disciplines.

This information was collated and refined during 2022 and ultimately a course descriptor was completed and currently in the university process.

ORGANOGRAM OF DIRECTORATE

STAFF DEVELOPMENT

Deputy Vice-Chancellor – Academic:
Prof Vivienne Lawack

Director Community Engagement Unit:
Prof Priscilla Daniels

Manager, Centre for the Performing Arts
Henriette Weber

Intern (Music Library)
Tamia Jackson

Student Assistants
Monique van der Westhuizen
Zethu Bobo
Amy Rudolph

Lecturers
Reeds, Theory, Aural
Anel Galvin

Brass
Sean Kierman

Jazz Piano & Guitar
George Werner

Perfusion
Stephan Galvin

Voice
Andy Matima

History of Music & Form
Noelene Visagie

UWC Community Chamber Choir
Andy Matima

UWC Jazz Combo
George Werner

Facilitator: Oasis Special School & Pinocchio Creche
Anel Galvin


SCHOLARSHIP
The first semester of 2022 continued with all learning and teaching taking place online, but the transition was slowly taking place as we were preparing to return to campus. Transitioning
was conceptualised in 2019 as a socio-cultural exercise, but due to the COVID-19 pandemic, it shifted to include digital skills development with Prof Thomas Greuel guiding the process. With each iteration, different opportunities arise. The arts were represented, not specifically music. Painters, rappers, photographers and multi-instrumentalists from both universities participated. Each participant was given the opportunity to express and explore their talent, culture and their means of artistic expression on the same song, ‘Stand by Me’ by Ben E. King. The social work participants had a keen interest and experience with their art form of choice. From April to June 2022, every Thursday from 14:00-17:00, the students would meet online with Prof Dr Thomas Greuel leading the sessions and Henriette Weber co-ordinating the UWC participants. Starting with the same fundamentals created an equal playing field and equal exposure in the final production. Every participant had a role to play and through equality and integrated diversity, collaborative music was created in real time in a virtual space. ‘Stand by Me’ was still an appropriate choice as we were still in the midst of the pandemic. The result of this inclusive, collaborative project resulted in a music video.

INTERCULTURAL WORK AND THE ARTS: TEACHING AND LEARNING SEMINAR IN THE FIRST-YEAR FIELDWORK STUDENTS

This seminar was compiled by Prof Marichen van der Westhuizen, the Head of the Department of Social Work at UWC and Prof Dr Thomas Greuel from the University of Applied Sciences RWL (EvH RWL), Bochum in Germany. This seminar was presented as part of the International Summer Programme at the EvH RWL as part of the ERASMUS programme and was presented at UWC for the first time. Henriette Weber, Head of the Centre for the Performing Arts, was a participant. The CPA provided the venue and the equipment for the seminar which was attended by 12 first-year Bachelor of Social Work students. The seminar took place in the Ensemble Room at the CPA on 16 and 23 August 2022.
COMMUNITY ENGAGEMENT

OASIS SPECIAL SCHOOL

Due to the COVID-19 pandemic we were unable to reach the special needs schools – Athlone School for the Blind and Oasis Special School. However, we embarked on a new strategy as schools were being opened as lockdown restrictions were eased. However, we wanted to keep the learners motivated without our physical presence at the schools.

The occupational therapist and the speech therapist availed themselves for this experiment which included making instruments from recycled materials.

Class teachers joined the therapist and colleagues in the activities. These are some examples of instruments made – drum (cardboard, paper, toilet roll) and shakers (different size bottles and contents), hereby combining craft and musical skills.

PINOCCHIO CRÈCHE

While doing an assignment on community mapping during her postgraduate studies, Henriette Weber visited the Pinocchio Crèche based in Three Anchor Bay, Green Point. The current principal is Helen Shongwe-Phillips, whose mother started the creche catering for the children of domestic workers in the area. The crèche is a project branch of the Domestic Worker’s Association Educational Trust. While completing the assignment, she was impressed by the manner in which children were being developed holistically. She met with Helen at the end of 2021, still in the midst of the pandemic, and followed up with another meeting where she introduced Anel Galvin and discussed a way forward to implement a music development programme for the learners at Pinocchio Crèche. This would include making instruments from recycled materials, recorder and the use of Orff instruments. Tuition took place at Pinocchio Crèche on Wednesdays and
Cape. Henriette Weber was the Western Cape director from 2000-2006, giving her an understanding of the principles of this project while realising their progress and development in the interim.

The telephone call was enlightening and held common principles of our community engagement initiatives and thus it was agreed that further discussions were required. At UWC the prospect was discussed within the DVC Academic line as well as the Institutional Advancement Office. These departments and the CPA met online and face-to-face during the latter part of last year, culminating in a meeting with the DVC Academic on 12 December 2022 prior to the DVC Academic Annual Christmas Concert.

Click on link to access the article which followed the meeting between the DVC Academic and the FBF delegation: https://www.uwc.ac.za/news-and-announcements/news/groundbreaking-partnership-for-youth-upliftment

Following the meeting, four communities were identified where the UWC Field Band Foundation projects would be undertaken in 2023, namely Intshinga Primary School in Gugulethu, Jayson Magooda Music School in Bishop Lavis (at the Congregational Church), Accordion Primary School in Belhar and at the Athlone School for the Blind in Glenhaven, Bellville South. UWC would be the venue where senior field band members from the communities will be selected as a progression into a senior provincial field band.

ATHLONE SCHOOL FOR THE BLIND
During the pandemic it was impossible to engage with the learners at the Athlone School for the Blind (ASB). However, the year ended on a high note when Rik Ghesquiere paid a visit at the school, which was followed by a request from Prof Firdouza Waggie, resulting in the OPES Italian volunteers being assigned to the ASB in 2023.

In 2019, Rik Ghesquiere collected instruments in Belgium when he visited Cape Town, donated brass and plastic trumpets as well as recorders to the CPA. These instruments are being used at both the ASB and Oasis Special School.

During the Italian volunteers’ orientation programme, they were provided with a selection of community outreach projects which they visited. On 1 November 2022, they visited the Centre for the Performing Arts. As we walked through the building and spoke about the off-site activities they were especially interested in the work being undertaken at the special needs’ schools. The staff at the Oasis Special School was not available on the day, but the ASB principal, the ASB Board representative and the Administrator were available to meet the group. An immediate rapport was struck between the Italian volunteers and the ASB staff. It was with great excitement that we were informed that three volunteers would be assigned to the ASB for six months in 2023. We look forward to everything they will be sharing with the blind and visually impaired learners.

SPECIAL PROJECTS UNDERTAKEN BY THE DIRECTORATE
PARTNERSHIP WITH THE FIELD BAND FOUNDATION (SOUTH AFRICA)
Whether in schools or at university, there is often an either/or dynamic between sport and the arts due to time constraints. Yet, performers are becoming more visible at sporting events. Bearing this in mind, a telephone call was made to the Field Band Foundation (FBF) Head Office in Johannesburg to enquire about having a field band at UWC.

In order to understand this dynamic, please allow a background sketch. A field band comprises a minimum of 125 members per band. The Foundation was started by the late Bertie Lubner, the owner of the PG Group. The PG Group celebrated their centenary in 1997 and wanted to ‘give back’ to the communities which supported them. Field bands were started in Gauteng (two bands), KwaZulu-Natal, Northern-, Western- and Eastern Cape. Henriette Weber was the Western Cape director from 2000-2006, giving her an understanding of the principles of this project while realising their progress and development in the interim.

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We look forward to the engagement over the coming months as we prepare for the signing of the Memorandum of Understanding between UWC and FBF on, appropriately, Youth Day, 16 June 2023.

PERFORMANCES
With the easing of lockdown restrictions, public performances were possible under strict protocols. This provided an opportunity for the UWC Jazz Combo and UWC Community Chamber Choir to perform at various university functions. Highlights of these performances include the Nuffic Award Ceremony at the Cape Town City Hall and the substance misuse certification at the Ashley Kriel Hall in Salt River; the SAERA Conference at the Two Oceans Aquarium and various performances at the Life Sciences Building when the International Relations Office and Faculties host conferences. At all our performances we are supported by UWC Assets (Waleed Taylor and Cyril Klein and team) for the safe transportation of our instruments and equipment and the AVS Team (Gino Alfred and team) for all our audio-visual requirements.

DVC ACADEMIC VIRTUAL AND HYBRID CONCERTS
The links to the four Deputy Vice-Chancellor Academic Virtual Concerts, below, were recorded at the Centre for the Performing Arts and the Jakes Gerwel Hall.

A CHORAL CELEBRATION
This concert was recorded at the Centre for the Performing Arts Recital Hall and featured the UWC Community Chamber Choir, the UWC Creative Arts Choir and soloists. The concert went live on Facebook and YouTube on 6 April 2022. Click on link: https://fb.watch/jYMcoz2sNw/?mibextid=Nif5oz
UWC ACADEMIC WEEK VIRTUAL CONCERT
This concert was recorded at the Centre for the Performing Arts Recital Hall on 25 August (UWC Jazz Combo) and 26 August (UWC Community Chamber Choir, soloists and ensembles). The concert was the final activity of the UWC Academic Week and went live on YouTube and Facebook platforms on Friday, 2 September 2022. Click on link: https://www.youtube.com/watch?v=8WBEWCUXPQs

DVC ACADEMIC VIRTUAL ANNUAL CONCERT
This concert was recorded at the Centre for the Performing Arts Recital Hall on 22 October 2022 and included the UWC Jazz Combo, UWC Community Chamber Choir, soloists and ensembles. It went live on the YouTube and Facebook on Friday, 28 October 2022. Click on link: https://www.youtube.com/watch?v=lbhiej2X-Ng

DVC ACADEMIC HYBRID ANNUAL CHRISTMAS CONCERT
This was the first live-hybrid concert on stage at the Jakes Gerwel Hall and livestreamed on Facebook and YouTube platforms on 12 December 2022. Due to inclement weather conditions, the concert was moved into the hall. Prior to the start of the concert the audience was entertained by a Field Band Foundation performance. In attendance FBF members as well as the Chief Executive Officer, Nicky du Plessis, and the National Coordinator, Ushama Jerrier. The programme included popular festive music performed by the Windworx Symphonic Wind Ensemble, UWC Jazz Combo, UWC CPA affiliate members and UWC CPA students. Click on link: https://www.youtube.com/watch?v=9OcJ7_KyBOO

During the concert, Recognition Awards were presented to the recipients who completed the tutor training programme at the CPA. Prof Vivienne Lawack, Deputy Vice Chancellor Academic, presented the awards to the recipients.

Three students received their certificates for completing the Advanced Programme in Music and the Associate Diploma from Trinity college of Music, London. The recipients were Amy van Rooi (Kimberley), Maximilian Denner, Llewellyn Onverwacht. Fezekile Tempi, Roland and Tyrone received Recognition Awards for the Tutor Training Programme.
DIRECTOR’S OVERVIEW

This research report is reflective of a resilient and proactive higher education community, which had to transition from: (i) blended learning and teaching practices prior to the pandemic (ii) remote practices during the pandemic and (iii) go back to blended learning in 2022. The report demonstrates how the Centre for Innovative Education & Communication Technologies (CIECT) provides professional academic support in order to drive the use of emerging technologies and encourage innovative, collaborative projects. The CIECT team focuses on the effective design of online environments for the delivery of theory, practice and assessment; and the affordances of blended learning and teaching within complex environments, considering the digital divide continues to disadvantage students with fewer resources.

CIECT’s key priorities are aligned to the IOP goal areas: 1, 2, 3, 4 and 6. The CIECT team will continue to (i) emphasise the critical discourse of expanding student access and success; and the successful integration of ICTs (ii) provide sound infrastructure, maintenance, support and development of the institutional learning management system, iKamva (iii) expand the large-scale student development programme for novice users, namely, Digital Academic Literacy (DAL), (iv) provide ICT skills training for staff (academic and non-academic) as part of the broader digital transformation agenda (v) emphasise the discourse around the provision of learner support material, including multimedia (vi) engage in the critical discourse of formal and informal learning spaces, hybrid teaching, and online learning and (vii) collaborate with CIECT members, lecturers, students and external stakeholders where relevant; to engage in various research-led projects, including ePedagogy, related eTools, adoption and implementation.

In addition, the CIECT Directorate has contributed to various institutional committees and task teams, interview panels and policy development working groups. Recent contributions included the Institutional Audit Working Group, Task Team 4 that focused on curriculum transformation, reform and renewal; engaged scholarship around learning, teaching and assessment innovation; and curriculum responsiveness to changes in knowledge. Contributions are indicative of a Centre that has grown and is able to engage in critical areas of leadership, collaboration and partnership; and blended learning and teaching arrangements. Furthermore, the report is reflective of an institution that continues to see significant strides in relation to the improvement of teaching practices – and especially online teaching, learning and assessment practices – for student access and success. Moreover, the CIECT team demonstrated resilience and continuous hard work, whilst supporting thousands of staff and student, via workshops, consultations, collaborative projects and robust systems.
The key priorities cannot be met without the current integrated professional support structure, including critical areas of leadership, coordination, skills, knowledge, expertise, individual accountability, joint responsibility and ownership, change management, project management, stakeholder management, partnership and collaboration, sharing best practices, capacity building and research. The organogram provides a graphical structure of roles.
1. SCHOLARSHIP: TEACHING AND LEARNING, RESEARCH AND ENGAGEMENT

1.1 SCHOLARLY ENGAGEMENT: COLLABORATIVE AND INNOVATIVE PROJECTS ACROSS FACULTIES

The CIECT team collaborates with various stakeholders to design, develop and facilitate innovative projects. The table below highlights some collaborative projects for the period Jan-Dec 2022:

<table>
<thead>
<tr>
<th>PROJECT DESCRIPTION</th>
<th>DESCRIPTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dentistry evaluation system</td>
<td>The Dentistry Clinical Assessment Project (DCAS) will be used as a student evaluation and tracking platform. In addition, by digitising the previous paper-based system, the Faculty intends reducing its carbon footprint</td>
</tr>
<tr>
<td>Employ security measures &amp; maintain Sakai-based systems</td>
<td>The CIECT team (SDA) applied annual fixes to a staging environment before adapting the changes to production. Maintenance consisted of upgrading Tomcat (from 9.0.55 to 9.0.65), Java to the latest OpenJDK (1.8.0_362) and Sakai (from 21.2 to 21.4). These updates where applied to all the related application servers of iKamva; elections and the CEU database.</td>
</tr>
<tr>
<td>Nursing preceptors training course</td>
<td>The CIECT team consulted with the lecturers from the School of Nursing to assist with the design and development of an online environment for a programme called the preceptors training course. This course was designed to equip professional nurses to perform the role of clinical preceptors. The clinical preceptor assisted students with the development of clinical competencies, which would have a direct impact on the quality of patient care delivery within clinical service settings.</td>
</tr>
<tr>
<td>Big Blue Button [BBB]: Online conferencing tool</td>
<td>The CIECT team had the systems updated to accommodate for the file archiving challenges. These updates and changes have been conducted in collaboration with the South African Sakai support vendor.</td>
</tr>
<tr>
<td>Augmented virtual reality – EON-XR educator course</td>
<td>The CIECT team has collaborated with the EON Reality team to offer hands-on interactive sessions. These sessions allow users to create structured Augmented Virtual Reality (AVR) lessons while making use of 3D assets/360 images within the EON-XR platform. The training workshops were conducted from March-Sept 2022. Four lecturers completed the course and were issued with a Certificate of Completion for the EON-XR Educator Course (issued by EON Reality, creators of the EON-XR platform). The CIECT team has successfully integrated the EON-XR Library into the institutional Learning Management System, iKamva, via LTI integration, which enables students to view the immersive content. Hence, lecturers are able to structure lessons/units of work within iKamva and embed a specific Augmented Virtual Reality Resource/s (AVR). It should be noted that the EON-XR licensing has expired and a new Augmented Reality</td>
</tr>
<tr>
<td>Postgraduate Diploma in Nursing Education</td>
<td>The CIECT team consulted with the lecturers from School of Nursing on the design and development of an online environment for a new programme, the Postgraduate Diploma in Nursing Education. This course equips professional nurses to become nursing educators. The Postgraduate Diploma in Nursing Education programme has six modules. It is outcomes-based and student-centred, making use of a hybrid approach to learning and teaching. The modules are offered throughout the academic year. Various learning activities were embedded in the online environment to assist the participants in exploring and navigating the course content and attaining its learning outcomes.</td>
</tr>
<tr>
<td>CHS: Shared research module</td>
<td>The interdisciplinary shared research module is offered to various disciplines within the CHS Faculty, including Departments of Physiotherapy, Occupational Therapy, School of Natural Medicine, Dietetics and the Interprofessional Education Unit. Students engaged in this module were familiarised with qualitative and quantitative research methods over a period of two weeks.</td>
</tr>
<tr>
<td>First-year transition course</td>
<td>Prof Sue Pather contacted the CIECT team for the design, development and support for the first-year transition course that will be offered to first-year students. The course is still in progress and the CIECT team worked closely with external partners, the administrator as well as the mentors. Continuous consultations and workshops were conducted with the office in order to design and develop the online environment.</td>
</tr>
</tbody>
</table>
1.2 SCHOLARLY ENGAGEMENT: ONLINE LEARNING, TEACHING AND ASSESSMENT

CIECT, an Academic Professional Support Centre engages with scholarly activities and projects on a daily basis. The entire support structure – including training, consultation, advisory sessions, workshops and support (walk-in, telephone and email) – is grounded within established research. The area of training, consultation and support is grounded within established research regarding learning processes within an online environment, highlighting the critical levels of access and motivation, online socialisation information exchange, knowledge construction and finally, development. CIECT’s evidence (qualitative measures and quantitative data) is related to consultation, training and support and confirms the essential role of providing a sound support structure for the application of emerging technologies and ePedagogical practices.

Salmon, G. 2000: The five stage model of e-learning

### Table 1: Innovative, collaborative projects for the period, Jan-Dec 2022

<table>
<thead>
<tr>
<th>PROJECT</th>
<th>DESCRIPTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Centre for Performing Arts (CPA)</td>
<td>A collaborative partnership was established between the CIECT team and Performing Arts Director, Henriette Weber, started during the national lockdown and is ongoing. Through this collaboration, the Centre for the Performing Arts (CPA) has continued to offer their accredited continuing education music courses via the iKamva platform.</td>
</tr>
<tr>
<td>EESA 2022</td>
<td>The Entrepreneurship Empowerment in South Africa (EESA) Programme, in collaboration with a number of universities in the United States and UWC, were hosted in 2022. This six-week blended programme included 26 students from institutions such as Texas A&amp;M University, University of Florida and University of Colorado; and 22 students from UWC. The CIECT Team collaborated with the lecturers to design and develop the interactive programme via iKamva and students were also orientated around the use of the platform for their teaching. “This is an intense program where our joint mission is to make a meaningful contribution to the ventures of historically disadvantaged South African entrepreneurs.” (EESA, 2022).</td>
</tr>
<tr>
<td>Learning science collaboration with Science Faculty</td>
<td>The UWC (Science Faculty &amp; CIECT) has collaborated with Learning Science Ltd (UK) to host pre-lab simulations and smart worksheets. These valuable resources were integrated into the LMS, namely iKamva. CIECT paid for a three-year a licence 2022-2024. “Science students engaged with 16 364 activities from the chemistry library and 13 379 activities from the bioscience library, and completed a total of 1 157 attempts across 11 smart worksheets [LearnSci Database]. A combined usage of 29 743 learning activities was recorded for the period 2022.</td>
</tr>
<tr>
<td>Pillar seven – CE/FOL Sakai project</td>
<td>The CIECT team is a key stakeholder engaged in the institutional project focusing on the rollout and pilot of online short courses hosted and delivered via the institutional learning management system, Sakai. CIECT’s deliverables and related activities are significant in this collaboration (UWC and academia), especially regarding the design and development of the fully-online short course; and the integration, maintenance and support of a separate instance of the institutional learning management system, Sakai (branded as Pillar 7) with the academia system.</td>
</tr>
<tr>
<td>Sakai analytic remote assistant (S.A.R.A.)</td>
<td>The Sakai Analytic Remote Assistant (S.A.R.A.) application has been in production since 2021 and been extensively utilised in 2022. This enables the CIECT team to monitor iKamva production system’s online status.</td>
</tr>
<tr>
<td>CIECT Jira Support System</td>
<td>The CIECT support ticket system for iKamva-related issues and changes. This system is built on the Atlassian Jira server software.</td>
</tr>
</tbody>
</table>
1.2.1 DESIGN AND DEVELOPMENT OF ONLINE ENVIRONMENTS ACROSS FACULTIES

A number of 1,294 online modules were created across faculties in 2022. The CIECT team advises on emerging technologies for learning-and-teaching, assessment and various innovative projects. The team’s scholarly engagement with lecturers across all faculties includes aspects of design and development of interactive environments, selection of eTools, pedagogical value, student learning styles, group activities, critical engagement, reflective exercises, formative and summative assessment tasks, practical and theoretical application, effective use of digital media, online tutoring, sharing of resources to enhance student development, design of ePortfolios for student and professional development as well as access and reach.

1.2.2 STAFF TRAINING WORKSHOPS

The CIECT team offered interactive workshops which focused on the use of various eTools and assessment activities as well as Google Applications (GAPPS). Workshops included the design and development of ePortfolios for teaching and learning practices. The team has also engaged in customised departmental workshops for specific staff members. A number of 80 workshops were conducted during the 2022 academic year. A number of 387 academics voluntarily attended the online workshops and 421 academics engaged in online consultations.

<table>
<thead>
<tr>
<th>WORKSHOP</th>
<th>DESCRIPTION/OUTCOMES</th>
</tr>
</thead>
<tbody>
<tr>
<td>ePortfolio for design and</td>
<td>By the end of the workshop, the participant should be able to:</td>
</tr>
<tr>
<td>development for teaching-and-learning</td>
<td>• Create an ePortfolio</td>
</tr>
<tr>
<td></td>
<td>• Structure ePortfolio with related evidence of achievements</td>
</tr>
<tr>
<td></td>
<td>• Insert and embed related digital content and evidence of learning</td>
</tr>
<tr>
<td></td>
<td>(videos, web links and documents)</td>
</tr>
<tr>
<td></td>
<td>• Share ePortfolio</td>
</tr>
<tr>
<td>eAssessment</td>
<td>By the end of the workshop, participants should be able to:</td>
</tr>
<tr>
<td></td>
<td>• Structure online test environment</td>
</tr>
<tr>
<td></td>
<td>• Select various question types according to outcomes</td>
</tr>
<tr>
<td></td>
<td>• Structure question banks/pools</td>
</tr>
<tr>
<td></td>
<td>• Create assignments and link to Turnitin platform</td>
</tr>
<tr>
<td></td>
<td>• Monitor and track student activity</td>
</tr>
<tr>
<td>eTools and design</td>
<td>By the end of the workshop, the participant should be able to:</td>
</tr>
<tr>
<td></td>
<td>• Create an online environment</td>
</tr>
<tr>
<td></td>
<td>• Select relevant eTools for use in an online environment aligned to discipline</td>
</tr>
<tr>
<td></td>
<td>• Apply the use of the eTools (content, communication and assessment) within a</td>
</tr>
<tr>
<td></td>
<td>structured online environment</td>
</tr>
<tr>
<td></td>
<td>• Embed digital components</td>
</tr>
<tr>
<td>Online lesson design</td>
<td>By the end of the workshop, participants should be able to:</td>
</tr>
<tr>
<td></td>
<td>• Develop clear outcomes for online course using an instructional strategy/plan</td>
</tr>
<tr>
<td></td>
<td>• Structure lesson plan/module chapters and sub-units</td>
</tr>
<tr>
<td></td>
<td>• Embed digital media components</td>
</tr>
<tr>
<td></td>
<td>• Link lessons to relevant activities (assessment, discussions, external resources)</td>
</tr>
<tr>
<td>PDF offline marker workshop</td>
<td>By the end of the workshop, the participant should be able to:</td>
</tr>
<tr>
<td></td>
<td>• Install the application,</td>
</tr>
<tr>
<td></td>
<td>• Familiarise themselves with the interface</td>
</tr>
<tr>
<td></td>
<td>• Upload assignment submission</td>
</tr>
<tr>
<td></td>
<td>• Mark using the annotation eTools</td>
</tr>
<tr>
<td></td>
<td>• Mark with an uploaded rubric</td>
</tr>
<tr>
<td></td>
<td>• Capture marks in grades sheet</td>
</tr>
<tr>
<td></td>
<td>• Export and upload marked assignments with feedback to iKamva</td>
</tr>
</tbody>
</table>

Table 2: Online eTools workshops for staff
1.2.3 STUDENT TRAINING WORKSHOPS

Students engaged in online workshops which entailed the familiarisation of iKamva, Turnitin and Google Applications from January to December 2022. During these sessions, students were able to navigate the LMS, engage with communication and eAssessment tools, interpret Turnitin (Tii) similarity reports and create ePortfolios for teaching and learning purposes.

CIECT conducted the iKamva Live/Synchronous Demonstration Sessions via Google Meet from Monday-Friday, 31 Jan-30 March 2022. Students who joined these sessions were familiarised with the iKamva platform in order to access and navigate their online modules, engage with learning content and submit assessments.

An ‘eTools Kit’ for Tutors Workshop was designed for tutors to engage in an online tutoring programme. During the workshop, the tutors should be able to: create specific student groups and export student group rosters, communicate with dedicated student group,; structure and share learning material, create online assessment activities and create consultation and meeting sessions.

2 368 students engaged in online student workshops
1 223 first-year and returning students attended the live synchronous iKamva demonstration sessions (31 Jan - 30 March)
154 student tutors

Table 3: Online workshops for students

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1.2.4 LEARNING MANAGEMENT SYSTEM: IKAMVA – UNIQUE USER ACCESS [2022]

Table 4 reflects the number of users who have accessed iKamva (Sakai platform) from various geographical settings. These users include UWC staff and students.

* ‘Unique user’ refers to an individual who has accessed iKamva (for the specific month). The CIECT team has deduced that users access iKamva around three times per day (on average).

1 320 modules were created within the institutional learning management system, iKamva (Sakai platform), for the 2021 academic year across Faculties.

<table>
<thead>
<tr>
<th>FACULTY</th>
<th>NUMBER OF ONLINE MODULES</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART</td>
<td>271</td>
</tr>
<tr>
<td>CHS</td>
<td>276</td>
</tr>
<tr>
<td>DEN</td>
<td>73</td>
</tr>
<tr>
<td>EDU</td>
<td>79</td>
</tr>
<tr>
<td>EMS</td>
<td>252</td>
</tr>
<tr>
<td>LAW</td>
<td>83</td>
</tr>
<tr>
<td>SCI</td>
<td>260</td>
</tr>
<tr>
<td>TOTAL</td>
<td>1 294</td>
</tr>
</tbody>
</table>

Table 5: The number of modules created across Faculties for 2022

---

USER LOGINS PER MONTH FOR 2022

<table>
<thead>
<tr>
<th>Month</th>
<th>Users log-ins</th>
</tr>
</thead>
<tbody>
<tr>
<td>January</td>
<td>9 800</td>
</tr>
<tr>
<td>February</td>
<td>21 920</td>
</tr>
<tr>
<td>March</td>
<td>22 501</td>
</tr>
<tr>
<td>April</td>
<td>21 968</td>
</tr>
<tr>
<td>May</td>
<td>21 878</td>
</tr>
<tr>
<td>June</td>
<td>20 809</td>
</tr>
<tr>
<td>July</td>
<td>20 719</td>
</tr>
<tr>
<td>August</td>
<td>21 958</td>
</tr>
<tr>
<td>September</td>
<td>21 810</td>
</tr>
<tr>
<td>October</td>
<td>21 425</td>
</tr>
<tr>
<td>November</td>
<td>20 586</td>
</tr>
<tr>
<td>December</td>
<td>10 749</td>
</tr>
</tbody>
</table>

Table 4: Number of unique users (students and staff) who accessed iKamva, January - December 2022
1.2.5 MAINTENANCE AND SUPPORT OF IKAMVA
The software development and application team (CIECT) focuses on the development and adaptation of the learning management system (LMS), namely iKamva/Sakai. Any challenges and bug issues identified are dealt with by software development and application (SDA). Issues are reported in the JIRA-bug tracking system which is logged by the instructional design member. The issue is acknowledged by the CIECT developers.

1.2.6 EFFECTIVE ONLINE SUPPORT METHODS
The CIECT team delivers online support in a variety of formats to accommodate the needs of staff and students across faculties. Lecturers are trained in relation to the design and development of online environments (communication, content creation and assessment), via:
- Telephone support (includes WhatsApp)
- Email support individual and eLearning mailbox
- Online consultation and workshop support by means of video conferencing applications e.g. The Big Blue Button, Google Meet, Hangouts and Zoom
- Provision of online design and teaching tips
- Provision of user manuals
- Provision of pre-recorded training/workshop sessions
- Referral to online resources e.g. screencasts/tutorials on CIECT YouTube channel

eLearning mailbox support: 18 094 emails were sent to both lecturers and students via the eLearning mailbox (January – December 2022). The individual support interventions entail in-depth discussion and consultation regarding the effective use of eTools for content creation, communication and assessment, lesson design, interactive structure, scaffolding approach, creation of checklists to guide student activity, embedding of multimedia components and simulations, asynchronous and synchronous communication, and eAssessment for formative and summative purposes, multimedia creation and editing. Student support includes online navigation, assessment queries, Turnitin reports, discussion forum and sign-up of tutorial groups.

1.2.7 ADOPTION OF ONLINE INNOVATIVE TEACHING PRACTICES
The overall percentage of UWC academics who have adopted innovative practices (2005-2022) was calculated at 99%, representing the overall percentage of academics making use of various eTools to support blended and online teaching and learning practices. **NOTE: This percentage was derived using the following formula: A/B x 100 = _ %, where A is the number of academics who adopted innovative practices and B is the total number of academics on campus. The number of staff members at UWC in 2022 was 2 454 (academics, professional support, library, CSSS, CEU, etc.). Staff across the campus community made use of the online platform for academic and project purposes (collaborative partnerships) at UWC in 2021.

1.3 SCHOLARLY ENGAGEMENT: PROCTORED TESTS AND EXAMINATIONS – PILOT PROJECT
CIECT partnered with the eGrowth Organisation in a pilot project to deliver the Inspera Exam Portal. This platform enables remote and secure proctored assessments. The pilot started in 2020 and continued in 2022 (with a capacity to up to 5 000 students). The team collaborated with the Dentistry Faculty and Accounting Department and have engaged in extensive planning, preparation, training, support and collaboration with staff and students in order to successfully deliver proctored examinations. “The Inspera Exam Portal is a fully integrated lockdown browser that addresses the need for elevated exam and content security. This fully integrated Inspera lockdown browser is configurable to balance privacy and security and offers unified operational monitoring, combining test session controls, alerts and monitoring of operating systems. It has strong remote capabilities and features and robust handling of connectivity issues during exam delivery.” (https://support.inspera.com/hc/en-us/articles/360056039712-Overview-Inspera-Exam-Portal-and-Inspera-Smarter-Proctoring).

1.3.1 PROCTORED TESTS AND EXAMINATIONS: ACCOUNTING PILOT
The CIECT team collaborated with the Accounting Department to plan and deliver proctored examinations in January 2021 (supplementary and special examinations for their PGDA class). “After the successful pilot in 2021 [completion of proctored assessments], the department has requested engagement to support the PGDA, BCOM Accounting, and BCOM Financial Accounting groups for 2022.

Continuous assessments and high-stakes examinations entailed 104 assessments (work assignments and examinations) for approximately 391 students and 25 staff members:
- BCOM Accounting – third-year level 28 assessments
- BCOM Financial Accounting – third-year level 36 assessments
- PGDA – 40 assessments (including work assignments)

This pilot project was hosted in 2022 and the Accounting lecturers engaged in training and the successful onboarding of PGDA students. The pilot included proctored high stakes examinations. The Accounting lecturers and students have engaged in training and successful onboarding:
- 28 assessments: BCOM Accounting – third year
- 40 assessments: PGDA (including work assignments)
- 36 assessments: BCOM Financial Accounting – third year
1.4 DIGITAL LITERACIES: STAFF AND POSTGRADUATE STUDENT TRAINING

CIECT provides digital literacy workshops to staff (academics, non-academics and postgraduate students across faculties and departments at UWC). *Group training and customised sessions are scheduled for departments.*

### STAFF WORKSHOPS, JANUARY-DECEMBER 2022

<table>
<thead>
<tr>
<th>Digital skills</th>
<th>Digital literacies</th>
<th>Number of users trained</th>
<th>Number of consultations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Access and navigate and the marks administration system (MAS)</td>
<td>Set-up assessment schedules, capture, verify and publish marks. In addition, the ability to extract reports and class lists.</td>
<td>284</td>
<td>187</td>
</tr>
<tr>
<td>Access and navigate the Turnitin – anti-plagiarism platform</td>
<td>Set up online class, add students; submit papers; generate similarity index reports. In addition, use the report to provide relevant feedback to students.</td>
<td>17</td>
<td>566</td>
</tr>
<tr>
<td>Access and navigate UWC Systems (iEnabler and UWC leave system)</td>
<td>Apply for leave on the VisionX leave system and book for training sessions using the iEnabler platforms.</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Enter and manipulate text using Microsoft Word</td>
<td>Create documents, capture meeting minutes, complete administrative tasks. In addition, skills acquired enhance the teaching and learning experience.</td>
<td>12</td>
<td>14</td>
</tr>
<tr>
<td>Create presentations using Microsoft PowerPoint</td>
<td>Set up and configure automated presentations using digital content (text, audio, video and images etc.).</td>
<td>5</td>
<td>13</td>
</tr>
<tr>
<td>Set up a Workbook using Microsoft Excel</td>
<td>Capture data on a spreadsheet; generate graphs based on captured data/content; manipulate formulas.</td>
<td>34</td>
<td>24</td>
</tr>
<tr>
<td>Create PDFs using Adobe Acrobat Suite</td>
<td>Edit and convert PDF documents; combine multiple PDFs; lock and sign PDF files to share amongst colleagues.</td>
<td>31</td>
<td>14</td>
</tr>
<tr>
<td>Introduction to the basics of using a Computer or laptop</td>
<td>Use computer hardware and software to navigate the Microsoft user interfaces for administrative purposes.</td>
<td>5</td>
<td>27</td>
</tr>
<tr>
<td>Create a vodcast</td>
<td>Create digital media content, comprising audio and video, which is hosted online.</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Capture and edit text online with Google Docs</td>
<td>Create documents, capture meeting minutes, complete administrative tasks. In addition, sharing and collaborating with colleagues on one document.</td>
<td>34</td>
<td>7</td>
</tr>
<tr>
<td>Manage files and folders online using Google drive</td>
<td>Access and navigate; collate documents within folders; manage, share and collaborate with colleagues.</td>
<td>14</td>
<td></td>
</tr>
<tr>
<td>Meet online using Google Hangouts/meet and Zoom</td>
<td>Set-up scheduled meetings; configure audio and video settings; use the features of Google Hangouts to host meetings, classes and training sessions.</td>
<td>37</td>
<td>41</td>
</tr>
<tr>
<td>iKamva (project-based)</td>
<td>Setup iKamva course to host shortlisted candidates for the Dean of Dentistry position</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Diarise and create forms for your week using Google Calendar and Google Forms</td>
<td>Schedule meetings, deadlines, Hangout sessions and online teaching events within your Google Calendar</td>
<td>17</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>461</strong></td>
<td><strong>939</strong></td>
<td></td>
</tr>
</tbody>
</table>

*Table 6: Number of staff who attended digital literacy workshops*
The numbers in the previous table are indicative of the need for digital skills and literacies across the campus community. "It should be noted, training attendance is calculated per session. Staff or student members may attend multiple training sessions.

### POSTGRADUATE TRAINING WORKSHOPS: JANUARY-DECEMBER 2022

<table>
<thead>
<tr>
<th>Digital skills</th>
<th>Digital literacies</th>
<th>Number of postgraduates trained per package</th>
</tr>
</thead>
<tbody>
<tr>
<td>Access and navigate the Turnitin – anti-plagiarism platform</td>
<td>Set-up online class, add students; submit papers; generate similarity index reports. In addition, use the report to provide relevant feedback to students.</td>
<td>49</td>
</tr>
<tr>
<td>Enter and manipulate text using Microsoft Word</td>
<td>Create documents, capture meeting minutes, complete administrative tasks. In addition, skills acquired enhance the teaching and learning experience.</td>
<td>39</td>
</tr>
<tr>
<td>Create presentations using Microsoft PowerPoint</td>
<td>Set up and configure automated presentations using digital content (text, audio, video and images, etc.).</td>
<td>13</td>
</tr>
<tr>
<td>Set up a Workbook using Microsoft Excel</td>
<td>Capture data on a spreadsheet; generate graphs based on captured data/content; manipulate formulas.</td>
<td>53</td>
</tr>
<tr>
<td>Manage files and folders online using Google Drive</td>
<td>Access and navigate; collate documents within folders; manage, share and collaborate with colleagues.</td>
<td>27</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>181</strong></td>
</tr>
</tbody>
</table>

*Table 7: Number of postgraduate students who attended digital literacy training workshops*
1.5 DIGITAL ACADEMIC LITERACY (DAL) PROGRAMME: LARGE-SCALE FIRST-YEAR PROGRAMME

In the 21st Century, CIECT team designed and developed the digital academic literacy (DAL) programme. This basic computer literacy programme is offered to first-year students (novice users). The CIECT team collaborates with the Faculty to identify student needs. The programme is integrated into accredited modules across various faculties including EMS, Education, CHS, Dentistry, Law, Natural Science and Arts. The team implemented a skills assessment manager (SAM) platform (Interactive online training) to complement the face-to-face teaching. The use of SAM strengthens the blended-teaching approach to train and support students. Moreover, the SAM platform assisted with student online training during the national lockdown period. The DAL programme includes eTools training (institutional learning management system iKamva).

<table>
<thead>
<tr>
<th><strong>Digital Academic Literacy Programme (4 554 Students Engaged, 2022)</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Digital Skills</strong></td>
</tr>
<tr>
<td>Introduction to computers</td>
</tr>
<tr>
<td>EMS</td>
</tr>
<tr>
<td>Arts</td>
</tr>
<tr>
<td>CHS</td>
</tr>
<tr>
<td>Denistry</td>
</tr>
<tr>
<td>Science</td>
</tr>
<tr>
<td>Law</td>
</tr>
<tr>
<td>Education</td>
</tr>
<tr>
<td>Total Trained</td>
</tr>
</tbody>
</table>

**Table 8: DAL Programme – trained students, 2016-2022**

1.5.1 MULTIMODAL APPROACH: FACILITATION OF LARGE-SCALE BASIC LITERACY PROGRAMME DURING NATIONAL LOCKDOWN (4 554 STUDENTS)

- Due to the national lockdown, 40 classes per week were delivered via a multimodal approach
- Google Hangouts ‘Live/synchronous classes
- iKamva (LMS): Various eTools used, such as announcements, course resources, tests and quizzes, assignments, discussion forum and lessons tool
- Skills assessment manager (SAM): An online platform, which hosts an interactive environment including simulations, instructional videos and a self-assessment interface. Students are able to view instructional videos on how to complete tasks. Thereafter, students can practice skills, before completing an online assessment.

The DAL Programme is offered over a semester to participating Faculties. Departments engage with CIECT to design customised lessons. Extensive planning and collaboration with departments is undertaken:
- The CIECT team conducts formal meetings with specific
departments to discuss the scope of the delivery of the digital academic literacy (DAL) programme. The meetings entail aspects related to departmental specific needs, programme outline and the agreement of the delivery of specific packages.

- CIECT and the department develop and sign service level agreements (SLAs).
- The CIECT team recruits senior students as tutors (co-facilitators) to assist with the DAL programme via work-study programme.
- CIECT developed an exemption test as a courtesy to those students who may claim that they have some competencies on the covered packages (including Word, PowerPoint, Excel and Computer Basics).
- Students are expected to engage in the DAL Assessments. These are made available via iKamva and SAM platforms. It should be noted that CIECT develops interventions for non-participating students, including revision tasks and special tests.

1.6 DIGITAL MEDIA LITERACY (DML) PROGRAMME: FOUNDATION PHASE STUDENTS

The digital media literacy (DML) programme enables students to produce digital media content and apply suitable production processes. The fourth cohort of foundation phase students (219) completed the programme in October 2022. Even though the national lockdown had been lifted, the CIECT team continued to deliver the course via flexible, multimodal teaching and learning approaches, including the LMS and Zoom platforms. The multimedia team identified the need for guidelines to help students develop media in ways that promotes innovative thinking and collaborative work, ethical practices and strengthens their own professional development. Students who completed the course will be able to focus on four main areas: image editing, audio editing, video editing and website creation.

The digital media literacies module accounts for 20% of the student’s communications studies grades. The module comprises four phases of multimedia development including: image editing, audio production, video production and website design. Each phase has its own assessment task where students need to produce digital media content. Each assessment has a detailed rubric for students to consult. The objective is to equip students with the skillset to produce digital content which may be required of them for e-Assessment purposes during their academic journey. Students faced a number of challenges in completing this course, including internet connectivity, data and devices challenges. Free mobile applications and training resources were identified and created as an alternative means to assist students to produce the required content for their tasks.

1.7 MULTIMEDIA TRAINING FOR STAFF AND STUDENTS

Even though staff and students are considered tech-savvy and know their way around electronic devices and social media platforms, they might lack the knowledge on how to use multimedia tools to benefit and aid their learning, teaching and administrative goals. CIECT provides multimedia content...
production workshops for staff [academics, non-academics, students (requests from departments)]. Lecturers contact the team for group sessions that include the lecturer, tutors and students. Subsequent to the online workshops, lecturers are also assisted through online one-on-one consultations via the different support modes. These consultations include the development of narrated PPT presentations, screen-recording of lessons, concept maps, video-editing, image and audio editing, compression and conversion of digital content as well as mobile editing.

### MULTIMEDIA SKILLS: STAFF TRAINING WORKSHOPS JANUARY-DECEMBER 2022

<table>
<thead>
<tr>
<th>Digital skills</th>
<th>Digital media literacies</th>
<th>Number of workshops</th>
<th>Number of attendees</th>
<th>Consultations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Access and navigate the editing application</td>
<td>Access and become familiar with recording applications</td>
<td>9</td>
<td>18</td>
<td>11</td>
</tr>
<tr>
<td></td>
<td>Access and become familiar with recording applications</td>
<td>9</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td>Access and design a concept map</td>
<td>16</td>
<td>40</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Access and become familiar with various multimedia tools</td>
<td>12</td>
<td>7</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Image editing</td>
<td>8</td>
<td>13</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>Audio editing</td>
<td>7</td>
<td>13</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>Other support consultations</td>
<td></td>
<td></td>
<td>101</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>219</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 9: Multimedia skills training workshops, January-December 2022

### Undergraduate student training 2022

<table>
<thead>
<tr>
<th>FACULTY/DEPT.</th>
<th>NUMBER OF STUDENTS TRAINED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Occupational therapy (video editing)</td>
<td>98</td>
</tr>
<tr>
<td>Education Faculty (mobile editing)</td>
<td>132</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>230</strong></td>
</tr>
</tbody>
</table>

Table 10: Undergraduate student training workshops, January-December 2022

### Postgraduate student training 2022

<table>
<thead>
<tr>
<th>FACULTY/DEPT.</th>
<th>NUMBER OF STUDENTS TRAINED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department of Psychology (digital storytelling)</td>
<td>9</td>
</tr>
</tbody>
</table>

Table 11: Postgraduate student training workshops, January-December 2022
1.7.1 MULTIMEDIA PROJECTS ACROSS DEPARTMENTS [STUDENT TRAINING]

The CIECT multimedia team worked on four video projects during the 2022 year providing support in the planning, production and finalisation stages of the video projects. These video projects include:

- The Career Fair 2022 video – HR Department
- iKamva ‘Help Me’ videos – CIECT
- Lab rules video – Science Faculty
- CIECT colloquium video – CIECT

The team also assists lectures and academic support staff in continuously working to update their previous projects to make them suitable for reuse. As learning content changes so must the teaching material associated with it. In collaboration with other teams at CIECT, the multimedia team creates and updates tutorials, both for staff and students. It also works with other departments and faculties on request to create videos, tutorials and marketing videos.

The multimedia team manages our WordPress blog, which totalled 37 posts in the 2022 year along with 6 082 views within a 12-month period. The same content is also available on Blogger with a higher focus on the aesthetics of the blog. Blogger views indicate a total of 3 980 within a 12-month period.

Instagram and Facebook are also mediums the CIECT team makes use of. The UWC CIECT webpage and intranet management is also the responsibility of the multimedia team. The focus is mainly on updating the intranet for staff, as they are able to view event notifications such as the CIECT annual colloquium.

1.8 AUDIOVISUAL SERVICES (AVS)

The AVS team provides support to the campus community. The service-desk process of logging a call for assistance is important, as the team has to assess the request prior to responding/supporting (online/telephonic or face-to-face). The AVS team responded to 320 requests and 56 incidents logged through the service-desk from various departments (Jan-Dec 2022). The services included video recording of events and workshops, audio-visual set-ups at events and memorial services, and executive meetings.
Supporting UWC Events

In addition to its campus support services, the AVS team works closely with the institutional advancement team, to supply and support the AV requirements at official university events. The events supported by AVS in 2022 include:

1. Visit by Prof Louise Richardson - Vice-Chancellor of University of Oxford
2. Climate diplomacy in times of crisis
3. 13th Dullah Omar Memorial Lecture 2022
4. Disability Awareness Day 2022
5. Autumn graduation ceremony
6. STEP closing ceremony 2022
7. PLAAS: TBT (too big to ignore) conference
8. TVET student satisfaction survey and student sentiment analysis
9. Dean of Arts and Humanities Annual Distinguished Lecture 2022
10. CHEC seminar 2022
11. Agreement for the Falling Walls Engage (outcome of Berlin Science Week)
12. Second Ben Turok Memorial (BTM) Lecture 2022
13. UWC honorary degrees and gold medals ceremony
14. World Aids Day Seminar 2022
15. Jakes Gerwel Award in Public Health 2022
16. Farewell of DVC SDS Prof Pamela Dube
17. Courtesy visit by Olaf Scholz, Vice-Chancellor of the German Government
18. SANORD International Conference
19. JPS writeshop in critical agrarian studies & scholar activism 2022
20. 41st African Association for Public Administration and Management (AAPAM) Round table Conference 2022
21. Cultural Discourse Studies Conference 2022
22. Summer graduation 2022 ceremony

1.8.1 TRANSFORMING CLASSROOMS INTO HYBRID/BLENDED SPACES

An audiovisual assets audit conducted in 2019 identified 156 teaching venues on campus that were not equipped with document cameras. The Director of CIECT formulated a Project Board - including CIECT (AVS), ICS, Infrastructure & Engineering and Venue Management task team members - for the hybrid teaching project. The CIECT team (AVS), in collaboration with the vendor, installed document cameras/visualizers in venues across the main and satellite campuses (lecture halls and some pre-fab classrooms) during 2021. *Currently, with the existing Lumens Lady Bug document cameras, there are a total of 235 venues capable of streaming across the institution.

These document cameras have the ability to transform traditional teaching spaces into interactive blended teaching environments. *A venue is ready for streaming/hybrid teaching when the following components are functional and stable:
functionality allows teaching to take place in one venue and be relayed to an adjacent venue via audio and visual equipment installed in both venues. The students in the adjacent venue should be able to see the lesson and engage with the lecturer and vice versa. Hence video and sound equipment (cameras and microphones) is required across both venues to enable dual interaction.

**Hybrid Teaching: Continuous and Necessary Staff Training**

Since the start of the 2022 academic year 2022, the Faculties have engaged with various teaching methodologies, including fully-online and hybrid. The CIECT team in collaboration with the ICS and Infrastructure & Engineering Departments are engaged with the transformation of teaching spaces in order for lecturers to teach within a classroom venue and stream to students who are accessing remotely. This new teaching methodology requires that lecturers, tutors, GLAs, students and facilitators become familiar with the various components, including software (streaming platform, sphere software) and hardware (document camera, desktop, laptop and projector). Hence the CIECT team has developed a hybrid teaching Training workshop and encourages staff to attend. Face-to-face hybrid teaching is essential, as the lectures and tutors need to become familiar with the equipment and all its functionalities, open presentations, toggle between windows, and open different platforms such as iKamva, Google Meet and Zoom.

Training for hybrid teaching was marketed to the campus community since September 2021 and several lecturers have requested training. For the period, 3 January to 10 November 2022 a number of 95 staff members from across faculties have attended hybrid teaching training.

**1.9 SCHOLARLY ENGAGEMENT: RESEARCH-LED PROJECTS, PRESENTATIONS AND PUBLICATIONS**

CIECT’s practices and strategic decisions are informed by research and vice versa. Research-led projects, related presentations and publications include key factors, namely: ePedagogy, assessment, validity and reliability of online assessment, third-space professional, sustaining COPs, digitally enabled classrooms, digital natives, digital literacy skills and the implementation and support of emerging technologies in complex HE settings. The following list includes scholarly research conducted in 2021/2022 and its related recent publications.

**Establishing and Rethinking the Delivery of the Digital Media Literacy Programme**

Braaf, C., Leonard Krouzt, L. & Stoltenkamp, J. (2021, December 6–10). Pre- and mid-COVID-19: Establishing and rethinking the delivery of the digital media literacy Programme at the
University of the Western Cape [Conference Presentation]. HELTASA Conference, South Africa (online).

- A full research project conducted about the digital media literacy programme, which was practically based and hands-on pre-COVID and its shift to a fully-online offering during the lockdown period. The research culminated in a presentation at the HELTASA (Conference in December 2021).

Contribution of Blended Learning Technologies and Teaching Practices to Student Success

- This research investigated students and lecturers’ perception of the value of blended learning technologies to student competency and also considered lessons learned in relation to the adoption of innovative teaching and learning practices. The aim was to analyse the impact of emerging technologies propagated at the Centre for Innovative Education and Communicative Technologies (CIECT) on the perception of student success through the adoption of blended learning approaches across the Arts Faculty at the University of the Western Cape. This research highlighted what CIECT is currently involved in by encouraging and promoting the adoption of emerging technologies and blended-learning approaches, that is: to support face-to-face classroom teaching; and to provide ongoing support to the campus community regarding the usage of e-Tools and emerging technologies.

The Perception of Digital Academic Literacy Tutors During the COVID-19 Pandemic at UWC

- This research assessed the perception and challenges tutors and students faced during COVID-19 as they adopted to remote teaching and learning practices as propagated at UWC, and alternatively, tutor and students remote teaching and learning access restraints. The main objective of this research captured the tutors and students voices particularly in their capacity as tutors and students via an online questionnaire and interviews – presuming their responses might highlight the type of change or conversation that must take place to fast track action that would provide greater online resources and support.

designing Online Learning Environments in Higher Education: Building Capacity of Lecturers to Design and Facilitate Blended e-Pedagogy for Mature Students

- This research focussed on the design of online environments for adult learners. The research highlighted the importance of effective design for the delivery of theory, practice and assessment. There is a need for stakeholders across the institution to collaborate regarding continuous curriculum improvement processes, which should be integrated into the broader institutional discourse around adult learning. The research provided a framework that enables adult learning lecturers to grapple with the concept of ePedagogy and the effective use of eTools for teaching, learning and assessment. Essential themes were highlighted in for lecturers to consider about effective design of online environments for the delivery of theory, practice and assessment; and the affordances of online teaching/learning in the context of the pandemic for mature students.

Advances Made by UWC in Support of Remote Online Teaching and Learning for Student Success and Access
Stoltenkamp, J. & Dankers, P. (2022). Advances made by the University of the Western Cape (UWC) in the support of remote online teaching and learning for student success and access. *Adaptable, Resilient and Future-Centric Higher Education during COVID-19 March 2023 special issue of Perspectives in Education (UFS).*

- This research reported on the shift to remote teaching and learning practices precipitated by the pandemic, and highlighted how the University of the Western Cape responded proactively during the pandemic. An integrative literature review revealed various themes related to the pedagogical value of emergency remote teaching (ERT) and learning and continual post-pandemic support. The major findings of the research were that academic staff need to be informed of and encouraged to use online teaching modes, and that the digital divide continues to disadvantage students with few resources. The major objectives of this research identified how UWC responded proactively to this shift and continue to do so, specifically in terms of providing an ongoing professional academic support structure.
2. SEMINARS, WEBINARS AND CONFERENCES

2.1 ANNUAL ELEARNING COLLOQUIUM/WEBINAR
Twenty-one speakers presented at the 15th Annual eLearning Colloquium held on 1 September 2022 during Academic Week. Speakers shared their authentic experiences related to the theme: Blended Learning & Teaching Arrangements and how it enables them to deliver the content/theory, engagement in reflective practices; and assessments. The event was attended by more than 100 lecturers across faculties and visitors from other institutions. The event was recorded and short recording snippets were shared on the CIECT YouTube channel [https://www.youtube.com/playlist?list=PLcNoCjyvgBPwYCs0eFU2iW7uApwz5A4i].

2.2 CONFERENCES

2.3 UWC SOE-SI COLLOQUIUM
The CIECT Director was invited to chair panel discussions at the Colloquium, 26-28 October 2022. [Theme: Innovation in Scholarship of Engagement (SOE) Operationalisation for Societal Impact (SI)].
- Panel: HEIs’ Alignment with the NDP & SDGs
- Panel: Impactful Transformative SoE

2.4 CONTINUOUS COMMUNICATION SHARED WITH CAMPUS COMMUNITY
CIECT shares regular communication, tips and guidelines with the campus community in order to create awareness around the importance of the effective setup of online assessment. Lecturers are reminded of what to consider when creating and setting up their online assessments. These reminders, tips and guidelines are also shared with students to ensure they are able to effectively engage and submit their online assessments. These important reminders are shared on a weekly basis before and during assessment periods. Visit the site at: https://ciect.wordpress.com/

3. CONCLUSION
The CIECT team has built relationships with departments, schools, institutes, units and other professional support teams across the institution. This Reflective Report highlighted the status of blended online teaching, learning and assessment practices during 2022. Furthermore, it reflected on the extensive efforts by the CIECT team, leadership, Faculties, and ICS Department with regards to in-depth advisory, training and support interventions in order for UWC to complete the 2022 academic programme.

Exemplar: CLD100 interactive online environment
INTRODUCTION

In the realm of higher education, fostering academic excellence goes beyond the mere transmission of knowledge. It requires a multifaceted approach, one that encompasses the continuous professional growth of academic staff and the holistic development of students. This report sheds light on the vital role played by the Directorate of Learning Teaching and Student Success (DLTSS) in providing comprehensive support to academic staff and students. The primary purpose of the DLTSS is to foster a culture of continuous improvement and innovation within the institution’s academic community. By offering a diverse range of services, it serves as a central hub for providing support, guidance, and resources to both academic staff and students.

Academic staff members form the backbone of any educational institution, and their professional development is crucial for advancing teaching and learning practices. The DLTSS assists academic staff by offering formal and non-formal programmes on pedagogical strategies, assessment techniques and curriculum design. These programmes encourage academics to enhance their teaching methodologies, engage in scholarly activities, and collaborate on research projects. The result is a more dynamic academic community that continually strives for excellence. By promoting innovative teaching and learning methodologies, the Directorate helps academics engage students and adapt to evolving educational landscapes.

Recognising that students are at the heart of the academic enterprise, the Writing Centre works diligently to support students in their academic journey and strives to create an environment that nurtures their intellectual and professional growth in the area of academic literacy. By addressing the unique needs of diverse learners, the Writing Centre plays an important role in promoting retention, graduation rates, and overall student success.

The primary function of the recognition of prior learning (RPL) unit is to establish mechanisms and processes for assessing the knowledge, skills and experiences learners have acquired outside of formal educational settings. By embracing the role of an RPL unit, the DLTSS demonstrates its commitment to lifelong learning, equity and recognition of diverse learner journeys.
Through the establishment of robust assessment processes and supportive mechanisms, the unit empowers learners to leverage their prior experiences and accelerate their progress towards educational attainment. Ultimately, the presence of an RPL unit within the Directorate contributes to a more inclusive, accessible, and learner-centred higher education environment.

POSTGRADUATE DIPLOMA IN HIGHER EDUCATION IN TEACHING AND LEARNING

The Postgraduate Diploma in Higher Education Teaching and Learning (PGDip (HE)(T&L)) programme is a formal, level 8 qualification offered part-time over a two-year period to university teachers since 2014. The programme is a collaborative endeavour between CPUT, Stellenbosch University and the University of the Western Cape. The aims of the programme are to: Build capacity in the enhancement of teaching, learning and assessment at higher education level; inculcate knowledge and skills on conducting research in higher education and provide entry into a Masters qualification in education.

The PGDip (HE)(T&L) comprises three core modules: 1) Teaching and learning in higher education (TALHE) 2) Assessment in higher education (AHE) and 3) Research for enhancing teaching and learning. Candidates must also choose an elective module from this list: 1) ICTs for teaching and learning 2) Citizenship, social inclusion and difference; 3) Academic leadership and management 4) Postgraduate supervision; 5) Service learning and community engagement 6) Work and learning and 7) Recognition of prior learning. Seven candidates from UWC (2020-2021 cohort) graduated from the programme in 2022. The programme was not offered in 2022 to allow time for recurriculation of the programme. The programme, first implemented in 2015, was considered to be outdated and needed to embrace the changes in higher education such as the decolonisation of the curriculum, the fees must fall movement and the challenges created by the COVID-19 pandemic. Regular meetings were held and a concept paper was developed that would guide the conceptualisation, design and implementation of the programme. Prof L Hassan is the institutional coordinator for this programme.

SCHOLARSHIP OF TEACHING AND LEARNING (SOTL)

The SoTL project helps develop leadership in conducting the SoTL project helps develop leadership in conducting research in teaching and learning. Prof L Hassan is leading a team among the teaching and learning specialists who are investigating the experiences of graduate assistants (GAs) regarding the GA programme across all faculties. The study is underpinned by activity theory (EngesLearningtrom), which will be applied as a conceptual and analytical framework. The main research question that will inform the study is: ‘How do GAs at the University of the Western Cape experience the GA programme in their faculties as explored through the activity theory framework?’ Monthly SoTL meetings were held to develop the research proposal on Google Drive: https://docs.google.com/document/d/1PlGZwRxnO_dAS5qQs3le9jo4tQFIZGT-CnzjM1Ae8/edit#

At a SoTL writing retreat, the team continued work on the research proposal, which has been submitted for ethics approval.

SCHOLARSHIP OF TEACHING AND LEARNING SESSION AT THE ACADEMIC WEEK

The scholarship of teaching and learning (SoTL) session was held on day two (30 August 2022) of the Academic Week. There were 10 presenters in this online session. The programme, provided below, shows the names of the presenters and the abstracts of their presentations. The session was chaired by Prof L Hassan who also served as a respondent. Sixty-one staff members attended the session.

The presentations ranged from scholarly work that focused on reflection of teaching, learning and assessment practice to scholarship that encompassed the undertaking of research and the sharing of findings.

Comparisons were done on the work presented which provided fuel for robust, lively engagement. For example, in his presentation, Dr Lundie argued for the implementation of research-based learning but Dr Coetzee presented results of the evaluation of the ‘Towards the professionalisation of teaching and learning’ course, which showed participants were not in favour of this methodology of learning and teaching. They maintained students are ill-prepared and incapable of research-based learning.

Dr Bladergroen said the pandemic had forced us to work differently and this should be embraced and that we should not necessarily revert to the pre-COVID ways of working. She highlighted three models to assist in understanding resistance to change.
GRADUATE ATTRIBUTES

Graduate attributes can be understood as the qualities, values, attitudes, skills and understandings that our university sets out as being important for students to develop by the end of their studies. As a Charter, the document articulates the commitment of UWC as an African institution, situated in the global South, to socially just pedagogies and to the growth of our students as critical, responsible and active citizens. The range of graduate attributes aim to equip our graduates for the world of work as competitive candidates for future employment, and for entrepreneurship. Graduates should have the capacity to harness relevant knowledge, skills and abilities in order to forge pathways for themselves in professional careers. UWC graduates should also be equipped to explore possibilities for entrepreneurship and self-employability so that they can respond creatively to the opportunities and challenges of a fast-changing economy and of the 21st Century world of digital technologies.

The Charter of Graduate Attributes is conceptualised as a dynamic document that articulates with the UWC Institutional Operational Plan (IOP). It is intended for use as a reference point for curriculum design and transformation. As such, it should be read together with the following framework/policies:

- UWC Framework for Student Retention and Success
- UWC Teaching and Learning Strategy and Graduate Attributes
- Flexible Teaching and Learning Policy (FLPT) (2021)
- Assessment Policy
- Curriculum Transformation and Renewal Policy

The revision of the graduate attributes was undertaken among the teaching and learning specialists and Deputy Deans under the leadership of Prof L Hassan. The revised version was presented at the faculty board meeting at all faculties including the teaching and learning breakaway and revisions were made accordingly.

GRADUATE ASSISTANT (GA) PROGRAMME

The coordinator for the GA programme at the DLTSS is Prof L Hassan. The GA programme aligns with the strategic focus of the IOP that deals with the student experience as well as learning and teaching and is aimed at the enhancement thereof. The main aim of the GA programme is to train and develop UWC registered postgraduate students who will work under the guidance of a lecturer to provide support in the delivery of undergraduate learning and teaching for the promotion of
student success. The role and responsibilities of a GA not only enhance the students’ graduate attributes but also develop skills in leadership, management, teaching, researching and administration. The GA also stands to benefit in the symbiotic relationship with the lecturer. It was acknowledged that the GA programme plays a central role in fostering exposure to academia among postgraduate students who might be interested in pursuing an academic career path.

The impact of the GA programme will be to: 1) enhance undergraduate student retention and success 2) develop GAs graduate attribute skills 3) reduce workload & enhance research output and 4) improve the quality of teaching and learning.

The 2022 GA reflective reports from Faculties show overwhelming support for the GA programme and GAs are deemed to be important members of the academic community in achieving the common goals of promoting student success and retention. At the same time, GAs themselves stand to benefit as they gain valuable teaching experience and develop professionally. The problems encountered by the Faculties are not insurmountable and can be dealt with quite easily. The recommendations for improvement of the GA programme should be taken cognisance of if the programme is to grow from strength to strength. For example, the incorporation of pedagogical training for GAs and not simply a reliance on technological training from CIECT.

A total of 169 GAs were appointed across the institution. Table 1 shows the number of appointments per faculty.

Table 1 shows the number of appointments per faculty.

<table>
<thead>
<tr>
<th>FACULTY</th>
<th>NO OF GAS 2022</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARTS</td>
<td>36</td>
</tr>
<tr>
<td>CHS</td>
<td>19</td>
</tr>
<tr>
<td>EDUCATION</td>
<td>22</td>
</tr>
<tr>
<td>LAW</td>
<td>8</td>
</tr>
<tr>
<td>DENTISTRY</td>
<td>3</td>
</tr>
<tr>
<td>SCIENCE</td>
<td>43</td>
</tr>
<tr>
<td>EMS</td>
<td>38</td>
</tr>
<tr>
<td>TOTAL</td>
<td>169</td>
</tr>
</tbody>
</table>

THE STUDENT FEEDBACK ON TEACHING AND MODULES (SFTM) PROJECT

In 2022, the student feedback on teaching and modules (SFTM) project was initiated, and a project proposal was developed by Prof L Hassan.

The aim of this project is to design and implement a system that allows students to provide constructive feedback (formative and summative) relating to their experiences of learning and teaching at UWC. This system should ensure the feedback loop is complete, and enable faculties to prioritise the students’ voices in the decision-making processes. This way, the students’ concerns can be adequately addressed to enhance their experience in the learning and teaching environment.

The first draft of the project proposal was shared and discussed in meetings with the Faculty teaching and learning specialists, by the project coordinator Mapula Maropola, who furthered consultations with academic staff in the Faculties. Responses were forwarded to Prof Hassan for consideration. Key outcomes from this round of consultations were:

• In theory, Faculties are in support of a centralised system for strengthening the student feedback collection process; however, control over specific processes should not be completely taken away from the faculties.
• Scepticism remains amongst academic staff regarding the biases related to student feedback.
• The DLTSS needs to revise some aspects of the original proposal in order to address the concerns and needs within the faculties.

TOWARDS THE PROFESSIONALISATION OF TEACHING AND LEARNING (TPOTL) COURSE

The coordinator for this course is Dr Mervyn Coetzee. It is aimed at new lecturers at UWC as well as lecturers who are new to UWC. The course is aligned with the National Framework for Enhancing Academics as University Teachers. It provides a constructive space to engage with teaching and learning in higher education and within the specific context of UWC. The course is also designed to assist candidates to develop and consolidate their teaching portfolio. In doing so, they will reflect on their role as a teacher in higher education in their journey of professional development.

The course has the following course aims:

• Enhancement of candidates’ teaching, learning and assessment practices.
• Provision of support for innovative teaching, learning, curriculum and assessment.
• Learning through reflection on teaching practice.

In 2022, 18 candidates across the institution completed the programme and received certificates of completion. The programme they were exposed to is shown in table 2.
<table>
<thead>
<tr>
<th>SESSION</th>
<th>DATE</th>
<th>TOPIC</th>
<th>FACILITATOR</th>
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<td>1</td>
<td>3/2/2022</td>
<td>Introduction HE context National framework for enhancing academics as university teachers UWC context Student needs</td>
<td>Prof L Hassan Dr A Maurtin Dr A Dison Prof S Pather</td>
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<tr>
<td>2</td>
<td>10/2/2022</td>
<td>Teaching philosophy and relevant pedagogies and learning theories</td>
<td>Dr C Potberg</td>
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<td>3</td>
<td>17/2/2022</td>
<td>Pedagogical design and scholarship of teaching and learning (SoTL)</td>
<td>Dr C Conana Dr M Bladergroen</td>
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<td>4</td>
<td>24/2/2022</td>
<td>Flexible L&amp;T policy assessment policy Framework for curriculum transformation and renewal</td>
<td>Prof D Holgate Prof R Govender Prof R Chetty</td>
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<td>5</td>
<td>3/3/2022</td>
<td>Constructive alignment and Biggs video</td>
<td>Dr N Sims</td>
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<tr>
<td>6</td>
<td>10/3/2022</td>
<td>Planning and preparation for L&amp;T (concept mapping)</td>
<td>Mr A Daniels (CIECT)</td>
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<tr>
<td>7</td>
<td>17/3/2022</td>
<td>Formative and summative assessment and rubrics</td>
<td>Dr S Lundie</td>
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<tr>
<td>8</td>
<td>24/3/2022</td>
<td>Graduate attributes and learning outcomes</td>
<td>Dr R Rambharose Dr A Dison</td>
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<tr>
<td>9</td>
<td>7/4/2022</td>
<td>Case-based learning</td>
<td>Prof L Hassan</td>
</tr>
<tr>
<td>10</td>
<td>14/4/2022</td>
<td>Problem-based learning</td>
<td>Prof L Hassan Dr R Rambharose</td>
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<tr>
<td>11</td>
<td>21/4/2022</td>
<td>Research-based learning</td>
<td>Prof L Hassan</td>
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<td>12</td>
<td>28/4/2022</td>
<td>Promoting innovative learning using emerging technologies</td>
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<tr>
<td>13</td>
<td>5/5/2022</td>
<td>Academic literacy and use of language in assessment</td>
<td>Dr A Dison Dr M van Heerden (EED)</td>
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<td>14</td>
<td>12/5/2022</td>
<td>Conducting and managing tutorials</td>
<td>Dr S Pather</td>
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<td>15</td>
<td>19/5/2022</td>
<td>Writing your way into a reflective T&amp;L portfolio. Assessment criteria for teaching and learning portfolios</td>
<td>Dr A Dison Prof L Hassan</td>
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<td>16</td>
<td>26/5/2022</td>
<td>Socially just pedagogies</td>
<td>Prof S Pather Dr D Sims Dr A. Dison</td>
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<tr>
<td>17</td>
<td>2/6/2022</td>
<td>Research supervision</td>
<td>Prof R Chetty</td>
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</tbody>
</table>

**INDUCTION PROGRAMME**

The coordinator for this programme was Prof L Hassan. A two-day induction programme was held online for newly employed academic staff on 7-8 February 2022 and was attended by 43 participants. The programme focused on conversations about the academic support available at UWC for academic staff and students. It also addressed the career development of academic staff in terms of teaching and learning, academic leadership and research (see table 3).
The TAU Fellowship Programme is a nationwide intervention initiated in 2015. It aims at advancing teaching quality and the professionalisation of teaching and learning in the public higher education sphere. Two staff members have successfully completed the programme and have been recognised as TAU Fellows. Certificates of recognition have already been distributed to Dr Karin Chinnian and Prof Rajendran Govender.

**NEW ACADEMIC IN TRANSITION REGIONAL (NATRC) COLLOQUIUM**

The New Academics’ Transition’ Regional Colloquium (NATRC) is an initiative comprising learning and teaching specialists from the four local Universities: UWC, the University of Cape Town (UCT), Cape Peninsula University of Technology (CPUT) and the University of Stellenbosch (SU).

A key purpose of the Colloquium is to:

*create a collegial space for [...] new academics to [their respective] institution[s] and the HE sector, to come together to discuss, share, develop and engage with what it means to be a new academic in HE today. This is in line with DHET’s National Framework for Academics as University Teachers (2019) and supports the implementation of the framework in the region. [The] overarching aim with this initiative is to create a community of practice in the region to diffuse some of the institutional silos and to work more collaboratively. (NATRC 2022 Invitation Letter)*

The coordinators for this colloquium were Prof L Hassan and Dr M Coetzee. UWC hosted last year’s colloquium on 15 September 2022. The main focus of the event was to invite new academics to present their learning and teaching experiences and reflections in the form of papers on transitioning into higher education and what this means for them and their students’ success and sense of belonging. In addition, participants were asked to foreground areas that have been particularly challenging or enabling for them as new academics. The ultimate aim is for the new academics to develop and present abstracts, meet with other colleagues with similar themes or research areas, and eventually write papers for journal publication towards the end of 2023.

**THE WRITING CENTRE ENGAGEMENT WITH STUDENTS**

After two years of functioning remotely, in 2022 the Writing Centre opened on campus once again and students were offered the choice to have face-to-face consultations with tutors at the Writing Centre or online consultations using a meeting platform.

There were a total of 502 consultations during the course of the year. These consisted of 362 online and 140 face-to-face consultations. The number of consultations were lower than average due to the disruption caused by COVID-19. We attribute this to less student awareness of the Writing Centre and how to access its services during the transition from working remotely to the hybrid model. (See Appendix 1 for student feedback.)

In addition to one-on-one and group consultations with tutors, the Writing Centre conducted 18 workshops for departments. These workshops were offered in response to requests from lecturers. They took place in the following faculties – Arts and Humanities, EMS, CHS and Science. The workshops were targeted at different audiences, ranging from first-year students to Honours and Masters students. In addition, workshops on how to support students’ writing development were offered to tutors and graduate assistants in two faculties. (See Appendix 2 for a list of workshops offered.)

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**Table 3. Induction Programme for Academic Staff**

<table>
<thead>
<tr>
<th>TOPIC</th>
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<tbody>
<tr>
<td>Welcome and introduction</td>
<td>Prof L Hassan</td>
</tr>
<tr>
<td>DVC: Academic’s address</td>
<td>Prof V Lawack</td>
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<tr>
<td>UWC Student Retention and Success Framework</td>
<td>Prof S Pather, Dr V Brown</td>
</tr>
<tr>
<td>Directorate of Learning, Teaching and Student Success</td>
<td>Prof L Hassan, Dr A Dison, Dr R Rambharose</td>
</tr>
<tr>
<td>CIECT</td>
<td>Dr J Stoltenkamp</td>
</tr>
<tr>
<td>Siyaphumelela project</td>
<td>Prof S Pather</td>
</tr>
<tr>
<td>Academic Planning Unit</td>
<td>Dr V Brown</td>
</tr>
<tr>
<td>Student Development Services</td>
<td>Dr N Parker</td>
</tr>
<tr>
<td>Business Intelligence: Leveraging data analytics to improve student success</td>
<td>Ms E Booi</td>
</tr>
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<td>Teaching and learning support in Faculties</td>
<td>Teaching and learning specialists</td>
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<tr>
<td>Academic literacy for promoting student success</td>
<td>Dr M Patel (EED)</td>
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<tr>
<td>Closure</td>
<td>Prof L Hassan</td>
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<table>
<thead>
<tr>
<th>TOPIC</th>
<th>DAY 2</th>
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</thead>
<tbody>
<tr>
<td>Teaching and learning support in Faculties</td>
<td>Deputy Deans: teaching and learning</td>
</tr>
<tr>
<td>Strategic Career Development</td>
<td>Prof L Hassan</td>
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<tr>
<td>Lunch</td>
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</table>

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**TEACHING ADVANCEMENT AT UNIVERSITY (TAU) PROGRAMME**

The TAU Fellowship Programme is a nationwide intervention initiated in 2015. It aims at advancing teaching quality and the professionalisation of teaching and learning in the public higher education sphere. Two staff members have successfully completed the programme and have been recognised as TAU Fellows. Certificates of recognition have already been distributed to Dr Karin Chinnian and Prof Rajendran Govender.
Writing Centre tutors were involved in providing online formative feedback to B.Ed Honours students in three modules during the course of the year as an integrated part of the assessment strategies of each module. They worked in collaboration with the lecturer, Dr Karen Collett. They gave written feedback on a series of tasks, building up to a major term task. This collaboration was carefully planned to embed academic literacies in the B.Ed Honours curriculum.

The Writing Centre tutors provided written feedback on essays to 94 prospective students completing the portfolio development online programme (PDOP) within the recognition for prior learning (RPL) module. Six follow-up group discussions with the students were also arranged to further discuss academic writing issues that were identified by the tutors.

Lastly, Writing Centre tutors assisted Prof Marichen van der Westhuizen with giving feedback on stages of proposal writing of Social Work third-year students throughout the year.

**ENGAGEMENT WITH LECTURERS**

The Writing Centre Acting Coordinator and tutors attended workshops in August on embedding academic literacies in curricula, which was facilitated by Dr Lynn Coleman (independent T&L specialist) for the EMS Faculty. The workshops were offered to the Departments of Economics, Accounting, Information Sciences, Politics and Industrial Psychology. The Writing Centre team presented the range of services offered, and explained the Centre’s capacity to support teaching staff.

The Writing Centre facilitated a workshop for academics at the Programme for Land and Agrarian Studies (PLAAS), titled Writing Support Tools for Supervisors on 14 June.

Dr Dison was involved in the co-design and facilitation of an inter-faculty series of four workshops on assessment and feedback, which ran between 9 March and 11 May. The other team members were Dr Danica Sims (EMS & CHS), Ms Nikki Schaay (SOPH) and Dr Karen Collett (Education).

**COLLABORATIVE RESEARCH PROJECT WITH EDUCATION FACULTY LECTURERS**

The Writing Centre coordinator was involved in an ongoing collaborative research project with Drs Karen Collett, Nosisi Dlamini and Lucinda du Plooy from the Education Faculty on ‘Embedding academic literacies in higher education curriculum and assessment practices in flexible blended learning contexts’. This team of academics presented a conference paper.

**PUBLICITY AND NETWORKING**

Due to the restrictions imposed at the height of the COVID-19 pandemic, many undergraduate students are not aware of the Writing Centre services, or the physical location of our office on campus. Furthermore, the Centre intends expanding its services as students return to campus. To increase visibility and awareness, the Writing Centre team used the following publicity strategies:

1. Increased social media activity. Facebook and Instagram pages were used to connect with the student body and discuss topics relating to academic writing. In addition, other UWC pages were connected with to build relationships and collaborations in these spaces.
2. Students were given access to a venue in the Writing Centre, which was previously not sufficiently used. Two writing tutors were available in the venue to give advice or assistance.
3. The Writing Centre took initiative to begin building a network of collaborations and interactions between itself and support services on campus.
4. The Writing Centre hosted a creative writing open mic event on 7 October. This was used to promote creative writing as a beneficial activity that can boost students’ writing generally. It can also enhance reflective and reflexive capabilities, which are both necessary for developing a writing style and identity. Events such as the Open Mic are fun and interactive, and help to promote the Writing Centre on campus.

**LEADERSHIP**

Ms Mapula Maropola was employed as an Acting Coordinator while the Coordinator, Dr Dison, was on sabbatical in the second semester of 2023. Ms Maropola had been through a mentoring role while working as a tutor at the Writing Centre. She played a highly successful role in coordinating the Centre. Not only did she keep the Centre running smoothly but she also provided innovative leadership and introduced new activities and roles to the work of the Centre.

**APPENDIX 1: 2022 ONLINE STUDENT EVALUATIONS**

The following are responses to open-ended questions provided by students through the Writing Centre booking system:

- Excellent assistance. Thank you.
- Excellent initiative from UWC for students, thank you
- FANYA HAS BEEN VERY HELPFUL AND UNDERSTANDING AND VERY PATIENT WITH ME. I WOULD ABSOLUTELY CONTINUE CONSULTING WITH HER
- Great and informative session, tutor well prepared
- I am a first-year student and I have to stress how helpful the Writing Centre was to me. They ensured that they assisted me with all aspects of my project: they helped check my referencing (which is...
where I struggled the most). I was also assisted with writing my project academically and making it more formal, the structure, and other issues I had with my project. With the help of the writing centre my project went from good to great! The tutor who assisted me was present for the meeting on time and she was very patient, very informative, and very friendly and warm which made my consultation very enjoyable and a wonderful learning experience. I am super grateful for the help I received from the centre and I will definitely be coming back!

I am extremely impressed with the feedback I was provided with at the writing centre! Thank you so much. I suggest that you do create a TikTok account as you can reach more people that way.

I had a great session with my writing tutor. This was my face consultation, I look forward to consulting her with other assignments.

I was happy with the overall interaction, the tutor was really friendly, professional and helpful throughout the session.

I will recommend the Writing Centre to friends and colleagues. In fact I also shared the valuable information learned during the session with my colleague who is studying in another institution.

I have learnt that I can score a lot of points through technical writing. Thanks to Augustine.

I’ve visited the Writing Centre on 3 occasions and following my sessions I always wonder why I didn’t go earlier. It’s been extremely useful for me.

It was an incredible experience.

My engagement with Fanya was pleasant from the very beginning. Due to time constraints resulting from the length of my assignment and the short notice to the writing centre for consultation from my side, Fanya and I were unable to meet via Zoom but regardless of these factors, Fanya kept me updated and maintained an open line of communication. She was able to provide objective criticism, feedback & guidance that has helped improved my writing and I am confident that the input provided will contribute to the success on the assignment. Thanks a million, Fanya. God bless x

My suggestions will be that the tutor must be well prepared after sharing the course material and share his/her understanding in writing and not verbally. The tutors must be familiar with the modules or have a background. There are so many reasons as to why students are approaching the Writing Centre. To share the skills of essay writing and not to reply with comments, it will help students to improve. When reply with feedback comments is something like giving the tasks back to the writer which takes a lot of time away. To rectify an assignment with all tools avail that will help students with their writing skills.

My tutor was well prepared and answered all of my questions. I appreciate the effort, punctuality and kindness. Thank you very much.

Phoene is an excellent and most helpful tutor. She is patient and kind and understands my dilemma as a part-time student.

She was very helpful and I could see where I need to improve and how.

Tammy is the best! Thanks for the help.

Thank you Fanya for all your help!

Thank you for assisting me with this writing. I have confidence that I will achieve exceptional results upon my submission.

The consultation was very good and she also explained to me more about writing skills.

The session and comments made on my report was very helpful, therefore I do not need a follow-up session (it was however offered to me if further assistance is required). Fanya was helpful, understandable and very clear with her feedback. I will definitely return to the writing centre for all future assignments.

The Writing Centre delivers excellent service and I am more than satisfied with the assistance I got.

Tutor has been very helpful and understanding and very patient.

Tutor could just slow down a bit when talking so as to allow for more comprehension.

Very friendly and helpful, pleasant experience overall.

Very helpful tutor.
### WORKSHOP

<table>
<thead>
<tr>
<th>WORKSHOP</th>
<th>LECTURERS</th>
<th>DATE</th>
<th>MODE</th>
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<td>Public administration first years</td>
<td>Fundiswa Khaile</td>
<td>16 Feb</td>
<td>Online</td>
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<td>Academic Writing</td>
<td>Pamela Tsoplekile-de Wet</td>
<td>17 Feb</td>
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<td>EMS and GA and Tutor training</td>
<td>Danica Sims</td>
<td>18 Feb</td>
<td>Online</td>
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<td>Supporting students’ writing development</td>
<td>Amy Mikayla Scott</td>
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<td>Pharmacy second years</td>
<td>Tania Dube</td>
<td>23 Feb</td>
<td>F2F</td>
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<td>Summary writing</td>
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<td>2 March</td>
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<td>3 workshops and 2 sets of feedback and marking</td>
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<td>9 March</td>
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<td>Jean van der Bergh</td>
<td>25 Feb</td>
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<td>Nicole Keuler</td>
<td>28 Feb</td>
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<td>Minithesis</td>
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<td>Stats and Population studies</td>
<td>Sathiyasusuman Appunni</td>
<td>3 March</td>
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<td>Julia Keddie</td>
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<td>Pharmacy second years</td>
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<td>16 March</td>
<td>F2F</td>
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<td>Arts GA support</td>
<td>Marijke du Toit</td>
<td>7 April</td>
<td>Online</td>
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<td>Students’ writing</td>
<td>Zannie Bok</td>
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<td>F2F</td>
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<td>Namhla Matshanda</td>
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<td>Ind Psych and HR Workshop Hons and Masters</td>
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<td>9 June</td>
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### Semester 2 Workshops

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<td>Providing effective written feedback to support students’ development of academic literacies.</td>
<td>27 July</td>
</tr>
<tr>
<td>Finance Honours class</td>
<td>Literature review</td>
<td>28 July</td>
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APPENDIX 2

WRITING CENTRE WORKSHOPS FOR DEPARTMENTS

Semester 1:

Semester 2 Workshops
RECOGNITION OF PRIOR LEARNING

RPL OPERATIONS POST-COVID

All staff members have transitioned to working back at the office and in some instances online when load shedding interferes with productivity on campus. The portfolio development programme has been revised and will be offered in a hybrid mode for the 2023 cohort.

APPOINTMENT OF NEW STAFF WITHIN THE RPL UNIT

Two permanent appointments, Mr Beltus Sirathaza, programme coordinator/administrator, and Mr Robin Parenzee, administrator, were made within the RPL Unit during June and September 2022 respectively. During November 2022 the RPL Unit also appointed two student assistants through support from work study and the third-party generated RPL funds.

STAFF DEVELOPMENT

All new staff have undergone intensive training relative to their posts. Mr Anwar Van der Schyff engaged the team with resilience and team dynamics building on the 8-9 May 2022. This initiative was approved and funded by HR exec committee. A full report will be provided in this regard.

ENGAGEMENT AND ASSESSMENT OF RPL CANDIDATES FOR UNDERGRADUATE ACCESS

2022: During the 2022 academic year, the RPL Unit hosted and developed 94 candidates through the portfolio online development programme (PDOP) for placement consideration into undergraduate programmes at UWC. At the end of the programme, 72 portfolios were endorsed and recommended for Faculty interviews and placement consideration. The placement rate was undergraduate admission into UWC for the 2023 academic year. This process was successfully completed, and we report a 88.8% placement rate for the 2022 cohort.

2023: Registration for the RPL portfolio development hybrid programme (face-to-face and online) took place between 15 January and 15 March 2023. More than 2 000 potential candidates consulted the RPL team for access and career advising. Using the national RPL policy and UWC’s admission criteria, 700 eligible candidates were logged onto our database. During the shortlisting process, 160 candidates were invited to participate in the RPL for access hybrid programme. The first contact session of the RPL portfolio development programme will take place during 22-25 May 2023.

ENGAGEMENT AND ASSESSMENT OF RPL CANDIDATES FOR POST-GRADUATE ACCESS

2022: During the 2022 academic year, the RPL Unit has received a total of 45 advanced standing/postgraduate applications from applicants for postgraduate admission into UWC for the 2023 academic year. We have processed 10 postgraduate applications, who have successfully registered with the respective Faculty.

2023: We currently have an open consultation window for postgraduate applications for 2024. A full report will be provided in September 2023.

RESEARCH AND SCHOLARSHIP

- The RPL Unit is planning to host a national IAARPL colloquium on the 24 November 2023. Keynote and invited speakers are still pending. Venue and logistics are currently underway.
- The RPL Unit is hosting a two-day online international conference from 4-5 December 2023. Planning and conference arrangements are ongoing with institutional advancement office.
- Two PhD projects have been registered with the RPL Unit (Dr Rambharose as the main supervisor). The PhD candidates are UWC staff members. More details of the project to follow in the upcoming report.
- CHE conference 2023, promoting access and success in post-graduate studies. Developing RPL practice through collaborative assessments for post-graduate access: Identifying barriers and enablers Dr Rekha Rambharose. Socially responsive curriculum renewal of the RPL portfolio development programme: A South African higher education perspective. PLAIO, Validation of Prior Learning Special Issue 2023 (under review)

1,2* Dr. Rekha Rambharose
1 Directorate of Learning, Teaching and Student Success, Recognition of Prior Learning Unit, University of the Western Cape, Cape Town, South Africa
2 Institute for Post-School Studies, Faculty of Education, University of the Western Cape
*Corresponding author email: rambharose@uwc.ac.za

STUDENT SUPPORT

Engagement with the RPL student ambassador’s forum are still ongoing. Community outreach, student support and RPL awareness initiatives are planned for the month of August and again in November 2023.

COMMUNITY/ACADEMIC ENGAGEMENT

The IAARPL global forum is ongoing. In our last meeting 31 The IAARPL global forum is ongoing. In our last meeting 31 March 2023, we invited a PhD candidate Ms Debbie Winstanley from UCT, Department of Emergency Medicine, who presented RPL implementation for a new programme, the PG Dip in emergency medicine.
Dr Rambharose was appointed as a community of practice member within CHE to develop and draft the quality assurance framework (QAF) community of practice (CoP) for the development of higher education practices standards (HEPS): Transitions into higher education. Final framework to be announced by CHE.

PUBLICATIONS AND CONFERENCE PRESENTATIONS


CONCLUSION

In conclusion, the DLTSS plays a pivotal role in creating an environment conducive to academic excellence. Through its multifaceted support, it empowers academic staff to embrace innovative teaching and learning practices and equips students with the tools they need to thrive academically. By fostering a culture of continuous improvement and collaboration, the DLTSS enables the institution to evolve in line with the ever-changing demands of higher education.