**INTERNAL QUALITY ASSURANCE**

**Ensure that all responses relate to the relevant mode(s) of provisioning.**

1. Briefly describe the internal quality management system in place to assure and ensure the quality of the programme / qualification and its delivery:

* What are the procedures for the monitoring and evaluation of learning and teaching, and assessment?
* Indicate how staff will be included in, and capacitated by, the quality assurance system and processes.
* How are programme reviews to be conducted? How is feedback on the programme (from moderation, student surveys, etc.) incorporated into the programme review process?
* What are the mechanisms in place to evaluate the programme’s / qualification’s impact and effect improvement?

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| The University of Johannesburg (UJ) internal quality management system is underpinned by the University’s Strategic Plan, which is cascaded to the strategic plans of faculties and divisions. Broad consultation across the University remains current practice. All academic and administrative units plan for teaching and learning activities with the UJ mission, vision and strategy in mind. The key performance indicators (KPIs) for the six institution-wide strategic objectives are monitored at institutional level, and at the level of specific academic and support domains. Similarly, the strategic plan objectives and KPIs directly underpin the UJ performance management system, and individual performance agreements at all levels: from Executive Deans, Executive Directors and Senior Directors to administrative staff. This ensures that all activities related to teaching and learning are monitored and evaluated and that there is accountability for performance levels. Similarly, the strategic plan is integral to all planning and budgeting processes, and budget allocation at all levels is driven by the strategic priorities. Funding for the pursuit of the strategic goals of teaching and learning, research and infrastructure, is ring-fenced as in the Global Excellence and Stature (GES) strategy.  The Division of Teaching Excellence (DoTE), through its Centres (Centre for Academic Staff Development and Centre for Academic Planning and Quality Promotion) focuses on programme development and academic staff development as part of a specific, integrated strategy.  Academic Development and Support (ADS) is charged with coordinating multiple initiatives to provide the best possible undergraduate academic experience, maximise retention, improve module success rates, improve throughput, and reduce the dropout rate. Interventions include psycho-social support, academic support to maximise learning opportunities, and initiatives to deepen the sophisticated use of academic technologies.  Post Graduate School (PGS)  Across all postgraduate studies, students are supported in a variety of ways. Support and assistance is provided by lecturers, through seminars, group discussions, and other departmental and faculty activities. In addition, the Postgraduate School (PGS) provides extensive support to masters and doctoral students through writing and other workshops, providing a community of students, mini writing retreats, etc. The PGS’s vision and mission align to the values and strategic objective of UJ, and in collaboration with faculties, adhering to the principles of good governance defined by the University provides for ongoing support for postgrad studies  The procedures for the monitoring and evaluation of teaching and learning, and assessment involves the focus on excellence in teaching and learning which is imbedded in UJ’s committees at all levels, from the Management Executive Committee Academic (MECA), to the Senate Teaching and Learning Committee, the Student Success Committee, and Faculty teaching and learning committee. Evidence of the focus on teaching and learning is available in the standing items on the agenda of the several committees, and in the respective terms of reference. The Vice Dean for teaching and learning is the component of all faculties within the institution. The Vice Dean for teaching and learning portfolio through the established teaching and learning committees has oversight over teaching and learning which includes the management of all programmes at undergraduate and postgraduate level in conjunction with the relevant Schools or Departments. This includes monitoring and devising interventions to improve student success rates, retention, graduate output, and progression to postgraduate study. Furthermore, the importance of excellence in teaching and learning at UJ also lent credence to programmes designed expressly to elevate the status of teaching such as the annual VC Awards, and the requirement for comprehensive teaching portfolios for promotion. In addition, the Academy of Distinguished Teachers, comprising teaching excellence award winners, meets annually to engage on teaching and learning matters, and is consulted on a range of issues.  Programme Development process:  The university has formalised processes for the management of the approval processes in which discussions and approval of applications commences from Departments, proceeds to faculty quality structures, faculties then submit to the Programme Working Group (PWG) which is at an institutional level to review the applications. Once faculties receive PWG support, they then submit the application to SENEX, and then Senate. Upon Senate approval, the external regulatory processes commence, with the application submitted to DHET for approval, HEQC for accreditation and registration.  Module and teaching evaluations:  Module evaluations are conducted regularly by the CASD through an online system that is integrated to the Learning Management System of the university. The results of the module evaluations are used by lecturers and programme teams to improve the provisioning of the programme. The results of these are also used during preparations for programme reviews.  performance management and KPIs:  A feature of all reporting is the centring on goals, activities, performance, review, and improvement. Faculty annual reports are comprehensive and detailed. The reports reveal additional aspects of quality beyond straightforward compliance, representing the essential distinctiveness of the faculties and divisions. Areas of weakness and other improvement imperatives are identified, actions decided, and implementation monitored. Compliance with internal regulatory provisions does not constrain disciplinary uniqueness. Faculties have the freedom to flourish in an environment in which regulation and academic autonomy are in balance. A system in which procedures function effectively in this way implies that quality arises as a natural consequence of adherence to a set of processes designed to encourage and activate self-assessment, self-regulation, and innovation and responsiveness.  Internal and external moderation of assessment:  The university policy outlines requirements for the moderation of module assessments. External moderation assures that the students met the exit level outcomes of the programme. Moderation assures that assessments designed are valid and reliable to enhance student success. Modules are either internally or externally moderated with internal moderation taking place between disciplinary experts within the faculty (e.g., for first- and second-year modules). All exit level modules in a qualification are externally moderated with a selection of scripts accompanied by a comprehensive mark sheet of all assessments submitted to an academic peer at another university.  Programme review:  The CAPQP conducts programme reviews on a regular basis through an institutional cycle that takes into consideration professional board schedules as provided by faculties. The process for programme reviews is discussed in the section c below.  The Registrar’s Office is the node that pulls together quality assurance in the governance sense in that it is the legal home of all processes that assure the integrity of the academic project at UJ. Within that portfolio, the Corporate Governance Office is responsible for the smooth and efficient management of the governance structures and for the policy frameworks. This office functions within the broader University context and aligns its service delivery with the legislative framework of the Republic of South Africa, the Higher Education Act 101 of 1997 (as amended), the Institutional Statute of the University of Johannesburg and the vision, mission, values and goals of the University. In order to provide an appropriate framework for and evidence of the application of good corporate governance, the MEC places an obligation on the Registrar to ensure that each decision-making structure in the institution functions in accordance with a Charter that defines its composition, its functions, its accountability, its reporting lines, its operations and its operational governance principles. Such Charters are approved by Senate and/or Council in appropriate cases, by the MEC. Each chartered decision-making body operates within a policy framework that has been approved by Senate and/or Council and/or the MEC.  Student participation in governance structures is assured with representation in Senate, Council, Faculty Boards and on operational committees in the Registrar’s portfolio, for example, on the Admission, Registration, and Graduation committees.  Faculties have their own structures in line with their own needs for assuring and supporting the quality of teaching and learning including assessment. Assessment practices including external and internal moderation requirements and criteria, take place within the framework provided by the University policies, as follows:   * Assessment Policy * Guidelines for the Assessment of a Doctoral Thesis * Higher Degrees Administration: Structures and Processes * Academic Regulations * Senate Higher Degrees Committee (SHDC) Charter.     The UJ Academic Rules and Regulations and its various policies are a point of departure for all faculty-led processes and guidelines for assessment and moderation. The overarching responsibility for learning, teaching and assessment within faculties usually rests in the portfolio of the Vice Dean: Teaching and Learning who functions with delegated authority from the Executive Dean in collaboration with the Head of Faculty Administration (HFA).  Standards in particular disciplinary fields are governed by professional bodies. By way of example in the Faculty of Education (FoE), the Minimum Requirements for Teacher Education Qualifications (MRTEQ) (Department of Higher Education and Training (DHET), 2015) defines agreed-upon standards for different levels. FoE thus, liaises regularly with the DHET: Directorate of Teacher Education and during the pandemic for instance, submitted adjusted Work-integrated learning (WIL) plans.  The Faculty Rules and Regulations outline the NQF levels, credits, purpose, content and assessment for every module in a qualification. These serve as reference points for implementation, particularly with respect to the type and format of assessment. Flowing from this, module learning guides then give a further breakdown detail of the assessment including the calculation criteria and assessment schedule. Assessment dates and formats are collated into a consolidated document for ease of planning and to avoid overburdening students with too many assessments in a short period of time. In other cases, specific assessment outlines are provided to align assessment across similar modules.  Coordination of calculation criteria for all programmes rests within the office of the HFA with oversight by the UJ Central Academic Administration (CAA). Any changes to the official calculation criteria and assessment practices (e.g., to accommodate ‘take home’ exams during the COVID-19 pandemic) require a faculty process for approval and ratification.  Faculties adhere to a particular process for the capturing, processing and approval of all assessment marks. Marks are captured on the UJ Management of Assessment Marks System (MAMS) system and released to students on Blackboard. Feedback is encouraged at all phases of assessment to aid student learning and to meet module and qualification exit level outcomes.  Assessment is an ongoing activity and lecturer development is conducted to align assessments with programme and module outcomes, NQF and credit levels as well as to improve the quality of teaching and learning. Staff development includes workshops addressing topics such as examining examples of test items against agreed standards/outcomes, and how to reflect on and improve test design. Staff are extensively trained on developing rubrics for assessment and applying a consolidated rubric evaluation to improve student support and target areas for improvement. Best practices in designing and assessing group tasks are shared. There is a specific focus on providing in-depth qualitative feedback on submitted tasks (e.g., essays, multimedia and digital artefacts), by way of generic feedback through identifying and collating or summarising the most frequent student errors and misunderstandings.   1. Indicate how staff will be included in, and capacitated by, the quality assurance system and processes.   The Division of Teaching Excellence (DOTE) functions as a hub connecting the quality dots within UJ. Reporting to the Deputy Vice-Chancellor: Academic, the Division is responsible for UJ academic planning and supports the intellectual, professional, and personal development of academics through its two centres. These are the Centre for Academic Planning and Quality Promotion (CAPQP) and the Centre for Academic Staff Development (CASD). Activities of the Division achieve a strategically informed, targeted approach to meet the goals of the University.  The CASD is tasked with the responsibility of providing developmental opportunities for academic staff. The emphasis is on teaching and learning, assessment, academic management, pedagogical approaches, as well as on supporting academics applying for promotion. The CASD provides versatile and flexible training solutions and keeps apace with contemporary developments in the field. Excellence in Teaching and Learning is one of the institution’s strategic objectives and the Centre for Academic Staff Development (CASD) plays a central role in the achievement of this objective. It does this by providing developmental opportunities for academic staff, newly appointed academic heads of departments (HODs) and tutors to enhance their practice as facilitators of learning. Opportunities provided include workshops, seminars, individual consultations, teaching and module reviews, mentorship, tutor training and check-ins, as well as a formal qualification in higher education, the Postgraduate Diploma in Higher Education (PGDip (HE))  The Centre for Academic Technologies (CAT) plays a pivotal role in working closely with academic staff on a range of technological platforms including Blackboard (Bb). A number of interventions, help guides, toolkits and manuals are developed for students and staff. CAT plays a critical role in enhancing and supporting the University’s blended teaching and learning strategy by implementing training and supporting innovative and advanced education technologies and pedagogies.  Instructional designers (IDs) are assigned to specific Faculties to ensure that support and training of academics are tailored to each environment’s needs and requirements. Quality reviews of module design and online pedagogies form an important component of ID roles. Instructional designers do not only support academics one-on-one but use workshops and online webinars to train staff. CAT collaborates with the DOTE in compiling the Online Assessment Guidelines with input from Faculties.   1. How are programme reviews to be conducted? How is feedback on the programme (from moderation, student surveys, etc.) incorporated into the programme review process?   Within DOTE, the roles and responsibilities of the CAPQP includes academic programme development and submission, the review as well as amendment of existing programmes to ensure compliance with both internal and external QA requirements. A new programme review process – approved in 2020 aligns with the CHE’s Quality Assurance Framework. Support is provided for professional body accreditations and reviews, including training and support for academic managers and lecturers. In addition, CAPQP coordinates all external QA processes, such as CHE National Reviews, the recent review of doctoral qualifications, and Institutional Audits. Quality reviews of programmes, modules, departments, faculties, service and support divisions are employed to assure the quality of provision at all levels and on all sites.  The programme review process is premised on the principles of quality and applies a workshop model which develops the capacity of the academics who teach in the programmes under review but also affords opportunities for them to engage each other and external (academic and industry) panel members face-to-face or virtually on topics of teaching and learning at programme level. The process is designed also to nurture a programme management focus in the programmes reviewed.  The review process is not an event but rather an evolving, reflexive, developmental process, as opposed to inspectorial. The central thrust of the review process is to maximise the potential of having all participants in the teaching and learning process working together to ensure that learning outcomes stated are at the appropriate level, the pedagogical approach is fit for purpose and the assessment regime devised for each module are all poised in harmony. Given that the focus is on learning outcomes of modules and exit learning outcomes of a qualification, the review process allows space for interaction amongst academics to ensure overall coherence in purpose. A model of this kind has the further advantage of the potential to nurture communities of practice, and to share good practice across programmes, departments, and faculties.  Programme reviews are facilitated by CAPQP staff with a team of academics who coordinate and facilitate all programme reviews in faculties and academic divisions. Follow-up takes the form of improvements which are implemented with the approval of faculty quality structures and SENEX / Senate. In this process, minor improvements are implemented as soon as decisions relating to these are reached, subject to approval by the relevant structures, thus shortening the time from the review to the implementation of identified improvements. To ensure thoroughness, complete programme reviews take between eight and ten months.  Central to all QA processes within the University is the focus on the student. The Division of Institutional Planning, Evaluation and Monitoring (DIPEM) surveys students across the University on a variety of matters. CASD also conducts regular module and teaching evaluations, and students and graduates are surveyed at certain intervals. The data from the surveys conducted forms part of the programme review process.   1. What are the mechanisms in place to evaluate the programme’s / qualification’s impact and effect improvement?   The roles of DOTE and DIPEM are critical towards the evaluation of programme / qualification impact. Surveys conducted are analysed and trends identified to determine how graduates reflect on their experiences of the qualifications they have obtained. Also, the engagement of the various sectors helps to identify the attributes that they require from the UJ graduates. Thus, feedback from various stakeholders is triangulated and filtered down to programme level. As relevant, departments have Advisory Boards / Liaison Committees which help in the alignment of programme with industry needs. This is specifically important for vocationally focused programmes.  Programme reviews also focus on the impact of the programme to students, graduates and the world of work. Results from programme reviews are used to enhance the quality of the programmes offered by UJ. |

2. How does the institution guide students through the processes associated with recruitment, admission, retention, progression, graduation and career planning? How are these monitored and evaluated, and quality assured?

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| Enrolment plans based on a six-year cycle are approved by the DHET, but detailed annual enrolment plans are also developed within the parameters of the 6-year targets negotiated with the DHET whilst considering contextual factors. All applications are submitted and processed by the Student Enrolment Centre (SEC) office. Monitoring of targets takes place at multiple levels in UJ. Registration data and progress against the approved enrolment plans are monitored by the Enrolment Management Committee, chaired by the DVC: Academic.  Admissions for returning students and new students are managed centrally and at faculty level. Credits, exemptions, and RPL admissions are facilitated by the guiding frameworks of the University and managed at the relevant departmental level under the oversight of the Vice Dean: Teaching and Learning. Support for advising students prior to registration begins with a recently introduced AI facility called [Meet MoUJi](https://universityofjohannesburg.us/4ir/beyond-imagining-issue-6/meet-mouji-ujs-chatbot/). Recruitment of students is both an institutional and faculty responsibility.  Student support is more than usually important because the great majority of UJ’s students are from formerly disadvantaged groups. Also, while home language has no linear correspondence with race, it can be inferred from the population group distribution of the UJ student profile that many students are likely to have English as their second or third languages. At UJ an intentional and conscious effort has been made to approach student success initiatives using institutional data on student performance. UJ traditionally use the Module Credit Success rate as the main institutional measure of student success.  The Division of Academic Development and Support (ADS) supports initiatives to provide an excellent academic experience for undergraduate students and to maximise retention, success, and throughput.  The Academic Development Centre (ADC) comprises three units:   * ADC Access is responsible for ADC’s extended curriculum programmes. * Academic Development and Innovation (ADI) consists of two parts: The Learning Development (LD) Unit and the University of Johannesburg English Language Programme (UJELP). The former provides training as part of the student mentoring programme through continual engagements with UJ students and staff, mainly in faculties and residences, and offers learning development through integrated disciplinary MAPS modules. UJELP contributes towards UJ’s SO3 (International profile) through an English language programme for international students. * Department of Academic Literacies (DAL) contributes to teaching and learning with three integrated modules: English for Law (EFL), Language and Skills for Science (LSS), and Language for the Economic Sciences (LES).   There is extensive student engagement with the consultants at the four UJ Writing Centres. Writing Centres produced 27 learning units for the [On-the-Go-SOS](https://www.uj.ac.za/news/virtual-student-examination-support-with-on-the-go-sos/) module, offered to all UJ students and also included in the CHE’s nationwide student support website.  The Academic Development Centre (ADC) also houses and manages:   * the UJ First Year Experience (FYE) and Senior Student Experience (SSE) (both fully online from 2021). * an independent entity, the South African National Resource Centre for the First Year Experience and Students in Transition (SANRC).   The Integrated Student Success Initiative (ISSI) interventions are focused on modules identified through the Priority Module Index (PMI); an instrument used to identify modules where the biggest possible impact can be made through interventions. The UJ PMI list is sub-divided into faculty PMI lists to ensure a more even implementation of ISSI. Once the PMI lists are created and distributed, ADC staff take the lead in working with faculty staff through their Vice-Deans Teaching and Learning. The first step is the development of a written internal faculty response to the issues in each of the priority modules. This is done by faculties on a template provided by ADC and submitted to the Student Success Committee (SSC).  Once plans are approved, ADC initiates a meeting involving ADC representatives, the staff teaching the module concerned and any other stakeholders (such as CAT or PsyCaD). These meetings involve a detailed discussion about the issues raised in the faculty plans and lead to a finalised intervention plan that will be implemented throughout the semester. The various ADC teams follow up with the Vice-Deans: Teaching and Learning and with the responsible lecturers to pursue the interventions that have been agreed upon.  An expanded tutoring system developed by CASD, offers students readily accessible direct forms of academic support. UJ’s model includes both tutors and senior tutors. A tutor is usually a senior student with a good academic record in the subject who is trained to assist and guide students in their studies. Senior tutors are postgraduate or senior students who assist teaching staff in a variety of ways including management of the tutorial programme. Globally, higher education has been forced to do things differently because of COVID-19, and specifically to reconsider approaches to student support. Given this, CASD has continued to review the way in which support is offered to senior tutors and tutors as they navigate online learning spaces.  The Orange Carpet / [UJenius](https://www.uj.ac.za/teaching-and-learning/academic-development-and-support/centre-for-psychological-services-and-career-development-psycad/ujenius-club/#:~:text=Overview%20of%20UJenius%20Club,for%20intellectual%20and%20professional%20development.) is a partnership project between ADS and faculties, acknowledges outstanding academic performance by undergraduate students, and promotes further intellectual, social, professional and career development to encourage undergraduates to enrol for postgraduate studies. The UJenius Club brings together students from a diverse range of disciplines to stimulate interdisciplinary discussion and collaboration, promote the UJ values, create a social space for members to interact and build partnerships, and provide privileged connections and benefits based on academic performance. The UJenius Club is managed by the Director: PsyCaD with an Advisory Committee of senior staff representing all stakeholders. The Committee develops the UJenius Club strategy, advises on policy and monitoring, initiates partnerships with role players, and plans, coordinates, and monitors UJenius events.  The Centre for Psychological Services and Career Development (PsyCaD) offers a broad spectrum of psychological and educational support services to UJ students and staff, as well as to the wider community. PsyCaD’s services aim to enhance the psychological fitness of clients to manage personal life challenges, increase productivity, and to optimise their performance. This includes dealing with trauma and stress. PsyCaD is accredited by the Health Professions Council of South Africa (HPCSA) as a site for the training of Intern Psychologists and Student Psychometrists. PsyCaD’s professional staff are Counselling, Clinical and/or Educational Psychologists, and Psychometrists registered with the HPCSA.  Functions and operations are aligned to those of ADS and UJ. Regarding student support, PsyCaD strives to:   * assist students, departments and Faculties to achieve excellent student success rates, improved retention and increased graduate output. * give support throughout the student life cycle. * provide a package of career and programme guidance to learners at school level. * promote a welcoming and caring environment, manifested in well-kept buildings and facilities delineated for PsyCaD’s use.   In addition, UJ has a Disability Unit (DU) in order to provide students with disabilities with academic support, not only by means of concessions, but also through emotional support, provision of equipment, etc. Support extends into career guidance and work readiness. Psycho-social sessions form the foundation of a supportive environment for staff and students with disabilities. This is the space in which they can share their challenges and find solutions. Technological support provided to students and staff with disabilities includes training, assistance and advice regarding assistive technology, hardware, and software. These include, but are not limited to: Jaws, Zoom-Text, Non-Visual Desktop Access, Dragon, Eye-Pal, Merlin Readers, etc. As part of the holistic support provided to students with disabilities, learning support sessions are facilitated by the DU for first-year students. PsyCaD has engaged in risk mitigation in relation to current legislation promoting the support of people with disabilities as a prioritised University commitment.  Career Services has four main domains: Career Assessment and Guidance, Work Readiness, Graduate Recruitment and Employer Relations. In recent years the focus of Career Services has shifted away from the traditional Career Assessment to the preparation of students for the world of work. Several online and virtual events were introduced to continue offering students services during lockdown:   * UJCareerWiz, provided students with online access to a Careers Portal to support employment needs. * Companies are hosted at the UJ Virtual Career Fairs, the South African Graduate Employers Association (SAGEA) Virtual Career Fair and the Enhanced Virtual Government Career Day. * Instagram Lounge Chats are held with career consultants; and Instagram virtual coffee sessions with Industry Leaders; In-Conversation with graduates, and the Ignite Entrepreneurship and Practice Management Speaker Series.   Several surveys are conducted by both internal UJ (Student Employability Survey) and external bodies such as Universum Talent Research Survey and The South African Graduate Employers (SAGEA). The surveys indicate a number of areas in which the Career Services unit might consider extended involvement, in order to optimise the preparedness of UJ graduates for the employment market upon graduation. Career Services was rated among the top three Career Services in the country by companies in a survey by SAGEA. |

3. In relation to risk management, explain how the institution will implement and manage its emergency arrangements (e.g. COVID-19 disaster management restrictions):

* Risk assessment and mitigation
* Learning and teaching
* Assessment and moderation
* Student support mechanisms (academic and other)
* Staff support and development
* Resource provisioning (including library resources)
* Administration (including admission, issuing of results, certification)
* Quality management of the emergency processes.

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| Risk assessment and mitigation  The advanced state of digital applications across the campuses – many of which can be attributed to the 4IR emphasis – meant that at the beginning of 2020, the university management and administration was able in a very short space of time to accomplish the shifting of all operations to new academic cycles and to online teaching and learning and assessment. One test of its capacity to do so stemmed from the need to change the academic structure for many modules from a summative assessment approach to continuous assessment.  In 2020 DOTE carried out an intensive review of staff and student experiences of remote teaching and learning which culminated in an institutional QA Report on the transition to remote teaching and learning. The pandemic necessitated a drastic move from predominantly face-to-face education to emergency remote education (ERT), mediated by technologies in challenging contexts. To ensure epistemic access to learning, UJ implemented creative, practical and solution-driven practices and was able to leverage and exploit existing resources and practices (such as burgeoning blended learning) in new ways, bringing them to scale for the number of students involved.  Learning and teaching  The QA report for RET highlighted the approaches used by the University to ensure that no student was left behind. For example, by using geospatial data, students who were inactive were personally contacted by the University, and support initiated. Adaptations to teaching and learning contributed to a socially just pedagogy: in response to a student’s ‘selfie’ of writing an exam by candlelight on a phone, UJ installed solar panels for the student’s home.  Lecturers use indigenous knowledge and local resources in their teaching. A combination of simple and cutting-edge technologies is used (e.g., cell phone videography and maps delivered to police stations for students’ collection). Using Mentimeter, Padlet, Slack, and alternative technologies, lecturers sought ways of keeping students engaged. Assessment and pedagogy became reflective of students’ contexts, using 4IR, 3IR and 2IR technologies as conducive. Pedagogy as an ethics of care underpinned the project. Flexible innovation was required for lecturers to reach the poorest students in remote areas. Adaptation to students’ needs and contexts shaped the University’s response to teaching. The physical separation which necessitated ERT created an opportunity to narrow the pedagogical space as lecturers reported greater engagement beyond the formal curriculum. UJ’s adaptability was directed at ensuring that no student be left behind, although there were systemic barriers which overrode UJ efforts in some instances.  Assessment and moderation  In respect of the processing and management of assessments, the Assessment division in the Central Academic Administration (CAA) has as its main objective which is the support of effective teaching and learning by coordinating and managing formal summative assessments between faculties via effective and streamlined processes with good governance. The Assessment division, in collaboration with CAT has developed and introduced a new online Management of Assessment Marks System (MAMS) training through Blackboard. The training is accessible on Blackboard, making it easier for academics to access. Submission of Assessment Papers Secured System (SAPSS) and the Online Declaration of Confidentiality and Conflict of Interest are enhanced. These systems have increased the governance of marks and assessment logistics in addition to reducing the risks relating to the collection, printing and storing of assessment papers. Enhancements to the SAPSS system has been prioritised with functionalities added, such as a warning to the HOD of similarities between the papers submitted for the main, supplementary, and special assessments, and randomising the selection of assessment papers in terms of the order in which they will be used (main, supplementary and special assessments).  Student support mechanisms (academic and other)  In developing excellence in teaching and learning, UJ has pursued a multi-pronged strategy to support student learning and to address some of the concerns about student performance that were evident in the early years of UJ’s existence. DoTE, through its Centres (CASD and CAPQP) focuses on academic staff development as a specific but integrated strategy. For its part, Academic Development and Support (ADS) is specifically charged with coordinating multiple initiatives to provide the best possible undergraduate academic experience, maximise retention, improve module success rates, improve throughput, and reduce the dropout rate. Interventions include psychosocial support, academic support to maximise learning opportunities, and initiatives to deepen the sophisticated use of academic technologies as required for leadership within the 4IR environment.  Some of the many interventions focus on supporting students through the First Year Experience (FYE) and the Senior Student Experience (SSE) programmes. Others, such as the Integrated Student Success Initiative (ISSI), a collaborative project involving all the Vice-Deans Teaching and Learning, involve interventions in the 20% of modules in which the most funded credits were lost in the previous year. There is support for specific learning needs such as academic literacy, writing skills and English language development. Furthermore, an extensive tutor programme and extended programmes in specified fields provide increased access. The Orange Carpet and UJenius and similar programmes attract and support top-achieving students to pursue their intellectual and career goals.  Staff support and development  Staff and students are actively supported through the provision of just-in-time access to technology, data, and other learning materials. UJ practices were and are rooted in two strategies which inform its commitment to socially just teaching and learning: decolonisation, and the desire to equip students for the demands of the 4IR. The scale of the intervention now needed for ERT required a vast array of activities, focused on both staff and students, to enable learning and teaching in ways that give expression to a socially just pedagogy, using technology where needed, to enhance students’ learning and validate their prior knowledge and past and current experiences. In effect, this meant that the same teaching and learning interventions had to take place concurrently in multiple forms and on multiple platforms to ensure meaningful learning experiences for all.  Resource provisioning (including library resources)  One of the main strategies UJ has employed to promote student success is that of supporting both students and staff in the smart use of innovative and evolving technologies through the Centre for Academic Technologies (CAT). This strategy, and past and continuing investment, has served UJ well in the transition to remote learning necessitated by the COVID-19 pandemic. It provided a solid platform for the future continuation of blended learning at scale. CAT’s reach extends from managing the university’s investment in e-books and devices for students to supporting staff and students as they negotiate and master innovative pedagogies, to informing specifications for high-end technologies for UJ’s investment in digital learning infrastructure.  The library plays a particular role in supporting students. The work of the Library and Information Centre represents the ways in which 4IR technologies have been harnessed in providing a world class information management and support service. Two examples illustrate this point. The Staff Development in Teaching and Learning programme has led to various innovations in teaching information literacy. The UJ Library has a Library Application which pushes information to users, gives them a guide to every book in the collection via a library GPS, enables them to pay their fines online and take out books using their mobile phones as a self-checkout system. In addition, the Library and Information Centre at UJ offers a wide range of support to postgraduate students.  Administration (including admission, issuing of results, certification)  The advanced state of digital applications across the campuses – many of which can be attributed to the 4IR emphasis – meant that at the beginning of 2020, CAA was able in a very short space of time to accomplish the shifting of all operations to new academic cycles and to online teaching and learning and assessment. One test of its capacity to do so stemmed from the need to change the academic structure for many modules from a summative assessment approach (e.g., tests and exams) to continuous assessment. CAA was able to achieve this move by rapidly updating large parts of the Management of Assessment Marks System (MAMS) to accommodate the necessary changes to the calculation criteria and to align with the emergency COVID-19 regulation changes approved by Senate.  A further example of quality through digital management involves the CELCAT timetable optimisation software, which was implemented a few years ago. The software has been utilised over the past few years to optimise the lecturing timetables on the Doornfontein (DFC), Auckland Park Bunting Road (APB) and Soweto (SWC) campuses.  Quality management of the emergency processes.  The purpose of quality assuring the remote teaching and learning is to provide the opportunity for  reflection on the University’s transition to remote teaching and learning. The purpose of RET quality reviews is thus primarily developmental and is designed to identify the ways in which the University can support, enable and enhance quality. The review has the advantage of being based on extensive and representative data that are both quantitative (e.g., summary of Bb usage) and qualitative analyses. The review conducted in RET are designed to be  comprehensive, and assess changes to the actual teaching and learning practices, and the  reflections on these changes by the academics and students. The intention of the analysis is to account for the richness of the data; and the conclusions are formulated to guide future development of the UJ RET strategy.  Universities are not often associated with agility however, UJ’s transition to remote teaching and  learning could be the most radical (and perhaps arguably successful) complete change of mode of delivery in the shortest space of time in South African University history.  Instrumental aims are usually achieved with due attention to ethical fitness and the need for social justice. The first of UJ’s institutional principles for remote teaching and learning was: *‘No student should be left behind’*. Staff did not simply follow the rules: human concern is very evident in their practices which explains why so many have gone the proverbial ‘‘extra mile’’ role. There is always keen awareness of human rights issues and of attempts to redress inequities wherever possible. |