Contents

DEPUTY VICE-CHANCELLOR: ACADEMIC: Reflective Report

- Context and portfolio
- Strategic Vision and Projects
- Overview

FACULTIES REFLECTIVE REPORTS:

- FACULTY OF ARTS: Reflective Report
- FACULTY OF COMMUNITY & HEALTH SCIENCES: Reflective Report
- FACULTY OF DENTISTRY: Reflective Report
- FACULTY OF ECONOMIC & MANAGEMENT SCIENCES: Reflective Report
- FACULTY OF EDUCATION: Reflective Report
- FACULTY OF LAW: Reflective Report
- FACULTY OF NATURAL SCIENCE: Reflective Report

STRATEGIC ACADEMIC PROJECTS REFLECTIVE REPORTS:

- DIRECTORATE OF TEACHING AND LEARNING: Reflective Report
- CENTRE FOR INNOVATIVE EDUCATION & COMMUNICATION TECHNOLOGIES (CIECT): Reflective Report
- ACADEMIC PLANNING UNIT: Reflective Report
- COMMUNITY ENGAGEMENT UNIT: Reflective Report
- INFORMATION COMMUNICATION SERVICES (ICS): Reflective Report
In this portfolio it is important to keep abreast of developments in higher education, including trends emanating from the Department of Higher Education and Training (DHET), the Council on Higher Education (CHE), Higher Education Learning and Teaching Association of Southern Africa (HELTASA), Cape Higher Education Consortium (CHEC), to name a few. Other current developments include the national debates around differentiation and national planning initiatives, as well as external quality assurance processes of the CHE, including HEQSF processes, HEQC processes, national reviews and audits and the national Quality Enhancement project (QEP).

Global and national debates are important contextual factors to take into account, inter alia debates on admissions, access and equity, student centred learning, institutional evaluation and rankings, international collaboration and cooperation, the impact of social, economic and political insecurities and the crisis in global higher education, student fees, funding and escalating student debt. In addition, the transformation imperative in the sector cannot be ignored. Recent events surrounding the #FeesMustFall movement raised pertinent issues, of which re-thinking the curriculum, retention and success strategies, assessments are some of the key priorities for 2016 and beyond. However, instead of seeing these contextual factors as threats, it is important to see the opportunities that arise from these contextual factors.

The portfolio of DVC: Academic is leading the academic project, focussing on teaching and learning, academic planning, the university in the digital age, as well as community engagement. Central to the academic project is that the students and academic staff members, respectively, are co-creators of knowledge. Excellence and the success of our students lie at the heart of this endeavour.

Within the portfolio the seven faculties are centrally positioned, supported by the Directorates of Teaching and Learning, Centre for Innovative Education and Communication Technologies (E-learning (CIECT), Academic Planning Unit (APU) and Community Engagement Unit (CEU) and, from 2016, Information Communication Services (ICS). Senate and Council approved the unbundling of the Division for Lifelong Learning, which is now being implemented in 2017.

### 2. Strategic Vision and Projects

The DVC: Academic portfolio, through its Directorates and the Faculties, developed a DVC: Academic Strategic Plan for the academic project of the institution and are in the process of implementing the plan in alignment with the second goal of the Institutional Operating Plan (IOP) 2016 – 2020. The 5 year plan informs the deliverables of the 2 year operational plan.
Our Vision is:

“To provide opportunities for an excellent learning and teaching experience that is contextually responsive to the challenges of globalisation and of a society in transition, and which enhances the students’ capacities as change agents in the 21st century.”

The methodology followed was through intensive breakaway sessions, focus groups discussions, the development of Apex projects with respective drivers, task teams and a project charter etc. Each of the Apex projects has the DVC Academic as the project sponsor, but the projects are implemented by the drivers and project/task teams. The projects are inclusive and stakeholder consultations are clearly indicated. I would like to thank the drivers of the Apex projects who so willingly started implementation of the projects emanating from the UWC IOP 2016 - 2020 and DVC: Academic Strategic Plan.

One of the largest undertakings in 2017 would be to lead an academic engagement on the “(Re)creating an intellectual identity for UWC”, which includes “transformation and Africanisation of the curriculum”. This project was launched in January 2017, led by the DVC: Academic with the assistance of a task team of eminent academics within the university, with input from students. This will include the issues pertinent to Africanisation, decolonisation, internationalisation of the curriculum and “internationalisation at home” as strategic thrusts within the bigger project, that will enhance the embedding of the graduate attributes in the curriculum and co-curriculum. Underlying all these initiatives are social responsiveness and social justice.

3. Overview

The end of 2016 was tumultuous again as a result of #Feesmustfall- related activities. However, it would be remiss of me to suggest that the last two months of the year characterised the entire 2016 academic year. A conscious decision was taken to invoke our Business Continuity Plans in order to continue the academic year off-campus. In addition, since January 2016, we started a Blended Learning Community of Practice and adopted blended learning as our default teaching strategy.

As far as pursuing excellence in teaching and learning is concerned, all the faculties have put in great efforts to enhance the quality of our learning and teaching and to improve student success. Some of these advances include the exemplary work done by deputy deans of teaching and learning and teaching and learning specialists in most faculties, dedicated teaching development programmes, a real commitment to embracing blended learning, the decrease of so-called “killer modules” and a growing number of research outputs focusing on the scholarship of teaching and learning. Some refinement
still needs to be done on the early identification and tracking of students who are academically at risk. Some of the interventions include additional tutoring, mentorship, peer learning and summer/winter schools and “boot camps” such as in the Faculties of Economic and Management Sciences (EMS) and Natural Sciences. Faculties are employing strategies to retain students not only during their undergraduate (UG) years, but also for postgraduate (PG) studies. In 2017, as in 2016, renewed energy will go into the retention of students.

The Senate Academic Planning Committee (SAP) and the Senate Teaching and Learning Committees (STLC) are managed and administered efficiently. The administrative functions are performed excellently, in ways that serve to support the goals of the APU and the university system. The system of academic reviews functions well. In 2016, we established a Regulatory Sub-Committee of SAP, which ensures that the regulatory framework is complied with, so that SAP can concentrate on the substance, i.e. the academic issues.

In terms of the UWC IOP, the graduate in the twenty first 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, adoption a research-led approach to learning and teaching (scholarship of teaching and learning), and social justice, citizenship and social inclusion.

CIECT requires special thanks for their support to faculties to further embrace blended learning as part of our “default strategy”. The numbers of students and staff using our learning management system, “iKamva” are exciting. The report of the Director of CIECT highlights that we have 1133 modules on iKamva and the following Table illustrates the use of iKamva by academics and students in 2016.

<table>
<thead>
<tr>
<th>Month</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>January</td>
<td>7030</td>
</tr>
<tr>
<td>February</td>
<td>18419</td>
</tr>
<tr>
<td>March</td>
<td>19649</td>
</tr>
<tr>
<td>April</td>
<td>18980</td>
</tr>
<tr>
<td>May</td>
<td>18980</td>
</tr>
<tr>
<td>June</td>
<td>17358</td>
</tr>
<tr>
<td>July</td>
<td>16524</td>
</tr>
<tr>
<td>August</td>
<td>18433</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Month</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>September</td>
<td>18287</td>
</tr>
<tr>
<td>October</td>
<td>17896</td>
</tr>
<tr>
<td>November</td>
<td>16678</td>
</tr>
<tr>
<td>December</td>
<td>11600</td>
</tr>
</tbody>
</table>

Table 1: The number of unique users (students and staff) who accessed iKamva (monthly, 2016)
** Unique user- refers to an individual user who has accessed the iKamva platform for the specific month (see Dr Juliet Stoltenkamp’s Reflective Report)

This DVC: Academic Reflective Report is intended to reveal the state of the academic project, through the lenses of the seven faculties, together with the academic professional support directorates within this portfolio. This includes a reflection on the following: overview of the dean/director; organogram; scholarship (learning and teaching, research and innovation); engagement, seminars and conferences and international visitors/fellows hosted; awards and significant achievements; student achievements; and other special projects.

What stood out for me about 2016 is not only how we pioneered the business continuity plans in faculties, but also how faculties and support staff embraced blended learning, not as an alternative due to the protest action, but as part of strengthening our learning initiatives in fulfilment of our strategy.

Without citing any specific outstanding achievement, of which there were many in 2016, I would like to draw the reader’s attention to the remarkable resilience and dedication of academics and professional support staff to the UWC academic project, in each of the reports included in this Reflective Report.

My sincere thanks to all the Deans, Directors, departments and divisions who contributed to this reflective report. I am amazed by your resilience and commitment!

PROF. VIVIENNE LAWACK
DVC: Academic
June 2017
1. Dean’s Overview

The Faculty of Arts is committed to being a leading faculty of its kind within the country, with considerable national and international renown for the quality of its graduates and the originality of its scholarship. This is a commitment stretching back almost a decade, and we have made significant progress towards this end. Recent successes encourage us to think in more ambitious and expansive ways about what may be achieved.

Specifically, this involves a deep commitment to fostering a research culture, a dedication to teaching and learning and the delivery of an academic programme of integrity, the promotion of postgraduate studies, the implementation of clean and effective administrative systems, and a commitment to equity, transformation and the development of our staff complement. All of these goals were identified and articulated in the Faculty Operating Plan which we developed in relation to UWC’s IOP 2010-2014, and they remain fundamental to the Faculty’s vision for 2017 and beyond, in line with the new IOP. In pursuing these, we have sought to create a space and context in which departments and staff could thrive, in which they were encouraged to do so, and in which they were provided with the resources they required. We came a long way towards achieving this in 2016, although this has been a tough period financially for the university. We were, like other faculties at UWC and elsewhere in the country, somewhat hampered in our efforts by the disruptions of universities in the last quarters of 2015 and 2016, which effectively meant that we operated largely in survival mode during that period.

The model remains that of the research driven faculty, which resonates with UWC’s larger commitment in this regard through the IOP. This means that our teaching and supervision are informed by and responsive to both the long history of, and most recent developments in, scholarship. As faculty members we are engaged in a broader academic project of shaping the study of the Humanities, in particular in our case from the perspective of the global South. In drawing up our Faculty Operating Plan in relation to the UWC IOP in 2009, we set out the ways in which the priorities and goals of the faculty were aligned with those of the university. That long-term vision, aligned closely with the new IOP, though we are also committed to key new developments in the thinking of the university, in particular innovative pedagogies and modes of assessment, the notion of the university in the digital age, and a more expansive understanding of graduate attributes.

In keeping with this vision, we have tried to ensure that the allocation of resources supports our plans. For example, since 2009 we have moved away from the practice of requesting the automatic filling of vacant posts in the same department to the reallocation and/or establishment of academic posts in ways/areas that promote the strategic research and teaching areas in the faculty, or that allow us to make appointments which assist us with our demographic transformation.
and the achievement of our employment equity targets. Since 2012, we have also reallocated Opex budgets to provide greater support to strategic areas, such as the research centres. During 2013, we established a second research centre, as per our Faculty Operating Plan, the Centre for Multilingualism and Diversities Research (CMDR), which co-ordinates and catalyses interdisciplinary research in language, literature and cultural studies, a strategic research area identified in our Faculty Operating Plan. In 2014 we established a third centre, the Desmond Tutu Centre for Spirituality and Society, to support the activities of the Desmond Tutu Chair for Ecumenical Theology and Social Transformation. During 2016 we made an appointment to this Chair. We have seen a substantial increase in the number of NRF-rated researchers, and in the percentage of staff with PhDs. During 2015 our significant work in the Humanities was recognized by the establishment of a DST/NRF Centre of Excellence in African Critical Humanities in the CHR (the first of its kind in the country) and the award of a SARCHI Chair in Visual History to Patricia Hayes in the Department of History and CHR. The CHR has been awarded two major new Mellon grants, one for the Creative Humanities and another for a project on Migrating Violence. Through the CHR and CMDR, the Faculty is presently initiating exciting creative projects. Our creative writing programme has already developed national renown and is becoming internationally recognized; but the CHR is also driving developments off campus, including a Factory of the Arts, further collaboration with the Handspring Puppet Company, and the Dullah Omar Centre for the Critical African Humanities (DOCCTAH) in Athlone.

In terms of enrolment, the Faculty has grown from 2610 students in 2008 to 4213 students in 2016 (106% of our enrolment target). Despite the tough financial environment, the faculty has consistently remained within budget, without compromising the integrity of the academic project, though this remains a challenge. Further overall growth is not possible unless additional resources are provided. However, internal reallocation and growth within this overall figure, to increase the percentage of postgraduate registrations, remain both priorities and concerns. Additional funding for our tutorial programme from the office of the DVC Academic in 2016 was gratefully received, and has helped to stabilise this core teaching function in the Humanities and Social Sciences.

The Faculty of Arts has identified the following priorities for 2017 and beyond:

- Postgraduate recruitment and retention. (IOP 1,2,3)
- Rethinking our teaching strategies with a greater emphasis on the incorporation of technology and blended learning (including redesigning the tutorial programme). (IOP 1, 2)
- Redesigning our assessment strategies. (IOP 2)
- Stabilising and supporting the two new research centres (the Centre for Multilingualism and Diversities Research and the Desmond Tutu Centre for Spirituality and Society), while continuing to support the Centre for Humanities Research. (IOP 3, 6)
- Research development programmes for early-career and dormant researchers. (IOP 3, 4)
- Research Chairs. (IOP 3)
- Spatial reconfiguration of Faculty. (IOP 3, 7)
- Employment equity, transformation and staff development. (IOP 4)
- The promotion of the creative humanities. (IOP 1, 2, 3, 6)
- The exploration of new models of community engagement, including the development of satellite sites. (IOP 6, 7)
2. Faculty organogram

As a Faculty we are committed to the exploration of different modes of teaching and assessment, including blended learning. While the FMF protests and campus shutdown curtailed our efforts in this regard, the fact that we were already exploring alternatives to the lecture and the traditional sit-down examination meant that we were better placed to work creatively to complete the academic year. These efforts will continue during 2017 and 2018, as we seek modes of teaching, learning and assessment more attuned to the learning styles and needs of our students, especially in the university in an increasingly online and digital era.

We have increased our efforts to improve the quality of learning and teaching overall, and their status in the vision and discourse of UWC. Our Deputy Dean for Teaching and Learning, our Teaching and Learning Specialist, our Faculty Teaching and Learning Committee, and the Directorate for Teaching and Learning are all significant resources in this regard, as is the training given to staff in the preparation of teaching and learning portfolios as part of the Ad Personam promotion process. We continue to promote and recognise excellence in teaching and learning through the Faculty Teaching and Learning Awards made every year.

For various reasons, including but not limited to the FMF protests, the review of our tutorial programme in

3. Scholarship (learning and teaching, research and engagement)

3.1 Innovations in Learning and Teaching

The quality of the in-class experience of many of our students is significantly diminished by the fact that the schooling system fails to prepare them for university study. In this respect, the Extended Curriculum Programme (ECP), which offers foundational modules in Cultural Studies, Humanities, Social Studies, Academic and Information Literacy, and Communication Studies, is extremely important, as it provides the intellectual grounding which students need to embark upon tertiary studies. It is only offered to 200 students, however, as per the restricted funding model of DHET. The Department of Higher Education and Training needs to admit to the failings of the schooling system and mainstream the four year bachelor’s degree for everyone. As part of the ECP, all of the students participate in the Living and Learning programme. This is a year-long module which assists them to negotiate the social, emotional and intellectual shift from school to university life and study. Again, all students need this.
2016 did not make the progress we had hoped for, but it will be a priority in 2017/2018, in collaboration with the Teaching and Learning Specialist based in the office of the DVC Academic. Tutorials are fundamental in developing students’ abilities to understand and evaluate arguments, to read and think critically, and to articulate their own positions.

Staff members across the faculty are increasingly using e-learning platforms in their teaching, and this will extend in the years to come. An important aspect of this is to engage properly with the pedagogies of online and digital education, rather than using online platforms simply as places to dump readings or lecture notes. We are in the process of trying to increase computer laboratory space, especially for postgraduate students.

Overall, we strive to produce graduates who:
• are independent thinkers
• are flexible in mind-set and abilities
• are able to summarise and synthesise information
• can analyse problems and arguments critically
• can communicate effectively
• have ethical integrity and a commitment to social justice.

Our strong emphasis on developing learning and teaching, however, encourages all staff to continue to develop and seek better ways of imparting and developing knowledge and skills. This remains a priority within the faculty, and is an ongoing commitment.

3.2 Research publications

A new book by Prof. Tony Parr, Emeritus Professor in the Department of English, was launched in 2016, entitled Renaissance Mad Voyages: Experiments in Early Modern English Travel, and published by Ashgate.

Fiona Moolla of the Department of English launched her new edited volume at the ACLALS conference in July. The book is entitled Natures of Africa and is published by Wits University Press. It promises to be a landmark contribution to ecocritical studies from the perspective of African scholars.

Uma Mesthrie of the Department of History co-edited a Special Issue of the Journal of Southern African Studies with Isabel Hofmeyer, Preben Kaarsholm and Dennis Walder. The issue focuses on “Durban and Cape Town as Port Cities: Reconsidering Southern African Studies from the Indian Ocean”, and emerged from a workshop which she co-organized with Hofmeyer and Kaarsholm at the CHR in 2014. The Special Issue has been extremely well received.

Leslie Witz of the UWC History Department was co-editor with Helena Pohlandt-McCormick (University of Minnesota), Gary Minkley (Fort Hare) and John Mowitt (University of Leeds) of a Special Edition of parallax (number 79, 2016), a leading international journal in the fields of cultural studies, critical theory and philosophy. Entitled “East London Calling”, this publication emerged from the conference “Red Assembly” that critically interrogated the implications of the installation work of art “Red” by Simon Gush. The conference and the publication were supported through a series of ongoing institutional and intellectual relationships between the African Critical Inquiry Programme, a partnership with the Laney Graduate School of Emory University funded through the Ivan Karp and Corinne Kratz fund, the NRF SARChI Chair in Social Change at Fort Hare, the University of Minnesota’s Interdisciplinary Centre for the Study of Global Change, and the Centre for Humanities Research at UWC. In addition to an article co-authored by the editors, included in the journal, among others, are articles by two Next Generation Researchers at the CHR, Maurits van Bever Donker and Ross Truscott, Nicky Rousseau (from the History Department, UWC), Michelle Smith (doctoral student at Fort Hare and Convenor of International Partnerships at the CHR) and Paige Sweet, Phindezwa Mnyaka and Anna Selemezci, former post-docs at the CHR at UWC and the SARChI Chair at Fort Hare.

Chris Stroud and Zannie Bock received notification that Bloomsbury had accepted their proposal for an edited collection, Recapturing Voices in Higher Education: Contributions from the South, which will include contributions from several colleagues in the faculty.

Jung Ran Forte, Paolo Israel and Leslie Witz co-edited a book titled Out of History: Reimagining South African Pasts. It tracks the papers, debates, and discussions that have animated the Contemporary History and Humanities Seminar held at UWC over the course of the last twenty years. The volume was published by HSRC Press (2016).

3.3 Scholarship of Teaching and Learning: Projects and Research Activities

On Friday the 13th of May the Arts Faculty and the Directorate of Teaching and Learning co-hosted the Teaching and Learning colloquium on Socially Just Pedagogies which was held over from last year as a result of the disruptions to the academic calendar. This very successful colloquium saw presentations from the
Faculties of Arts, Dentistry and EMS at UWC as well as from CPUT and Stellenbosch.

The Faculty appointed Prof. Michael Chapman, an A rated researcher who works in the field of literary and cultural studies, as a Mentor to doctoral students, especially those who are recipients of SAHUDA bursaries, using funding provided by the National Institute for the Humanities and Social Sciences. He presented several workshops to our students, and also worked with them in a one-on-one capacity. We also held combined doctoral workshops with the Universities of Cape Town and Stellenbosch.

Staff and doctoral students attended a faculty Writing Retreat from the 25th to the 28th of May, with funding from the office of the DVC Research and Innovation.

4. Seminars and Conferences and international visitors/fellows hosted in this period (include dates)

The Department of Women’s and Gender Studies, in association with the Department of Educational Psychology, University of Stellenbosch, and the Narrative Enquiry for Social Transformation (NEST) network, held a symposium on “Narrative Methods for Critical Health and Educational Research”, on the 2nd of February. A keynote address was delivered by Corinne Squire, University of East London (UK), who also presented a workshop on narrative methods for critical health research together with Prof. Floretta Boonzaier, University of Cape Town.

The Department of Linguistics and the Centre for Multilingualism and Diversities Research organised a workshop from the 10th to the 12th of February on the subject of “Key Concepts and Methods in Ethnography, Language and Communication”. It was presented by Prof. Ben Rampton, Professor of Applied and Sociolinguistics at King’s College London, and Prof. Adam Lefstein, Associate Professor of Education.

The first in the Public Lecture Series on the University in Africa, hosted by the Centre for Humanities Research and its DST/NRF Flagship on Critical Thought in the African Humanities, was held on the 16th of March. Brian Roftopoulos spoke on the subject “From Rhodes(ia) to Zimbabwe: Rhodes Must Fall, Post-colonial Politics, and University Transformation”.

The CMDR’s INTPART (Norwegian) collaboration became active during 2016. Two postgraduate students and a staff member went to Oslo for a summer school in September. There was also a summer school at UWC in December. The CMDR received two PhD students for September onwards from London and Paris.

On the 2nd and 24th of April, Sindiwe Magona ran creative writing workshops on behalf of the CMDR.

The Desmond Tutu Centre for Spirituality and Society was invited to participate in a one-week workshop on “Bible – Church – Gender – Sexuality” in cooperation with German donor agencies, Evangelisches Missionswerk (EMW, Hamburg) and Vereinte Evangelische Mission (VEM, Wuppertal), and the Institute for Mission, Ecumenism and Global Responsibility of the Evangelical Church of Westphalia (Möwe). This Workshop took place during the second week of February 2016. The programme, in which 40 invited representatives of churches and organisations from Germany, Namibia, South Africa and Rwanda participated, was jointly planned and facilitated by local faith-based partner organisations such as the South African Faith and Family Institute (SAFFI), Inclusive and Affirming Ministries (I AM), and the Centre for Christian Spirituality (CCS). A conference publication is forthcoming.

Prof. Christo Lombard and Prof. Ernst Conradie participated in the Summer School Colloquium on Religion and Migration, at Humboldt University, Berlin, 7-11 June.

From the 25th to the 27th of May, the CHR hosted the “International Critical Theory Consortium” workshop together with Prof. Judith Butler of the University of California, Berkley. This was a major planning workshop, which attracted leading figures, both locally and internationally, to UWC for a discussion on the future of critique in the University.

On the 26th of May there was a second session in the series on The Idea of the University in Africa. This comprised a panel discussion on the topic “The University and its Worlds” with Judith Butler, Wendy Brown, Achille Mbembe, and David Theo Goldberg.

On the 16th of March the inaugural lecture in the series The Idea of the University in Africa was delivered by Prof. Brian Roftopoulos, on the topic “From Rhodes(ia) to Zimbabwe: Rhodes Must Fall, Post-Colonial Politics, and University Transformation”.

On the 6th of April the CHR hosted a special meeting on the Future of the Humanities in South Africa, convened by
the AW Mellon Foundation to discuss its Mellon Report on the Humanities. This meeting was attended by all Deans of Arts and Social Sciences Faculties in the country, as well as the Directors of all Mellon-funded Research Centres in South Africa.

Two CHR Artists in Residence and members of the Ukwanda Puppetry Arts Company, Ncedile Daki and Luyanda Ngodlwana, were invited to a short residency from the 16th of April to the 3rd of May at the Interdisciplinary Centre for the Study of Global Change, at the University of Minnesota, where they contributed to the annual May Day Parade with the Heart of the Beast Theatre Company. This public event was attended by 50 000 people.

On the 29th of April Prof. Premesh Lalu delivered a Distinguished Lecture at the University of Minnesota, entitled “The Practice of Post-apartheid Freedom”.

The CHR, together with colleagues at UCT, convened a series of Reading Groups and Lectures on the platform of “Other Universals”. The first public “Masters-Class” in the lecture programme took place on the 16th of May 2016. It was delivered by Prof. Aaron Kamugisha, of the University of the West Indies, and was titled “Sylvia Winter’s Black Metamorphosis and the World we Live in”.

During March, April and May the CHR hosted a joint postgraduate seminar with the Interdisciplinary Centre for the Study of Global Change at the University of Minnesota. The eight-week seminar was titled “Becoming Technical of the Human”, and was co-taught by Premesh Lalu and Ross Truscott.

The Dean’s Distinguished Lecture was delivered by the prominent Lithuanian philosopher Leonidas Donskis, on the topic “Liquid Evil: More Pervasive, Less Visible”, on the 19th of May.

On Thursday the 5th of May, UWC Creates hosted a Poetry Reading, featuring a range of international and South African poets: Efe Paul Azino (Nigeria); Maram Al-Massri (Syria); Yvette Christianse (US); Michel Deguy (France); H C Ten Berge (Netherlands); and from South Africa: Keorapetse Kgositsile; James Matthews; Gilbert Gibson; Kanyi; and Jolyn Philips.

The Department of Women’s and Gender Studies is collaborating with three other universities on a three-year project on “New Tools for Transnational Analysis in Postgraduate Intersectional Gender Research – Towards Long-Term International Collaborations in Doctoral and Postdoctoral Training” supported by Swedish funders. Prof. Tammy Shefer and two WGS PhD candidates, Sue McWatts and Kharnita Mohamed, attended and presented papers at the opening conference and meeting of the project in Linkoping, Sweden.

Prof. Michael Wessels of the English Department was conference chair of ACLALS, a major international conference of more than 600 delegates that took place in July in Stellenbosch. One of the conference days took place at UWC, in the School of Public Health. More than twelve colleagues, students and research fellows in the department presented papers.

As a part of the public lecture series, The Idea of the University in Africa, on the 24th of June the CHR hosted a lecture by Prof. Catarina Antunes Gomes (Agostinho Neto University, Angola) on the subject “In Service of What? The University’s Contemporary Conundrums”.

The CHR Annual Winter School was held at UWC from the 4th to the 8th of July. The event, broadly themed around the question, “What is the university for?”, consisted of a series of intensive lectures, panel discussions and student workshops. Now in its 6th year, the Winter School was the largest to date, including 80 participants, and was held in partnership with the SARChI Chair for Social Change at the University of Fort Hare, the Interdisciplinary Centre for the Study of Global Change at the University of Minnesota, and a new institutional partner, the Jackman Humanities Institute at the University of Toronto, Canada. The Winter School also hosted colleagues from the Indian Institute for Technology and Jawaharlal Nehru University in India.

Leading up to the 2016 Winter School, from the 14th to the 30th of June the CHR hosted an advanced seminar course held twice a week for fellows in the Centre. The theme was “An Introduction to Close Textual Reading from Postcoloniality”, and the course was hosted by Prof. Qadri Ismail (University of Minnesota, US). The course proved extremely helpful to the thirteen participating students.

From the 2nd to the 11th of August visiting scholar, Prof. Emily Landau, presented a short advanced postgraduate course on Race and Gender, co-hosted by the CHR and the Department of Women’s and Gender Studies.

From the 18th to the 20th of August the Migrating Violence platform of the DST-NRF Flagship in Critical Thought in African Humanities of the CHR hosted a colloquium, “On the Subject of Citizenship”, marking 20 years since the publication of Mahmood Mamdani’s landmark text, Citizen and Subject. The colloquium honoured this intervention by inviting students and faculty to join a group of leading scholars, including...

---

Note: The text continues with additional details about the colloquium and other events, but the full content is not provided here.
scholars from across the world to reflect critically on the limits and possibilities of the questions that Citizen and Subject raised. The colloquium featured Mahmood Mamdani, Partha Chatterjee, Juan Obarrio, Abdelwahab al-Effendi Osman, Nivedita Menon, Kuang-Hsing Chen, Karuna Mantena, Siba N’Zatioula Grovogui, Lyn Ossome, Steven Friedman, Lungisile Ntsebeza, Namla Matshanda, Ari Sitas, Mboniseni Buthelezi, Brian Raftopolous and Suren Pillay.

From the 10th of September to the 10th of December, Maurits van Bever Donker, a Next Generation Researcher in the CHR, co-taught a semester-long postgraduate course with Prof. Cesare Casarino in the Department of Cultural Studies and Comparative Literature at the University of Minnesota. The course was entitled, “Global Apartheid: A Genealogy of Biopolitical Sovereignty.” This course laid the ground for a longer-term course to be hosted at the CHR in 2017 with Prof. Casarino.

Together with Dr Michelle Kelly (Oxford) and Dr Kate Highman (CHR), Prof. Hermann Wittenberg hosted an international colloquium on the 18th of July on the intermedial intersections of J.M. Coetzee’s work with other arts, such as film, photography, music, theatre, dance and opera.

The Department of Linguistics and the Centre for Multilingualism and Diversities Research co-hosted the joint annual LSSA/SAALA/SAALT conference from the 4th to the 7th of July on the UWC campus. The theme was “Language and Linguistics in the Global South: Posing the Challenge”, and a range of academics from across the country and the globe presented papers.

On the 2nd of August, the Department of Foreign Languages, in collaboration with the Consulate General of Switzerland in Cape Town, hosted a public reading and discussion by Swiss-Irish author Gabrielle Alioth. The subject was “Inventing Love and Death”.

The Desmond Tutu Chair for Ecumenical Theology and Social Transformation, Prof. Sarojini Nadar, delivered her Inaugural Lecture on the 25th of August.

Also on the 25th of August the Department of Religion and Theology hosted a colloquium on The Black Atlantic: Identity, Race and Reconciliation, with guest lecturers Prof. Lawrence Burnley (an expert on “Black Atlantic”) from the USA, Prof. Hans Engdahl (Extraordinary Professor at UWC from Sweden, and working on the theology of John Mbiti and other African theologians), and Dr John Klaasen from UWC (working on issues of identity and development).

5. Awards and significant achievements

Dr Quentin Williams of the Department of Linguistics and the Centre for Multilingualism and Diversities Research was awarded a Post-PhD Thuthuka Grant. He was also successful in his application for a Research Innovative Programme Grant from VLIR-UOS (Belgium), entitled “Linguistic Citizenship” (total amount: 100 000 EUROS), for 2016-2019, in collaboration with Profs Christopher Stroud and Stef Slembrouck.

Dr Sisa Ngabaza (Women’s and Gender Studies) and Fiona Moolla (English) were awarded NRF rating track Thuthuka grants.

Two colleagues from the Faculty were awarded Practitioner Residency Fellowships by the Rockefeller Foundation at the prestigious Bellagio Centre on Lake Como: Prof. Tammy Shefer (Women’s and Gender Studies) for her project “Critical Reflections on Contemporary Responses to Youth, Heterosexual Practices and Gender Power Relations in Educational Contexts” from 8 March - 5 April 2016; and Prof. Suren Pillay (Centre for Humanities Research) for his project “The Migrant and the Citizen: Movement and Belonging in Post-apartheid South Africa”, from 10 November - 8 December 2016.

The following staff received career development funding as part of the Mellon Inclusive Professoriate project: Dr Fiona Moolla (English); Dr John Klaasen (Religion and Theology); Dr Sharita Bharuthram (English); Dr Loyiso Mletshe (Xhosa); Dr William Ellis (Anthropology and Sociology); Prof. Desiree Lewis (Women’s and Gender Studies); and Prof. Suren Pillay (Centre for Humanities Research).

The Faculty of Arts and Philosophy at Ghent University awarded the prestigious Sarton medal for 2016-2017 to Prof. Steward van Wyk. The Sarton medal is awarded to a scholar who has made a considerable contribution in his/her academic discipline, and is awarded by the faculty after a process of nomination. On the 28th of October Prof. van Wyk delivered a lecture to the university community, which was followed by the award ceremony. This award is well deserved recognition of Prof. van Wyk’s significant research output.

Prof. Hermann Wittenberg of the Department of English was awarded a Newton Advance Fellowship Award of £ 81 000 over the next three years, in collaboration with Dr Michelle Kelly of Oxford University. He was also awarded an NRF competitive grant of over R 800 000.
Prof. Michael Wessels was awarded an NRF competitive grant of the same value.

Dr Lucy Graham, who is a Research Fellow in the Department of English, was awarded a Newton Mobility grant of £10 000 to support her commemorative project on the sinking of the Mendi.

Four staff received B ratings from the NRF: Michael Wessels; Sarojini Nadar; Paolo Israel; and Tammy Shefer. This brings the number of B-ratings in the Faculty to nine.

Dr Tony Oyowe of the Department of Philosophy received a Y rating.

Prof. Diana Gibson and Dr Godfrey Maringira received funding for a Collaborative Working Group project entitled *From Networks of Violence to Networks of Peace: Armed Youth Violence in Five African Countries*, with scholars from the DRC, Nigeria and Cote de Ivoire.

### 6. Engagement:

#### 6.1 Community engagement

From February to May 2016 weekly arts education workshops in puppetry and visual arts for Grade 10 learners from Luhlaza Secondary and Chris Hani Art and Culture School were taught by Ukwanda Puppetry and Design Collective and Dathini Mzayiya with input from Itumeleng Wa Lehulere at the Factory of the Arts, a project of the CHR.

On the 14th of May, a Graduation Ceremony was held for high school students who participated in the arts education workshops through the Factory of the Arts, a project of the CHR.

The production “I See You”, by CHR Artist in Residence Mongi Mthombeni, ran from the 5th to the 28th of May at the Fugard Studio in Cape Town, with a special performance hosted by the CHR on the 11th of May 2016.

#### 6.2 Scholarly professional engagement

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

CHR Senior Researcher, Dr Heidi Grunebaum, was nominated by the Modern Language Association (USA) to stand for election for the Executive Committee of the Memory Studies Forum.

Mooniq Shaikjee and Fiona Ferris were invited onto the organizing committee for a June workshop in Copenhagen under the auspices of International Consortium on Superdiversity.

### 7. Student Achievements

#### 7.1 Undergraduate students

The first of the biannual Dean’s Merit List functions for 2016 was held on Wednesday the 11th of May. The DVC (SDS), Prof. Pamela Dube, officiated, with Prof. Uma Mesthrie, who represented the Dean in his absence. The event was very well attended, and 150 students received awards.

#### 7.2 Postgraduate students

Jolyn Phillip’s *Tjeng, Tjang, Cherries*, a collection of short stories set in Gansbaai which comprised her Masters in Creative Writing, produced under the supervision of Meg Vandermerwe, continues to receive excellent responses, with an excellent review in *City Press*. The book is now in its second print run.

On the 10th of August, an anthology of poetry entitled *Harvest*, drawing together work form the MA in Creative Writing, was launched on campus.

Bronwyn Douman, who recently completed her MA in Creative Writing at UWC, has received a full scholarship, on the basis of her Masters project, to complete an MFA at Rutgers University.


1. Dean’s Overview:

The Faculty of Community and Health Sciences for 2015-2019 has identified the theme “Together we can make a difference through inter-professional health and social care”. Thus over the period we have been systematically building on this. We are guided by various policies including the international Sustainable Development Goals (SDGs), the National Development Plan (NDP 2030) as well as the IOP 2016-2020 and graduate attributes (institutionally). In aligning all of these policies we are more convinced that an interprofessional, interfaculty, inter-institution approach is the method of addressing the needs of our society. Figure 1 below highlights our key focus areas, influencing factors as well as the potential risks.

PROF. RINA SWART
ACTING DEAN: FACULTY OF COMMUNITY AND HEALTH SCIENCE

2. Our Achievements for 2016

CHS 2015-2019
Key Objective: Health and Well-being

Potential risks:
- Space
- Finances
- Stakeholder buy-in

Other potential risks:
- External competition
- Decreased funding
- Fees must fall
Faculty organogram

THE DEAN
(ongoing until 1 April 2017)

Prof José Frantz

Prof Rina Swart
Deputy Dean Clinical and Community Engagement

Prof Brian van Wyk
Deputy Dean Research and Innovation

Prof Anthea Rhoda
Deputy Dean Teaching and Learning

Mr Marquard Simpson
Faculty Manager

Dean's Administrator
(1)

Deputy Dean R & PG
(1)

Deputy Dean T&L
(1)

Deputy Dean CCE
(1)

Faculty Manager

Senior Faculty Officer
(1) (Finance)

HOD CFS
HOD SW
HOD ICSSD
HOD SRES
HOD IPEU
HOD OT
HOD DT
HOD PT
HOD SoNM
HOD SoPH
HOD SoN

Admin Assistant
(2)

Technical Officer
(1)

Admin Officers
(1)

Admin Officer
(1) transport

Faculty Officers
(4)
1. Scholarship (learning and teaching, research and engagement)

As a faculty, we have adopted the Boyers model of scholarship to drive the integration of teaching, research and engagement in the faculty. This resulted in the design of collective research projects as well as collaborative partnerships. Opportunities for staff to further develop niche areas such as neuroscience, early childhood development, substance abuse, youth and prevention science and rehabilitation science have been created.

1.1 Partnerships

Achievements in the area of partnerships include two international partnerships. The Diversity Center in Psychological Practice has been established between three faculties in the University (Community and Health Sciences, Education and Economic and Management Sciences) and their respective departments of Psychology, Educational Psychology and Industrial Psychology, and the University of Toronto. A collaboration partnership in Neuroscience was established with Bergen University and the University of Missouri. Internally an MOU between the Department of Sport, Recreation and Exercise Science and Sport Administration should serve as a means to enhance sport on campus as well as to enhance the academic experience of the students. Funding proposals towards future collaboration were submitted to SANORD and UTFORSK. These proposals included the development of a post-graduate Diploma in Interprofessional Education, the development of an Interprofessional Ethics Project for undergraduate health sciences students and another project focusing on the inclusion of spirituality in health sciences education.

1.2 Publications

The overall publications in the Faculty for 2016 was lower than in 2015 (88.8 vs 97 units) although some departments such as Social Work and School of Public Health produced significantly more publications in 2016. A major drop in publication output was recorded for School of Nursing with their 2016 output being only a quarter of 2014 and 2015 and this is a consequence of the staffing instability in the School of Nursing.
1.3 Learning and teaching

Learning and teaching remains core to the faculty and we remain committed to a student-centered and interprofessional approach in the faculty. The scholarship of teaching and learning was demonstrated through a supplement on interprofessional education which was published in the African Journal of Health Professions Education in 2016. An academic from most of the departments in the faculty contributed to this supplement. The existing interprofessional offerings in the Faculty has been broadened with the addition of two modules i.e. research methods as well as ethics at undergraduate level.

The incorporation of Interprofessional Education (IPE) competencies and graduate attributes into learning programmes in the faculty utilised champions in each department to map their curriculum in order to identify gaps.

The faculty project on student success was strengthened with the secondment of a senior academic (Prof Michael Rowe) to the office of the Deputy Dean Teaching and Learning. He designed principles based on the results of the student success project and used the designed principles to infuse technology and develop authentic learning activities. This secondment was extended for another 6 months in 2017 to implement the designed strategies.

1.4 Engagement

As part of the Boyers Model, engagement is key to the faculty. The Faculty thus arranged a workshop where faculty and the University Engagement Unit deliberated the definition of Community Engagement and mapped potential activities for extending and incorporating engagement into the curricula. The Faculty collectively deliberated and identified additional sites to be developed for interprofessional practice (Mitchell’s Plain and Fisantekraal). As a collective the faculty embarked on skills development (workshops) in implementation of IPEP and inserted outcomes in modules with a clinical placement component which requires students to engage in interprofessional practice. In addition, as part of engagement the faculty hosted monthly seminars in relevant policy areas such as the NHI, to stimulate an informed and critical debate on these matters.

The scholarship of engagement is demonstrated in the awarding of the Erasmus Plus K2 grant to the north-south consortium, Caring Communities Consortium [CASO] (SA; Netherlands; Finland; Belgium). UWC is involved in work project 2 of this consortium towards the development an e-learning Physical Education module and peer education of current Life Orientation educators. The initial planning phase commenced in Cape Town in 2016 and will continue in 2017 and 2018. SRES staff further contributes to the support and promotion of physical education in schools through the HAKSA study and through collaboration in the newly established SAUPEA.

The Department of Psychology continues with the NUSPEP program training Norwegian students in the field of sport, which resulted from the FLUR project. A new MOU was signed in 2016 to continue with the program. Through its courses in Community Psychology the Department of Psychology has also been involved in the West Coast region for the past five years. This involvement consisted of both service delivery and research. The Masters Research students usually do the needs analysis and the clinical students design interventions based on the needs within these communities Another project in the West Coast focus on family well-being. The Child and Family studies Unit assist through strengthening families with evidence-based programmes.

SOPH through the SMART2D and Diabetes Prevention Projects are strengthening their research and community engagement footprint in the areas of non-communicable diseases and disease prevention

The renewal of the Unani Chair MOU with Central Council for Research in Unani Medicine (Department of AYUSH, Ministry of Health and Family Welfare, Government of India, New Delhi) will facilitate collaborative research project with an institution in India. A specific new development is the research project development with Naturopathy.

2. Staff development

Staff development is a key aspect of the faculty at all levels. This has been a collective drive in the faculty and has focused on both academics and professional support staff. Achievements in 2016 includes the successful application for ad personam promotion by 10 academics including 1 at professor level, 6 at associate professor level and 4 at senior lecturer level were submitted. Ten of these applications were successful. Seventeen academics collectively received Thuthuka funding in the PhD, Post PHD and Rating track. In addition 5 academics received NRF sabbatical funding to assist in the completion of their
PhDs. Two talent stewardship positions were developed in the Department of Social Work. This will assist in meeting the needs of the department as a result of staff retirement.

Developing professional administrative staff is key to the success of the faculty as they assist in driving the academic project as well as the research agenda of the faculty. During 2016 four administrators attended a conference focusing on the higher education sector, 3 administrators attended a week exchange to Norway to meet with FK funders to understand the requirements of the funder, and several administrators also attended the university staff development initiatives.

3. Leadership development

The faculty believes that leadership is not dependent on a position but we encourage leadership at all levels. Through this culture we are able to develop academics, professional support staff and students. Academic succession planning is achieved through the P4AL programme. Two cohorts (one each in 2015 and 2016) have thus far completed the P4AL programme successfully. Of the 2015 cohort four (4) have become HODs in 2016/17 and of the 2016 cohort, participants have been prepared to take up deputy HOD roles and other leadership roles in the faculty. Two deputy Deans were awarded the opportunity to attend the HERS-SA Academy – an inspiring and personal enriching experience for both. Two workshops were held to develop Administrative leadership within the Faculty at large. The professionalization of administration staff focused on uniforms for administrators as well as conference attendance by individuals. A student leadership and governance committee was established through the student affairs committee.

4. Governance

Implementation of successful governance procedures is essential for the successful and transparent functioning of the faculty. In order to obtain an accurate understanding of the governance policies and structures in the different areas all post-graduate administrators and faculty officers attended the Committee Management Systems (CMS) training as well as a governance workshop. HODs attended workshops on understanding disciplinary processes.

5. Awards and significant achievements

Academic achievements

The Dean of the Faculty, Prof Frantz, received the Research Capacity Development and Transformation award from the NRF. Psychology staff members were awarded the University of Missouri South Africa Exchange Programme Award in 2016. School of Public Health generated approximately R8.5 million in income for research, capacity development and through delivery of short courses.

6. Student achievements

6.1 Undergraduate students

Thirty eight students (3.6% of graduates) completed their qualifications cum laude and a further 2.8% completed it summa cum laude. Almost 40% of registered undergraduate students completed their qualification successfully during 2016.

6.2 Post graduate students

Twenty seven percent of the registered post-graduate students completed their qualifications in 2016 (165 out of 603) and less than 1% achieved cum laude.

7. Priority areas for 2017

As we plan for 2017, we continue to focus on the six priority areas as identified for the period 2015-2020. These are 1) Recruitment and retention of postgraduate students, 2) Improvement of success and throughput of undergraduate and postgraduate students, 3) Enhancing inter-professional education and practice in order to produce an excellent 21st century health professional and graduate, 4) Evidence based teaching methodologies and pedagogies, 5) Staff development, and 6) Partnerships and collaboration.

Specific priority actions identified for 2017 are:

Leadership at all levels

• to assist ALs to embark on their academic trajectory by meeting criteria for promotion to L.
• Succession planning in three identified departments to be intensified.
• Successful recruitment and appointment of two targeted appointments.
• Activities to develop capacity for Professional support staff.

Research
• To increase the number of (and success with) NRF applications for all three tracks i.e PhD completion, Thuthuka, and NRF rating. Monitor and support to ensure delivery on objectives of application.
• To revive the Faculty Journal, especially as an entry level peer-reviewed route for emerging researchers.
• To support staff to successfully compete for external research funds.
• To increase the total accredited research publication output for 2017 from 88.88 units to 100 units.

Teaching and Learning
• To strengthen the implementation of the two new shared modules (Research and Ethics). Another shared module that will be pursued is Practice Management.
• To improve throughput through our Student Success Project. Strategies include:
  • Implement co-ordinated tutoring and mentoring programmes, facilitate embedding academic literacies into curriculum, review and revise assessment practices
  • Align and Integrate graduate attributes and IPE competencies into curriculum
  • Continue IPE/P initiatives in Faculty (implement collaborative practice sessions at secondary hospitals and develop a PG Diploma in IPE)

Engagement
• Providing opportunities and a platform for exploring “Decolonisation of the curriculum”. Seminar series will be the main mode of this endeavour.
• Building relationships and establishment of Fisantekraal as a site for IPE/Clinical practice. Extension of this engagement to other sectors of the university such as Education Faculty.
• Reconsideration of a model for continuation of Theewaterskloof as a site for IPE/Clinical practice.
• Conclusion of the Bilateral Agreement with the Department of Health
• Establishing at least one multi-level collaborative research project within the Faculty. A proposal towards CHEC funding on Early Childhood Development has already been submitted. A proposal towards UWC as a Health promoting university is another project that is pursued for this purpose.
1. Dean’s Overview:

- Retirement of key staff remains a concern.
- Recruitment of suitably qualified specialist staff to fill vacant specialist positions. One specialist post remained vacant as a result of lack of interest from specialist practitioners due to the lucrative nature of private practice.
- Filling of the vacant Teaching and Learning Specialist post.
- Finalisation of the bi-lateral agreement between PGWC and UWC which will have funding implications for UWC. Status of academic staff on the Clinical Platform.
- Establishing a video conferencing facility.

2. Faculty organogram
3. Scholarship

3.1 Teaching and Learning

- Three academics (Drs Noordien, Isaacs and Kathree) attended the Teaching and Learning Induction at Mont Fleur in September 2016
- One academic (Dr Peerbhay) presented a poster at the International Consortium for Educational Development / HELTASA conference on “Peer self-reflection: A program to improve clinical teaching”
- Two academics (Profs Morkel and Parker) attended an Alternative Assessment Workshop at the School of Public Health, UWC on 10 June 2016
- One academic (Prof Parker) attended the Teaching and Learning colloquium on 17 October 2016
- Three academics (Prof Chetty, Drs Roberts and Shaik) attended and completed a course in strengthening postgraduate supervision. This course was run by the Department of Higher Education and Training in collaboration with Rhodes University and the University of the Western Cape and comprised 2 three day workshops and an online component. They successfully received a qualification with high competence in Postgraduate supervision from Rhodes University
- The adoption of a Blended Learning approach, in which, student learning is facilitated through delivery of content and instruction via digital and online media, dates back many years in the Faculty of Dentistry. Email was originally the primary means of facilitating learning and correspondence to students, for example, sharing of notes, submission of tasks, feedback and announcements. The e-Learning platform was introduced to the Faculty in 2010 with the Paediatric Dentistry Department. Following this many staff members embraced the concept of using digital means to facilitate teaching and learning.

The Faculty of Dentistry was later formally introduced to the transmission to the iKamva platform through a Faculty-wide workshop from 15-16 January 2014, entitled the “ICT Infusion Programme” which aimed to introduce staff to the option of infusing e-technology into teaching and learning. Since then many staff members created online spaces for students to engage in modules and both staff and students have been using the space commendably. With the increasing interest and familiarity on Blended teaching and learning and the desire for further skills training on the effective use of the e-platform, the Faculty of Dentistry further hosted the Centre for Innovative Education and Communication Technologies (CIECT) on Wednesday, 20 July 2016 at the Tygerberg Resource Centre to conduct a workshop on Blended Learning. The purpose of this workshop was to enable Dentistry lecturers who were new to iKamva an opportunity to create their own online environment for 2016 and beyond. Twenty nine lecturers attended. Lecturers were guided to create an online course, create topics within the discussion forum, setup online workgroups and to create online assessments. The workshop also focused on Google drive for teaching and learning purposes. Those lecturers who already had modules online used the opportunity to learn about aspects that they had not yet engaged with, such as, online assessments and tutorials.

In collaboration with the CIECT team, the Faculty of Dentistry has built and developed an online environment over a period to support alternate and complementary teaching and learning methodologies. Staff are using iKamva in the following ways: Loading content such as course outlines, module guides, lecture notes and additional reading material. Staff are also including multimodal content such as, articles, web links, videos, conducting assessments, hosting tutorials, providing feedback and posting announcements. The iKamva platform has facilitated the use of Blended Teaching and Learning in the Faculty by supporting and providing for collaborative and interactive learning, learner-centered education, increased flexibility, the use of multimodal content and immediate feedback which are the key principles upon which the concept is based.

Apart from the use of a digital and media platform, staff of the Faculty have used other digital methods to enrich the learning experience, such as, power-point, digital stories, clickers, pod-casting, videos and Turn-It-In.

- Members of staff concerned with the BChD programme attended meetings and discussions about the restructuring of the BChD programme. The orthodontic course will probably be started earlier in the programme in future – this will be coordinated with preclinical and clinical courses offered in the other dental disciplines. Discussion is ongoing and preparation for possible changes starting in 2018 are in progress
- Members of staff are participating in the Expanded Functions courses for qualified Oral Hygienists, to up-skill them for more advanced functions in orthodontic specialist practice (following HPCSA guidelines)
### Registered Projects

<table>
<thead>
<tr>
<th>Applicant</th>
<th>Title</th>
<th>Project number</th>
<th>Department</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr J Chamoko</td>
<td>Outcomes of mandibular Kennedy class I and II prosthetic rehabilitation</td>
<td>BM/16/3/25</td>
<td>Restorative Dentistry</td>
</tr>
<tr>
<td>Dr R Medhat</td>
<td>An in vitro comparison of the marginal adaptation and discrepancy of protemp and stainless steel</td>
<td>BM/16/3/26</td>
<td>Paediatric Dentistry</td>
</tr>
<tr>
<td>Dr M Elmubarak</td>
<td>Accuracy and reliability of traditional measurement techniques for tooth widths and arch perimeter compared to CAD/CAM</td>
<td>BM/16/3/27</td>
<td>Paediatric Dentistry</td>
</tr>
<tr>
<td>Dr N Behardien</td>
<td>Retrospective analysis of patients on warfarin therapy treated in the undergraduate Oral Surgery Clinical at Tygerberg OHC</td>
<td>BM/16/3/28</td>
<td>Maxillofacial and Oral Surgery</td>
</tr>
<tr>
<td>Dr J van Lierop</td>
<td>Influence of variations in ceramic thickness and bonding</td>
<td>BM/16/3/29</td>
<td>Restorative Dentistry</td>
</tr>
<tr>
<td>Dr A Eltayeb</td>
<td>An in-vitro evaluation of the physical properties of three bulk-fill composites</td>
<td>BM/16/3/30</td>
<td>Restorative Dentistry</td>
</tr>
<tr>
<td>Dr K Beshtawi</td>
<td>The accuracy of the mental foramen position on panoramic radiographs and CBCT</td>
<td>BM/16/5/1</td>
<td>Diagnostics and Radiology</td>
</tr>
<tr>
<td>Dr AI O Ibrahim</td>
<td>Nanoparticles as advanced treatment modalities to disinfect the root canal system</td>
<td>BM/16/5/2</td>
<td>Restorative Dentistry</td>
</tr>
<tr>
<td>Dr D Temilola</td>
<td>Salivary creatinine as a diagnostic tool for evaluating chronic kidney disease</td>
<td>BM/16/5/4</td>
<td>Oral Medicine and Periodontology</td>
</tr>
<tr>
<td>Dr MR Goolam Nabee</td>
<td>Demographic profile of patients presenting for third molar surgery under general anaesthesia</td>
<td>BM/16/5/5</td>
<td>Maxillofacial and Oral Surgery</td>
</tr>
<tr>
<td>Dr S Asmyou</td>
<td>An in-vitro study of antifungal activity of Gymnemic Acid</td>
<td>BM/16/5/6</td>
<td>Oral Medicine and Periodontology</td>
</tr>
<tr>
<td>Dr W Bin Ihrayz</td>
<td>An investigation of the prevalence and determinants of candida in the peri-implant sulcus</td>
<td>BM/16/5/7</td>
<td>Oral Medicine and Periodontology</td>
</tr>
<tr>
<td>Dr MT Peck</td>
<td>Awareness and knowledge of Oral Cancer among dental patients</td>
<td>BM/16/5/8</td>
<td>Community Oral Health</td>
</tr>
<tr>
<td>Dr H Holmes</td>
<td>An evaluation of teaching and learning in the Bachelor of Oral Health Programme</td>
<td>BM/16/5/9</td>
<td>Oral Hygiene</td>
</tr>
<tr>
<td>Dr MD Cupido</td>
<td>Oral health risk factors associated with Osteoradionecrosis</td>
<td>BM/16/5/10</td>
<td>Maxillofacial and Oral Surgery</td>
</tr>
<tr>
<td>Dr D Smit</td>
<td>Knowledge, attitudes and practice of dentists regarding management of patients on Warfarin therapy</td>
<td>BM/16/5/11</td>
<td>Maxillofacial and Oral Surgery</td>
</tr>
<tr>
<td>Dr W Farao</td>
<td>A comparative study between thermoplastic and conventional removable partial denture designs</td>
<td>BM/16/5/12</td>
<td>Prosthetic Dentistry</td>
</tr>
<tr>
<td>Dr S Govender</td>
<td>Oral physiological pigmentation in a Western Cape sample</td>
<td>BM/16/5/13</td>
<td>Oral Medicine and Periodontology</td>
</tr>
<tr>
<td>Dr A Jeffha</td>
<td>Accuracy of orthodontic bracket adaptation</td>
<td>BM/16/5/14</td>
<td>Orthodontics</td>
</tr>
<tr>
<td>Dr G Mhlanga</td>
<td>Aesthetic outcomes using trans-conjunctival vs transcutaneous approaches for orbital trauma in dark and light skinned patients</td>
<td>BM/16/5/15</td>
<td>Maxillofacial and Oral Surgery</td>
</tr>
</tbody>
</table>
3.2 Research Publications


doi: 10.1016/j.joms.2016.05.018


Chitosan and Hydrogels: design, Biocompatibility and Cytotoxicity.
Perchyonok, VT., Mulder, R. Chapter 3. Biomaterials in pediatric dentistry from design to in vitro application.
Perchyonok, VT., Fellitti, R., Zhang, S., Moodley, DS. & Grobler, SR. Chapter 6. Biomaterials in endodontics and tooth whitening: from molecular mechanism to clinical applications.


**Staff development**

Current Enrolment/completion of Staff in Postgraduate Studies

<table>
<thead>
<tr>
<th>Name</th>
<th>Field</th>
<th>Degree/Program</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ms R Cader</td>
<td>Oral Hygiene</td>
<td>MSc Dent</td>
<td>completed in 2016</td>
</tr>
<tr>
<td>Dr R Ahmed</td>
<td>Restorative Dentistry</td>
<td>MSc Dent</td>
<td>completed in 2016</td>
</tr>
<tr>
<td>Dr S Ahmed</td>
<td>Restorative Dentistry</td>
<td>MSc Dent</td>
<td>completed in 2016</td>
</tr>
<tr>
<td>Dr Q Isaacs</td>
<td>Oral Medicine and Periodontology</td>
<td>MSc in Oral Medicine</td>
<td></td>
</tr>
<tr>
<td>Dr A Afrogheh</td>
<td>Maxillofacial and Oral Pathology &amp; Forensic Sciences</td>
<td>Master of Science in Cytopathology (US)</td>
<td></td>
</tr>
<tr>
<td>Dr A Dyason</td>
<td>Restorative Dentistry</td>
<td>MSc Dent</td>
<td></td>
</tr>
<tr>
<td>Dr F Karjiker</td>
<td>Restorative Dentistry</td>
<td>MSc Dent</td>
<td></td>
</tr>
<tr>
<td>Dr M Chetty</td>
<td>Diagnostic Sciences</td>
<td>PhD Genetics (UCT)</td>
<td>completed in 2016</td>
</tr>
<tr>
<td>Dr R Adam</td>
<td>Restorative Dentistry</td>
<td>PhD</td>
<td>completed in 2016</td>
</tr>
<tr>
<td>Dr T Roberts</td>
<td>Maxillofacial and Oral Pathology &amp; Forensic Sciences</td>
<td>PhD (Genetics) (UCT)</td>
<td></td>
</tr>
<tr>
<td>Dr S Khan</td>
<td>Restorative Dentistry</td>
<td>PhD (US)</td>
<td></td>
</tr>
<tr>
<td>Dr MT Peck</td>
<td>Oral Medicine and Periodontology</td>
<td>PhD</td>
<td></td>
</tr>
</tbody>
</table>
4. Seminars and Conferences and international visitors/fellows hosted in this period

4.1 Conferences Attended

**Overseas Conferences**

<table>
<thead>
<tr>
<th>Name</th>
<th>Event Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prof J Hille</td>
<td>1st Global Oral Cancer Forum Meeting, New York, USA – September 2016</td>
</tr>
<tr>
<td>Dr A Jeftha</td>
<td>European Association of Oral Medicine (EAOM), Turin, Italy – September 2016</td>
</tr>
<tr>
<td>Dr A Jeftha</td>
<td>Bone and Tissue Days, Berlin – September 2016</td>
</tr>
<tr>
<td>Dr H Holmes</td>
<td>European Association of Oral Medicine (EAOM), Turin, Italy – September 2016</td>
</tr>
<tr>
<td>Dr H Holmes</td>
<td>Bone and Tissue Days, Berlin – September 2016</td>
</tr>
<tr>
<td>Dr MT Peck</td>
<td>Botiss Bone Congress, Germany – September 2016</td>
</tr>
<tr>
<td>Dr MT Peck</td>
<td>Dental Congress, Makka – April 2016</td>
</tr>
<tr>
<td>Dr G Hein</td>
<td>AO Masters Course, Switzerland – 11-15 December 2016</td>
</tr>
<tr>
<td>Prof J Reyneke</td>
<td>AO course, Austria – May 2016</td>
</tr>
<tr>
<td>Prof J Reyneke</td>
<td>5th Mediterranean Orthodontic Congress, Limasol, Cyprus</td>
</tr>
</tbody>
</table>

- Prof Hille – International invited speaker – First Global Oral Cancer Forum meeting, New York, USA, 4-5 March 2016
- Dr A Afrogheh – International Invited speaker – European Society of Pathology / International Association of Pathology, Cologne, Germany – September 2016

**Local Conferences**

<table>
<thead>
<tr>
<th>Name</th>
<th>Event Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr N Mohamed</td>
<td>SADA conference, Johannesburg</td>
</tr>
<tr>
<td>Dr N Mohamed</td>
<td>1st Annual Western Cape REC Workshop (Ethics), Cape Town</td>
</tr>
<tr>
<td>Dr N Mohamed</td>
<td>World Nutrition Congress, Cape Town</td>
</tr>
<tr>
<td>Dr F Peerbhay</td>
<td>47th Scientific Meeting of the IADR, Cape Town – 1- 3 September 2016</td>
</tr>
<tr>
<td>Dr F Peerbhay</td>
<td>NRF PhD Conference, Cape Town</td>
</tr>
<tr>
<td>Dr F Peerbhay</td>
<td>International Consortium for Educational Development / HELTASA conference, Cape Town</td>
</tr>
<tr>
<td>Dr R Mulder</td>
<td>47th Scientific Meeting of the IADR, Cape Town</td>
</tr>
<tr>
<td>Dr R Mulder</td>
<td>SASPIO Conference, Johannesburg – August 2016</td>
</tr>
<tr>
<td>Prof M Chetty</td>
<td>47th Scientific Meeting of the IADR, Cape Town – 1 – 3 September 2016</td>
</tr>
<tr>
<td>Dr T Roberts</td>
<td>47th Scientific Meeting of the IADR, Cape Town – 1 – 3 September 2016</td>
</tr>
<tr>
<td>Dr P Brijlal</td>
<td>47th Scientific Meeting of the IADR, Cape Town – 1 – 3 September 2016</td>
</tr>
<tr>
<td>Ms N Gordon</td>
<td>47th Scientific Meeting of the IADR, Cape Town – 1 – 3 September 2016</td>
</tr>
<tr>
<td>Ms C Rayner</td>
<td>47th Scientific Meeting of the IADR, Cape Town – 1 – 3 September 2016</td>
</tr>
<tr>
<td>Ms R Cader</td>
<td>47th Scientific Meeting of the IADR, Cape Town – 1 – 3 September 2016</td>
</tr>
<tr>
<td>Ms N Gordon</td>
<td>ICED and HELTASA Conference, Cape Town – 22-25 November</td>
</tr>
<tr>
<td>Dr Q Isaacs</td>
<td>47th Scientific Meeting of the IADR, Cape Town – 1 – 3 September 2016</td>
</tr>
<tr>
<td>Dr D Dhaya</td>
<td>47th Scientific Meeting of the IADR, Cape Town – 1 – 3 September 2016</td>
</tr>
<tr>
<td>Dr A Jeftha</td>
<td>47th Scientific Meeting of the IADR, Cape Town – 1 – 3 September 2016</td>
</tr>
<tr>
<td>Dr A Jeftha</td>
<td>SASPIO congress, Johannesburg – August 2016</td>
</tr>
</tbody>
</table>

- Prof ME Parker – Key note speaker at the Taiwanese Society of Maxillofacial Radiology, Kaohsiung, Chinese Taipei
4.2 Visiting academics

- Prof Adel Al-Asfour, Associate Professor in OMFS at Kuwait University - December 2016
- Dr D Sylvester, Department of Oral and Maxillofacial Surgery, University of Oklahoma, USA - December 2016
- Prof Belchelmeyer – Provost – University of Missouri, Kansas City
- Prof Anne Christine Johannesson - University of Bergen (Norway)
- Prof Ståle Petter Lyngstadaas - University of Oslo (Norway)
- Prof Albert Waning – Hon.Professor Perm State Medical University, Russia
- Dr. Med.Dent. P Scheider- member of the Swedish Dentists Society

4.3 Conferences hosted

The 47th Scientific Congress of the South African Division of the International Association of Dental Research (IADR) was hosted by the Faculty of Dentistry, UWC and took place from the 1st to 3rd September 2016, at the Spier Convention Centre, Stellenbosch. Dr D Moodley from UWC was the Chair of the local organising committee.

118 delegates from as far as Canada, India and the rest of Africa attended the IADR. Feedback received from delegates was all positive with some saying “it’s the best IADR congress we attended”. Some said “kudos to the organizers” while other said “organizers have done us proud”.

Dr A Jeftha Bone and Tissue Day, Cape Town – August 2016
Dr H Holmes Southern Conference, Cape Town – 3-4 April 2016
Dr H Holmes 47th Scientific Meeting of the IADR, Cape Town – 1 – 3 September 2016
Dr H Holmes SASPIO congress, Johannesburg – August 2016
Dr MT Peck Southern Conference, Cape Town – 3-4 April 2016
Dr MT Peck SASPIO congress, Johannesburg – August 2016
Dr N Mahomed Annual SASMFOS Congress, Johannesburg – 15-18 September 2016
Dr S Ranchod Annual SASMFOS Congress, Johannesburg – 15-18 September 2016
Dr G Mhlanga Annual SASMFOS Congress, Johannesburg – 15-18 September 2016
Dr K Pedro Annual SASMFOS Congress, Johannesburg – 15-18 September 2016
Dr M Dashti Annual SASMFOS Congress, Johannesburg – 15-18 September 2016
Dr N Barnard Annual SASMFOS Congress, Johannesburg – 15-18 September 2016
Prof J Morkel MPS, Ethics for All , Cape Town – 06 October 2016
Dr M du Raan MPS, Ethics for All, Cape Town – 06 October 2016
Dr A van der Westhuijzen MPS, Ethics for All, Cape Town – 06 October 2016
Dr N Behardien 47th Scientific Meeting of the IADR, Cape Town – 1 – 3 September 2016
Dr D Smit 47th Scientific Meeting of the IADR, Cape Town – 1 – 3 September 2016
Dr M Cupido 47th Scientific Meeting of the IADR, Cape Town – 1 – 3 September 2016
Prof ME Parker 47th Scientific Meeting of the IADR, Cape Town – 1 – 3 September 2016
Dr S Harnekar 47th Scientific Meeting of the IADR, Cape Town – 1 – 3 September 2016
Prof YI Osman 47th Scientific Meeting of the IADR, Cape Town – 1 – 3 September 2016
Dr D Moodley 47th Scientific Meeting of the IADR, Cape Town – 1 – 3 September 2016
Dr N Patel 47th Scientific Meeting of the IADR, Cape Town – 1 – 3 September 2016
Dr A Hudson 47th Scientific Meeting of the IADR, Cape Town – 1 – 3 September 2016
Prof ME Parker Ethics for all – Medical and Dental Protection Society, Cape Town – 06 October 2016
Dr S Shaik ENT update, Sandton – May 2016
5. Awards and significant achievements

- **Dr M Chetty** was awarded *ad personam* promotion from Senior Lecturer to Associate Professor
- **Dr R Mulder** won the Dentsply Award for best oral presentation in Dental Materials
- **Dr MT Peck** was awarded the Fellowship of Dental Surgery by the Royal College of Surgeons of Edinburgh, Scotland
- **Prof RB Barrie** was elected as a Fellow of the International College of Dentists (FICD)
- A group of 4 BChD IV students won the Unilever Hatton Divisional award from the International Association for Dental Research for the best student research project in South Africa 2016. They will represent the SA Division at the general scientific meeting in San Francisco (USA) in March 2017
- **Dr H Abughufa** won the Dentsply Award for best poster presentation in Dental Materials
- 2 academic staff members (Drs Adam and Prof Chetty) completed their PhD’s and 3 academics (R Ahmed, S Ahmed & R Cader) obtained MSc (Dent) qualifications
- The Oral Hygiene Department is hosting a series of short courses as recommended by the HPCSA to upskill Hygienists in practice to perform the duties as per the expanded functions of the profession. Currently only UWC is hosting such courses. Oral Hygiene staff hosted the Expanded Functions Course 1 and 2 in July and November 2016 and in January and April 2017

6. Engagement:

6.1 Community engagement

- During the year, the faculty provided outreach services (mainly after hours) to over 2000 patients from marginalised committees where other public dental services are lacking, as listed below:

<table>
<thead>
<tr>
<th>Outreach</th>
<th>Patients</th>
</tr>
</thead>
<tbody>
<tr>
<td>Op Die Berg,Ceres</td>
<td>454</td>
</tr>
<tr>
<td>Fisantekraal April</td>
<td>147</td>
</tr>
<tr>
<td>Fisantekraal Aug</td>
<td>118</td>
</tr>
<tr>
<td>Rawsonville</td>
<td>360</td>
</tr>
<tr>
<td>Bottelary</td>
<td>145</td>
</tr>
<tr>
<td>Kraaifontein</td>
<td>633</td>
</tr>
<tr>
<td>Mfuleni</td>
<td>150</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>2 007</strong></td>
</tr>
</tbody>
</table>

In addition, as part of the final year curriculum, all BCHD V students spend a two-week rotation on the Phelophepa Health Train providing basic dental services. Between them, the two trains see about 200 patients per day, which means that about 9000 patients received treatment from our students while on the train.

This is all over and above the 120 000 patients who receive treatment at our training centres at Tygerberg and Mitchell’s Plain.

- **Dr A Afrogheh** and **Prof J Hille** worked in close collaboration with pathologists at Walter Sisulu 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 at Nelson Mandela Academic Hospital in Mthatha, East London and Frere Hospital in Port Elizabeth.
- 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 of the Western Cape Department of Health and specialised courses.
- **Prof V Phillips** provides weekly consultation and autopsies of Head and Neck structures for identification of unknown individuals at the Police Mortuary in Salt River and the Tygerberg Medico-legal Laboratory.

Service learning with oral hygiene students

1. Ikamva Labantu Khayelitsha: Student supervision – 24 May 2016 (Ms N Gordon, Ms C Rayner).

- BOH students initiated a brushing programme at the creche. This was monitored over three visits in 2016.

- Teacher workshops: Students accompanied Dr Brijlal on one of the workshops and did an exhibition where they were able to engage teachers on a one on one basis.

- Wellness day for teachers: Students attended a wellness day where a range of services were offered to teachers – including blood pressure screening and HIV testing amongst other services. The oral health service component offered by the students included dental screenings and an exhibition with a view to promote prevention.
2. **Primary school**
   BOH2 students developed, implemented and evaluated an oral health promotion intervention with Grade R and 1 learners. They visited the school over a period of 4 visits in semester 1.

3. **Public Health initiative: Mitchells Plain Day Hospital.**
   BOH3 students did a comprehensive one day programme (as part of dental health month) initiated by the public health oral hygienists in Mitchells Plain. This included exhibitions and education at the various clinics in the Day Hospital and Maternity unit. They also treated children at the day hospital dental clinic.

4. **Du Noon project**
   BOH2 students assisted the public health oral hygienist in Du Noon on a project that she had initiated. Students joined the project in groups over three visits. The project was done at primary schools where oral health education was covered and treatment provided on the wellness bus. Students worked with groups of children performed dental screenings and provided treatment to the patients on the bus.

5. **Special needs schools**
   Ms K Viljoen coordinates the Oral hygiene programs rendered to special needs schools as well as to the Tygerberg Hospital Oncology and Nephrology wards, Tygerberg School, Ithuba School and Husseland Pre-primary Tygerberg.

6. **Clothing Industry, Military Health Unit Western Cape Simons Town Military base and Dental Health Sciences CPUT.** Infection control lectures were conducted at the Dental Faculty for support staff.

6.2 **Scholarly professional engagement**

- **Ms N Gordon - Project at Ikamva Labantu Centre in Khayelitsha:** The aim of the project is to introduce an oral health component into the existing educational programme for Early Childhood Development (ECD) practitioners, principals of these centers and club leaders for the 19 elder clubs run by the organization. Four workshops were held spread amongst teachers (2), principals (1) and club leaders (1). The focus of the workshops was for participants to have the knowledge and skills to maintain their own oral health and introduce an oral health aspect into their facilities. During a wellness day for principals where a range of services were offered to them (HIV testing, blood pressure testing amongst others) Screenings and small group education was provided.

- **Health promoting schools forum (Mitchells Plain).** Ms Gordon joined the forum and at the first meeting did a presentation on oral health and some background to the faculty in Mitchells Plain.

- **Ms N Gordon - Presented a workshop with Ms Matthews (OH sessional staff) to a group of community based carers on invitation of the chairperson of the health promoting schools forum.**

6.3 **Staff nominated onto regional/ national/international professional boards or organizations**

**External Commitments**

- **Dr F Peerbhay – External examiner for the PDD programme in Paediatric Dentistry, University of Pretoria**

- **Prof M Chetty – External examiner for the Bachelor of Dental Science, Bachelor of Oral Hygiene, Bachelor of Dental Therapy and Master of Dental Science, Sefako Makgatho University of Health Sciences**

- **Prof J Hille – External examiner for Postgraduate Oral Pathology, University of Nairobi**

- **Prof J Hille – External examiners for Postgraduate Oral Pathology, University of Pretoria**

- **Prof J Hille – External Examiner for the Postgraduate primary examination in General Pathology, University of Pretoria**

- **Prof J Hille – consultant for the International Collaboration on Cancer Reporting (ICCR) initiative for the harmonisation of cancer reporting protocols, specifically for the development of a dataset reporting on carcinomas and mucosal melanomas of the nasopharynx and oropharynx**

- **Prof J Hille - Member of the Global Oral Cancer Forum**

- **Prof J Hille – PETD of the HPCSA (forum member)**

- **Dr A Afrogeheh – External Examiner for General Pathology for undergraduate dental students and Dental Therapy students, Sefako Makgatho Health Sciences University**

- **Dr T Roberts – External Examiner for Postgraduate Oral Pathology, University of the Witwatersrand**

- **Prof V Phillips – External thesis examiner for University of Western Australia PhD candidate**

- **Prof V Phillips – Examiner for the College of Medicine of South Africa (General Pathology)**

- **Dr A Jeftha – External examiner at Sefako Makgatho Health Sciences University**
• Dr MT Peck – External examiner for MDent thesis at Sefako Makgatho Health Sciences University
• Dr MT Peck – Examiner for the College of Medicine of South Africa for the Fellowship in Oral Medicine and Periodontics
• Dr E Prince – External Examiner for CPUT examinations
• Dr AJ van der Westhuizen – Examiner for the IBCSOMS examination, Bangelore, India
• Dr AJ van der Westhuizen – Examiner CMFOS, CMSA
• Dr AJ van der Westhuizen – Examiner, International Board for the Certification of specialists in Oral and Maxillofacial Surgery (IBCSOMS)
• Dr AJ van der Westhuizen – Councillor CMFOS
• Prof G Kariem – Councillor CMSA (MFOS)
• Prof G Kariem – Senator CMSA (MFOS)
• Prof G Kariem – Member CAH-MFOS-SA
• Prof J Morkel – Councillor CMFOS (MFOS)
• Prof J Morkel – Examiner CMFOS, CMSA
• Prof J Morkel – Examiner CD, CMSA
• Prof J Morkel – Member of the executive Committee of SASMFOS
• Prof J Morkel – Member CAH-MFOS-SA
• Prof J Morkel – External Examiner for the Master’s degree programme, University of Pretoria
• Prof J Roelofse – President of Society of Sedation Practitioners of South Africa (SOSPOSA): a special interest group of SASA
• Prof J Roelofse – Executive member of Pediatric Committee of World Society of Intravenous anaesthesia
• Prof J Roelofse – Member of Pediatric sedation guidelines committee of the Western Cape Government / SASA
• Prof J Roelofse – Executive member of the Pediatric Safety Committee of WorldSIVA
• Prof J Roelofse – Executive member of the International Sedation Taskforce of WorldSIVA
• Prof A Harris – External examiner for MChD candidates, Sefako Makgatho Health Sciences University
• Prof ME Parker – External examiner, University of Witwatersrand
• Prof ME Parker – External examiner, University of Pretoria
• Prof ME Parker – represented the IADMFR at an International Atomic Energy Association (IAEA) consultancy meeting in Vienna in February 2016. The purpose of this meeting was to finalize the training material developed by the IAEA for radiation protection in dental radiology and to prepare an advanced draft of a new publication in the safety report series.
• Prof CJ Nortjé – External examiner for mini-thesis for the MDS programme, Sefako Makgatho Health Sciences University

Membership of Professional Boards
• Prof YI Osman – Member of the SAMRC Board
• Prof YI Osman – HESA representative on the Medical and Dental Board of the HPCSA
• Prof YI Osman – Chairperson of the Postgraduate Education and Training Committee (PETD) of the HPCSA
• Dr P Brijlal was nominated as Universities South Africa Representative to serve on the HPCSA Board for Dental Therapy and Oral Hygiene and was elected as Chair of Education Committee. In 2016 she was elected to serve on the HPCSA ETQA Committee (Education, Training and Quality Assurance)
• Dr A Jeftha – Elected as President of the SA Society of Periodontology, Implantology and Oral Medicine in August 2016
• Dr H Holmes – Elected as Secretary of the SA Society of Periodontology, Implantology and Oral Medicine
• Prof G Kariem – Member of the Accreditation panel for post-graduate training, HPCSA
• Members of the Orthodontic Department are actively involved in the College of Dentistry -College of Medicine of South Africa (CMSA):
  • Associates: Prof A Shaikh, Drs I Amra, S Cara
  • Fellow: Prof A Harris
  • Senator: 2014-2017, Prof Harris
  • FCD(Part 1) 2016: Moderator, Prof Harris
  • Diploma in Orthodontics: Examiner, Prof Harris
  • FCD (Part 1) 2017: Convener, Prof Harris
  • FCD (Part 11) Orthodontics 2017: Convener, Prof Harris
• Prof ME Parker – Serves as chair on the Accreditors Forum of the CPD sub-committee of the Health Professions Council of South Africa
• Prof ME Parker – Served on the audit committee of the HPCSA for CPD
• Prof ME Parker – Member of the accreditation panel of the HPCSA for the accreditation of the undergraduate dental curriculum
• Prof ME Parker – Past president of the International Association of Dental Research
• Prof ME Parker – Elected Secretary General of the International Association of Dentomaxillofacial Radiology (IADMFR) 2007 – 2017
• Prof CJ Nortjé – Treasurer of the IADMFR

Membership of Editorial Boards
• Dr N Mohamed – South African Dental Journal (sub-editor)
• Dr N Mohamed – Edorium Journal of Dentistry
• Dr N Mohamed – Dentistry and Medical Research
• Dr N Mohamed – Archives of Clinical Community Medicine and Public Health
• Prof M Chetty – Endocrinology, Metabolism and Genetics
• Prof M Chetty – Current Updates in Dentistry
• Prof M Chetty – Austin Dental Sciences
• Prof ME Parker – Dentomaxillofacial Radiology journal
• Prof ME Parker – World Journal of Dentistry

Professional activities and collaboration outside UWC
• University College London / Eastman Dental Institute and UWC (Anaesthesiology and Sedation) – combined in clinical teaching of sedation in UK
• University of Oslo and MFOS (UWC): Formal exchange programme concerning specialist training in MFOS
• UCT and MFOS (UWC) – the Groote Schuur MFOS unit is run by UWC staff. There are multiple professional and clinical collaborations between the unit and UCT units/ departments/ staff members. MFOS through Dr G Hein assisted with hospital training of nursing staff in MFOS surgical equipment and MF-implant use.
• ENT (UCT) and MOFS (UWC) – collaboration with Prof J Fagan in training registrars from African countries doing a “Head-and-Neck” fellowship. Collaboration with project involving Endo-orbital Surgery
• US and MFOS (UWC) – clinical collaboration exists between the universities on unit-, departmental- and faculty levels. Registrars from the department of Plastic and Reconstructive Surgery do clinical rotations in the department of MFOS during their training
• Private MFOS specialists and MFOS at UWC – use private specialists on a part-time basis with students training and patient care. Some of the private specialists provide their expertise on a pro bono basis.
• UP and MFOS (UWC) – collaboration with clinical specialist assessment
• CMSA and MFOS (UWC) – collaboration with convening, assessing MFOS specialist examinations for UP, Medunsia, Wits and UWC graduates
• Kuwait University and Kuwait Ministry and UWC (MOFS) – specialist MFOS training for Kuwait dentists at UWC. There is currently one trainee who entered the specialist MFOS training programme in July 2015
• Dr A Afrogeheh – involvement with projects with the BROAD Institute MIT/ Harvard University Medical School
• Dr Roberts – Collaboration with the UCT Faculty of Health Sciences – Human Genetics and Anatomical Departments
• Dr Chetty – Formalization of a Dental Genetics clinic at the Faculty of Dentistry (UWC) in collaboration with the Division of Human Genetics (UCT)
• Dr Mohamed – UCT’s PACK programme (Practical Approach to Care Kit) in order to compile the Primary Care Guideline for Children in the Western Cape
• The Department of Diagnostics and Radiology is the only recognized department outside the UK for the postgraduate diploma in Maxillofacial Radiology of the College of Radiologists of England.
7. Student Achievements

FTE / SLE ratio

<table>
<thead>
<tr>
<th></th>
<th>SLE</th>
<th>Postgraduate</th>
<th>Undergraduate</th>
<th>Total FTE</th>
<th>Ratio to Perm Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Community Dentistry</td>
<td>2.2</td>
<td>17.9</td>
<td>115.7</td>
<td>135.8</td>
<td>61.7</td>
</tr>
<tr>
<td>Maxillo-facial and Oral Surgery</td>
<td>4.2</td>
<td>0.2</td>
<td>37.4</td>
<td>41.8</td>
<td>10.0</td>
</tr>
<tr>
<td>Oral Hygiene</td>
<td>2.9</td>
<td></td>
<td>2.9</td>
<td></td>
<td>1.0</td>
</tr>
<tr>
<td>Oral Medicine and Periodontology</td>
<td>10.7</td>
<td>0.5</td>
<td>53.5</td>
<td>64.7</td>
<td>6.0</td>
</tr>
<tr>
<td>Orthodontics</td>
<td>4.2</td>
<td>0.8</td>
<td>43.6</td>
<td>48.6</td>
<td>11.6</td>
</tr>
<tr>
<td>Paediatric Dentistry</td>
<td>1.9</td>
<td>0.8</td>
<td>43.6</td>
<td>46.3</td>
<td>24.4</td>
</tr>
<tr>
<td>Restorative Dentistry</td>
<td>15.6</td>
<td>0.8</td>
<td>170.5</td>
<td>186.9</td>
<td>12.0</td>
</tr>
</tbody>
</table>

7.1 Undergraduate students

Undergraduate Student Pass Rate

<table>
<thead>
<tr>
<th>Class</th>
<th>Pass Rate</th>
<th>Percentage</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>BOHI</td>
<td>27 out of 40</td>
<td>68%</td>
<td>8 failed</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>5 excluded</td>
</tr>
<tr>
<td>BOHII</td>
<td>16 out of 22</td>
<td>73%</td>
<td>6 failed</td>
</tr>
<tr>
<td>BOH III</td>
<td>23 out of 25</td>
<td>92%</td>
<td>2 failed</td>
</tr>
<tr>
<td>BChD I</td>
<td>89 out of 95</td>
<td>94%</td>
<td>6 failed</td>
</tr>
<tr>
<td>BChD II</td>
<td>80 out of 82</td>
<td>98%</td>
<td>2 failed</td>
</tr>
<tr>
<td>BChD III</td>
<td>72 out of 77</td>
<td>94%</td>
<td>1 de-registered</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>4 failed</td>
</tr>
<tr>
<td>BChD IV</td>
<td>79 out of 86</td>
<td>92%</td>
<td>1 de-registered</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>6 failed</td>
</tr>
<tr>
<td>BChD V</td>
<td>89 out of 92</td>
<td>97%</td>
<td>2 failed</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>1 de-registered</td>
</tr>
</tbody>
</table>

- 64 BChD students completed the BChD programme in the minimum period of 5 years – 72%
- 19 BOH students completed the BOH programme in the minimum period of 3 years – 83%
- 1 BOH student completed *summa cum laude*

Undergraduate pass rates by module

<table>
<thead>
<tr>
<th>% passed</th>
<th>Number of modules</th>
</tr>
</thead>
<tbody>
<tr>
<td>90 – 100%</td>
<td>79</td>
</tr>
<tr>
<td>80 – 89%</td>
<td>6</td>
</tr>
<tr>
<td>70 – 79%</td>
<td>5</td>
</tr>
<tr>
<td>0 – 69%</td>
<td>1</td>
</tr>
</tbody>
</table>
7.2 Post graduate students

- 6 PDD students graduated *cum laude* from the PDD programmes
- 1 student graduated *cum laude* from the MSc Dent programme
- 1 student graduated *cum laude* from the MChD programme

### Postgraduate student completions

<table>
<thead>
<tr>
<th>Programme</th>
<th>Number of students</th>
</tr>
</thead>
<tbody>
<tr>
<td>PDD</td>
<td>57</td>
</tr>
<tr>
<td>MSc Dent</td>
<td>12</td>
</tr>
<tr>
<td>MChD</td>
<td>3</td>
</tr>
<tr>
<td>PhD</td>
<td>5</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 4 years for all Dental Specialists excluding Maxillo-Facial and Oral Surgery where it is 5 years. Students registered for the degree are linked to a Clinical Assistant / Registrar’s post on the establishment of the Provincial Government of the Western Cape.

### Postgraduate pass rates by module (coursework)

<table>
<thead>
<tr>
<th>% passed</th>
<th>Number of modules</th>
</tr>
</thead>
<tbody>
<tr>
<td>90 – 100%</td>
<td>46</td>
</tr>
<tr>
<td>80 – 89%</td>
<td>2</td>
</tr>
<tr>
<td>70 – 79%</td>
<td>0</td>
</tr>
<tr>
<td>60 – 69%</td>
<td>1</td>
</tr>
<tr>
<td>50 – 59%</td>
<td>4</td>
</tr>
<tr>
<td>0 – 49%</td>
<td>7</td>
</tr>
</tbody>
</table>
8. Special Faculty Projects

Oral Health Centre – Platform activities

The Faculty’s Community Engagement is largely done through service rendering which takes place on the so called “combined service platform” in the Western Cape. 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, names 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.

The faculty statistics reported in the Annual Operating Plan of the province for 2016 were as follows:

<table>
<thead>
<tr>
<th>Indicators</th>
<th>Jan</th>
<th>Feb</th>
<th>Mar</th>
<th>April</th>
<th>May</th>
<th>June</th>
<th>July</th>
<th>Aug</th>
<th>Sept</th>
<th>Oct</th>
<th>Nov</th>
<th>Dec</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Number of patient visits per annum</td>
<td>5761</td>
<td>11479</td>
<td>11289</td>
<td>12892</td>
<td>12695</td>
<td>10253</td>
<td>8720</td>
<td>12842</td>
<td>13391</td>
<td>9479</td>
<td>8977</td>
<td>4511</td>
<td>122289</td>
</tr>
<tr>
<td>2 Number of theatre cases per annum</td>
<td>100</td>
<td>143</td>
<td>132</td>
<td>135</td>
<td>176</td>
<td>133</td>
<td>135</td>
<td>154</td>
<td>161</td>
<td>160</td>
<td>171</td>
<td>70</td>
<td>1670</td>
</tr>
<tr>
<td>3 Number of patients provided with dentures per annum</td>
<td>31</td>
<td>168</td>
<td>157</td>
<td>208</td>
<td>461</td>
<td>555</td>
<td>408</td>
<td>359</td>
<td>781</td>
<td>790</td>
<td>472</td>
<td>137</td>
<td>4527</td>
</tr>
<tr>
<td>4 Orthodontic patients banded per arch</td>
<td>7</td>
<td>27</td>
<td>24</td>
<td>11</td>
<td>27</td>
<td>19</td>
<td>28</td>
<td>31</td>
<td>43</td>
<td>56</td>
<td>60</td>
<td>22</td>
<td>355</td>
</tr>
</tbody>
</table>

As regards the indicators:

Indicator 1: Total patient attendance. This was in excess of 120,000 patients for 2016. This number fluctuates due to student vacations and examination periods as the students largely provide the service on the platform. The services rendered are in response to the health needs of the communities served but are an essential component of the raining opportunities for the students.

Indicator 2: The number of theatre cases. This is a quantitative indicator. However the operating time on these cases can range from one hour for a case to in excess of eight hours and is not a fair reflection of the quality of the work done in theatre. This service in the private sector is very costly and out of reach of most of our patients.

With the huge burden of disease in especially children 6 years old and younger, private practitioners and all the surrounding state clinics are reluctant to treat these children in their practices and refer them to the faculty for treatment under GA. This clogs up the GA list with waiting lists of up to 6 months long 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.

Indicator 3: The number of patients provided with dentures. The Western Cape has the highest rate of edentulousness in the country. As a result, our students have a tremendous opportunity for training through providing a much-needed service.

Dentures provided by the students in 2016:
- Complete dentures 583 units
- (Dentures made by staff) 194 units
- Single dentures 181 units
• Acrylic partial dentures 269 units
• Metal partial dentures 249 units
• Immediate dentures 80
• Bite planes 2
• Distal extension 0
• Geriatric denture 0
• Duplication 0

Indicator 4: This refers to braces provided for children – for 2016 the number of children banded up was 355. This is very specialized treatment and costs in excess of R30 000 per child in the private sector. No State clinic/facility in the Province provides this service except the UWC Oral Health Centres.

Service Rendering

• The Department of Oral and Maxillofacial Pathology is a relatively small department located in the NHLS laboratories on the 10th floor of Tygerberg Hospital. It is the sole diagnostically active pathology department within the university, and shares laboratory facilities and the diagnostic platform with the Division of Anatomical Pathology, University of Stellenbosch, in unique and rational ways. This enables Dr A Afrogeheh and Prof J Hille to provide comprehensive oral and maxillofacial / head and neck clinic-pathological consultation services to the University of the Western Cape’s oral health centres located at Tygerberg and Mitchells Plain and Groote Schuur Hospitals, and the ENT, Oncology and Dermatology divisions of Tygerberg Hospital and the two provincial/ academic hospitals in the Eastern Cape. Last year consultations on thyroid pathology were included in the range of diagnostic services

• Links between the Division of Human Genetics (DHG), UCT and the Faculty of Dentistry, University of the Western Cape (UWC) commenced in the 1990’s when Prof L Stephen of UWC undertook a PhD project at UCT. In 2002, a weekly collaborative UWC-UCT Special Dental Genetics clinic was established at the Red Cross Children’s Hospital (RXH). This initiative provides the basis for on-going dental research in genetic disorders and contributes to career development of many dental postgraduates and staff members. Prof Chetty serves as a dental consultant at this clinic.

• Dr Roberts provided oral pathology consultation to the NHLS Anatomical Pathology Department at Groote Schuur Hospital, and clinical consultations at the Dental Genetics clinic, Red Cross Children’s Hospital and at the Oral Medicine Clinic at Groote Schuur Hospital

• Forensic Odontology - Prof V Phillips provides weekly sessions at the Salt River mortuary for dental identification

• Orthodontics Department: Undergraduate: Approximately 180 patients are currently being treated by undergraduate students.

• Specialist treatment: The following totals for orthodontic treatment were achieved during 2016 –
  • Consultations: 683
  • Brandups per arch: 378
  • Follow-ups: 4854
  • Debandings: 127
  • Removable appliances: 286.
1. Dean’s Overview:

The 2016 year can be divided into managing two very opposing academic semesters, with the first semester progressing along the lines of “business as usual” and the second semester mainly along the lines of “business as unusual.” Nevertheless, the staff of the Faculty diligently stuck to the regime of completing the academic project in the face of all forms adversity, not experienced for many years on campus and certainly not by most of the academic, professional and support staff. Working off-campus in cafeterias, church halls the administrative staff worked harder than ever to keep the administrative processes on track, whilst at the same time the academic staff embraced the various forms of blended learning to complete the academic programme in time for the rescheduled test dates and final examinations.

I am happy to report that we have been successful in completing the academic year to the best of our ability. As a Faculty we recognise that we have an important role to play in preparing a much more representative proportion of the population for careers in the varied fields of commerce.

For the next year, the EMS Faculty wishes pursue the areas of growth as identified in its Annual Plan for 2017; these are: 1) the niche area of entrepreneurship, innovation and entrepreneurialism as recognised by the University in its IOP as a major growth area - all schools and departments can contribute to knowledge creation; 2) for the rapid transformation to a digital economy on which business success demands enhanced customer experience, faster delivery of services/products to customers, enhanced process transparency and demand better compliance levels as a result of the era of digital transformation, the niche areas of information systems (mainly in the logistics of data) and finance are key components; 3) the continued emphasis on the accounting as a key driver of the quest for a larger cohort of chartered accountants (i.e. CAs) from the designated groups.
2. Faculty organogram

3. Scholarship

3.1 Developing and promoting the scholarship of teaching and learning (SoTL):

A number of activities were undertaken to develop and promote the scholarship of teaching and learning in the EMS faculty. A few highlights for 2016 are listed below:

• Dr Jantjies presented a paper at Botho University in Botswana entitled “Engagement-Driven technology: E-learning in higher learning institutions.

• Ms Fazyln Petersen presented a paper at Education Students’ Regional Research Conference entitled “Infusing existing technology into teaching and learning and promoting the use of e-pedagogy: A case for a large undergraduate Information Systems course”.

• In the Information Systems Department, Mr. Wouter Grove received an award at the EMS Dean 2016 Awards Ceremony for his thesis that focused on learning and development-related matters.

• Ms Nuraan Latief Master’s research findings directly related to teaching and learning in Information Systems and the identification of the gap in graduate attributes perceived by industry employers. She developed a framework that outlines the areas the curricula needs to focus on in order to enhance graduate attributes and graduate competencies.

• Derek Yu (Economics Department) and Birgit Schreiber presented the paper “Using student engagement data to explore post-apartheid South Africa: social justice remains elusive” at the American College Personnel Association’s Global and International Focused Educational Program Sessions, Montreal, Canada. March 2016.

• The Political Studies Department hosted the 13th National Conference of the South African Association of Political Studies (SAAPS) at the University of the Western Cape from 31 August to 2 September 2016. The conference, which was very well attended, had a strong teaching and learning focus. At least 20 percent of all papers were presented by postgraduates from all over the country. Overall 92 papers were presented at the conference. The SAAPS conference also provided a platform for pre-doctoral students to share their research papers with experts in the field. The department also organised a book launch as part of the conference.
• The teaching and learning awards were presented at the faculty end of year function held on the 3rd of November 2016.

### 3.2 Responsive teaching and learning programmes and practices that improve retention and throughput:

The EMS faculty continuously seeks to improve teaching and learning programmes and practices and place students at the centre of the academic project. A few highlights for 2016 are listed below:

**Orientation Programme:**
- The EMS faculty together with the Academic Development department (ADD) ensures that all first-year students entering university for the first time, is orientated holistically. First-year students are offered an extended orientation that focusses specifically on what is expected of them in order to become successful students with regard to their academic progress. An extensive orientation was organised for all EMS first-year students. The orientation involved various stakeholders, such as, the Dean, Faculty manager, senior faculty officer (including all other administrative staff) and academics from other departments within the faculty as well as other pertinent service providers present at the university. The Peer Facilitators (PFs) took students to registration points, on a campus tour, library orientation and other activities in the afternoons for the duration of the programme.
- An extended orientation programme was also rolled out to all four-year degree BCom students who have entered the university for the first time. This programme is known as the Graduate Development Programme (GDP) and it is offered by staff members from the Centre for Student Support Services (CSSS). The programme is organised by Ms Laetitia Permall who is the manager of Academic Support. Ms Permall ensured that regular communication was shared between the heads of the extended curriculum programme (ECP), the Academic Literacy for Business and Commerce (ALB and ALC) programmes. The GDP has been integrated into existing modules such as ALB to contribute towards students’ adjustment to university as well as the development of personal and graduate attributes.

**EMS Academic Boot Camp:**
The EMS faculty hosted its second Academic Boot Camp from 31 August –2 September 2016. The Academic Boot Camp was aimed at offering academic support to all first-year students registered for modules in the second semester. With the aid of the Information and Communication Services (ICS) Application Development Support Division we developed an online registration form which allowed students to indicate which modules they needed support in as well as which specific content areas they were struggling with. The intervention came in the form of intense tutorial support, graduate development skills sessions presented by the Centre for Student Support Services (CSSS) as well as a motivational talk by the Student Representative Council (SRC). This initiative was run by the Academic Support Co-ordinator.

### 3.3 Research Publications

The journal output has drastically increased from 26 units in 2014 and 27.11 units in 2015 to 34.43 units in 2016 (See graph on opposite page)

Our current PROACTIVE STRATEGIES to “improve communication of critical applications” and “mentoring” for emerging researchers has paid off:

The number of NRF rated researchers has substantially increased (recently Prof. Derek Yu from Economics, Prof. Moenieba Isaacs from PLAAS and Dr. Fiona Anciano from Political Studies).

In addition, Emeritus Prof. Ben Cousins from PLAAS has been awarded a prestige B1 rating. We have also been awarded two Post-PhD Track Thuthuka funding (Dr. Mmaki Jantjies - Information Systems, and Dr. Amiena Bayat - Economics). Most importantly, we are the Faculty that receives the most NRF funding sabbatical at UWC for staff members to fast-track their PhDs (Ms. Desiree Hamman-Fisher – Industrial Psychology, Mr. Mark Botha – SBF, and Ms. Carmen Christian – Economics, Mrs Caroline van der Bergh – Information Systems).

The above improvements could be attributed to the full functionality of our Faculty Blog “EMS Research Matters” that enhances the efficient communication of calls for applications to support emerging researcher’s personal development; and as the Deputy Dean (Research), Prof. Heng-Hsing Hsieh has proactively mentored many of the above in completing their applications.

[D] The postponed 2016 EMS Research Week due to student protest was resumed on 9 February 2017. We have well-participated Research Day/Research Week to stimulate research culture in the faculty.
These research events are well-participated by staff or students who recently finished their Masters or PhDs and serve as the first platform for them to receive constructive criticisms. This is a very important FIRST STEP before they produce publications – this is what we do and how we contribute to the world by building the body of knowledge and literature together bit-by-bit. Through this process, we make the world a better place.

The panel of judges, Prof. Johann Maree (UCT), Prof. Kathleen Hodnett (UWC) and Dr. Bingwen Yan (CPUT) sat through every session tirelessly engaging with our presenters constructively and provided presenters their score rubrics and comments.

Ms. Nuraan Davids-Latief from Information Systems received the Best Presentation Award for the paper “A Holistic e-Competence Framework for e-Practitioners in a Contemporary Workplace: A Vertical and Horizontal Perspective to Defining e-Competence” co-authored with Dr. Venicia McGhie from ADD.

Prof. Gregory Ruiters from SOG received the 2015 EMS Best Supervisor Award with his message that “students should know more than their supervisors on completion of the thesis”, which reflected his dedication as the supervisor. This message will continue to inspire the rest of us.

Mr. Alex Dubb from PLAAS on the 2015 EMS Best Researcher Award.

Leading Discussion on “Social Equality & Transformation” was presented by Prof. Linda de Vries, UWC, who was also the Runner-up for 2013 Africa’s Most Influential Women in Business and Government Award: Education & Training Sector.

“Life Story from District Six” was presented by Mr. John Hendricks who shared a beautiful version of the National Anthem and his inspiring life story with the participants.

The establishment of the journal "The African Human Mobility Review (AHMR)" by ISD:

In the past two years, in collaboration with Scalabrini Institute for Human Mobility in Africa (SIHMA), staff members from ISD have undertaken a number of activities and achieved some remarkable results. One of the major achievements is the publication of an interdisciplinary peer-reviewed online journal, "The African Human Mobility Review (AHMR)".

So far, six issues published and UWC leading academic scientists, scholars, researchers and postgraduate students used AHMR for dissemination of information. Through
the publication of original research, policy discussions and evidence research papers, AHMR provided a comprehensive forum devoted exclusively to the analysis of contemporaneous trends, migration patterns and some of the most important migration-related issues.

[F] National Symposium on Food Choice and Obesity in South Africa organised by ISD and DST-NRF Centre of Excellence in Food Security was launched on 19 January 2017 at Protea Hotel Tyger Valley:

The aims of the event were to present and discuss the key research findings of the project (e.g. kinds of food consumed, factors determining consumption; self-perceived health status and actual BMI measurements, etc); to understand and compare results on similar research projects in South Africa; to identify important research gaps for future funding by the CoE and other agencies; to discuss the outline and content of the proposed policy document/brief and key points to include; and to facilitate evidence-based policy making for effective multi-level intervention approaches in health promotion practice across the South Africa.

Prof. Julian May and Ms. Mastoera Sadan welcomed the participants, with keynote speech delivered by Minister Mbombo (Minister of Health, Provincial Government of the Western Cape).

The project was then presented by ISD staff members, Dr. Abdulrazak Karriem and Dr. Dinbabo and senior researchers and guest speakers from various other organisations and institutions.

4. Awards and significant achievements

The faculty held its Annual Dean’s Awards ceremony in April 2016 in which the top achievers at each year of academic study (i.e. all three levels of undergraduate study), honour’s, master’s and PhD levels were acknowledged.

5. Engagement:

5.1 Community engagement

Project Making A Difference: Dr Venicia McGhie in the Academic Development Department runs a student support project called Project Making A Difference. The project runs various fundraising events to support students with financial challenges.

The Community of Learning Principals (as a joint initiative with Symphonia) is the EMS Faculty’s flagship project is a series of panel discussions, talks and workshops for principals and members of their school community that empowers them to deal with challenges at school, by providing them with practical solutions to problems faced in the education sector. CoLP aims to reignite leadership qualities in each school principal and provide them with an opportunity to receive input on education-related matters in a professional environment. It also creates an excellent networking opportunity when large groups of principals interact with each other, community organisations and other business leaders.

Each of the ten units in the Faculty has a unique intervention in community engagement. Some of these are based on the interest and passion of an individual, other are more structured as a collective. Excluding the CoLP initiative and Project making a Difference, the Faculty holds no formal plan on other forms of community engagement and involvement – often these linkages arise as a result of researchers’ interaction in communities in their processes of collecting data.

5.2 Scholarly professional engagement

The following journal articles and book chapters on the scholarship of teaching and learning were published by academics in the EMS Faculty in 2016:

5.3 Staff nominated onto regional/national/international professional boards or organizations

- Laurence Piper, President of the South African Association of Political Studies (SAAPS)
- Cherrel Africa, Member of Council of the South African Association of Political Studies (SAAPS)
- Laurence Piper, Board Member of the Sustainable Livelihoods Foundation (SLF)
- Cherrel Africa, Board Member of the Sustainable Livelihoods Foundation (SLF)
- Cherrel Africa, Member of the Editorial Board, African Journal of Elections

6. Visiting International Scholar from Poland

Prof. Kamila Ludwikowska from the Department of Humanities and Social Sciences at the Wroclaw University of Science and Technology in Poland visited UWC in the first week of October 2017 (3-7 October). Prof. Ludwikowska specialises in Human Resources Management with her research interests in “Building Global Competency Profile of Academic Staff”, “Psychology of Organisational Behaviour in International Context” and “the Impact of Globalisation on Employees Management and Managerial Challenges”. The EMS Faculty has the honour to host her stay at UWC and Prof. Ludwikowska has actively participated in the first few sessions of the 2017 EMS Research Week, which was later interrupted during the Fees Must Fall Protest.

The short one-week stay at the UWC last year allowed us to explore so much more future research and teaching and learning collaboration opportunities. As the Project Manager and Coordinator for Erasmus Plus, Key Action 2 Capacity Building in the Field of Higher Education in India, Prof. Ludwikowska is currently working on a proposal with Prof. Lorna Holtman, the Director for the School of Postgraduate Studies and Coordinator for Erasmus Plus at UWC. This project is expected to strengthen the teaching and learning capacity of an emerging market like South Africa.

In addition, Prof. Ludwikowska’s PhD title “Training as a Factor of Personnel’s Efficacy in Social Welfare Institution” speaks directly to the PhD topic of our ADD staff member, Ms. Kaashiefa Mobarak who would like to research in “Employer Concerns with the Quality of the Skills and Knowledge of Recently Employed Graduates in South Africa: Description, Analysis and Implications for Tertiary Education Public Policy and Practice”. Prof. Ludwikowska and Ms. Mobarak now have regular online supervision meetings to refine Ms. Mobarak’s research topic and PhD proposal.

7. Other: Reflections on the Administrative Portfolio in EMS

The year in review was bookended by the reorganisation of normal administrative processes, because of the Fees Must Fall Movement and can be characterised as one where multiple administrative processes were done at the same time and within extremely tight timelines.

In January and February 2017 we were engaged with the undergraduate selection process, readmissions process, as well as the promotion of students that wrote examinations in those months.

Multiple examination opportunities equal multiple promotions processes with extremely tight deadlines to ensure that the academic year started on time. The current nature of promotions is a time consuming manual process of checking the application of promotion rules by the SASI. What complicates matters is that the system cannot apply the multiple rules for some of the EMS programmes.

The disruption of lectures from the 3 October 2016 resulted postponement of the end of the year examinations. The timeframe for the promotion process was again extremely tight and the technical problems experienced by ICS exacerbated the situation.

In reflection, it would be important going forward that the voices of those that have to execute these processes are heard.
FACULTY OF EDUCATION

Reflective Report

1. Dean’s Overview

The Education Faculty strives to provide quality teacher education (this is an inclusive term which includes teachers in various sectors such as schools, Adult Education, Higher Education and TVET) with a focus on teachers in disadvantaged areas, to contribute to redress and equity, to carry out research to support the implementation of initiatives in curriculum and assessment, and thus to assist in educational transformation so that the children of the poor and young people in general have better opportunities in life.

Currently, the faculty structure consists of three academic departments: The Departments of Educational Psychology, Educational Studies and Language Education, and two units, namely the School of Science and Mathematics Education (SSME) and the recently established Institute for Post-School Studies (IPSS). In addition, there is a unit, which is largely self-funded. This is the Science Learning Centre for Africa (SLCA).

Reflecting on 2016, the faculty has done fairly well on teaching and learning despite some constraints associated with the university shutdown due to student protests. The departments have worked diligently and co-operatively to ensure that the academic programme was completed through the Business Contingency Plan (BCP) although there were hiccups with regard to working space, access to resources, added workload and stress that came with the implementation of the BCP. However, there are lessons learnt from this experience that will inform future teaching and learning practices in the faculty. Overall, the students’ performance was impressive as the faculty pass rates in many modules is above 80% (See Appendix 1). Currently, the faculty is in the process of compiling an analysis of the departmental reflective reports across in order to gain a better insight into the impact of the shutdown on staff members and students. This will assist the faculty to be proactive and creative in its future planning.

With regard to 2017 plans and priorities, the faculty is guided by the latest developments in curriculum policies (in Basic and Higher Education) and innovations such as the introduction of new academic programmes, innovation in teaching and learning strategies and research. These developments have an influence on the faculty’s identity which appears to be changing, with new/emerging research areas. In light of this, the faculty has to rethink its vision and intellectual identity.

The top priority areas for 2017 are the following:

1. Teaching and Learning: Supporting new academic programmes and enhancing teaching and learning for the 21st century classroom and making alignments with the IOP goals. This includes ICT integration (e.g. online teaching and blended learning) and other innovative ways of enhancing the teaching-learning process, as well as strengthening the scholarship of teaching and learning.

2. Research: Exploring ways of strengthening the research culture and building research capacity in the faculty.
Areas of growth have been identified and prioritised e.g. the TVET sector, early childhood education and managing diversity through multilingual practices in our undergraduate and postgraduate programmes. The faculty will also reflect on its research outputs and explore possible measures to address challenges related to research e.g. improving postgraduate throughput rate and research publications outputs.

3. Teacher Development Programmes: The faculty is making means to strengthen its involvement with communities and schools through in-service training programmes and short courses. For example, the Science Learning Centre in Africa is already playing a big role to support science teachers, and other departments are encouraged to conceptualize community outreach projects (e.g. supporting reading literacy) that will strategically contribute towards innovation in teaching and learning, and research.

4. Interfaculty, national and international collaboration: The faculty is starting to build links in related areas in different faculties, and its national and international links are growing. These links have to be seen in relation to the faculty’s vision and strategic plan, and that of the institution.

5. Rethinking our vision and research niche areas: Given the growth of the faculty in various areas, it is necessary to have a (re)look at our research areas in relation to our vision. A faculty retreat will be held on the 29 – 30 June 2017 to start a conversation on this matter.

2. Faculty organogram

The faculty organogram is as follows:

- Director School of Science & Mathematics Education
- Departmental Chairpersons (3)
- Senior Faculty Officer
- DD T&L
- Director Institute for Post School Studies
- DD Research and Postgrad Studies
- Science Learning Institute for Africa
- Academic Departments
- Faculty Office
- 2. Deputy Dean (Acting): Teaching and Learning (Prof. Rajendran Govender)
- 3. Deputy Dean (Acting): Research (Prof. Beverley Thaver)
4. Departmental Chairpersons:

4.1 Department of Educational Psychology:
Dr Sindiswa Stofile (Acting)

4.2 Department of Educational Studies:
Prof. Rouaan Maarman

4.3 Department of Language Education:
Prof. Sivakumar Sivasubramaniam

Directors:

4.4 School of Mathematics and Science education:
Prof. Bhekumusa Khuzwayo (Acting)

4.5 Science Learning Centre in Africa:
Prof. Shaheed Hartley

4.6 Institute for Post School Studies:
Prof. Joy Papier

5. Senior faculty Officer:
Ms Kim Styer

3. Scholarship (learning and teaching, research and engagement)

3.1 Learning and Teaching

In 2016 the faculty has engaged in a number of activities to enhance the teaching and learning process. These include the use of technology and the IKAMVA site for various tasks. However, the faculty has to explore other opportunities of using IKAMVA for teaching and learning instead of using fit or posting notes or slides only.

The faculty was very delighted with the additional funding towards Teaching Practice in 2016 which has remained the same since 2013, despite the increase in student numbers and academic programmes. The additional funding enabled it to meet the costs of external supervisors who were needed for the new Foundation Phase programme.

As indicated earlier, the faculty introduced the Foundation Phase programme in 2016, with no extra appointments dedicated to this programme. The faculty had to be creative with regard to making optimal use of the existing resources and to ensure that the curriculum requirements of the Foundation Phase were met. One of the initiatives was to collaborate with other departments such as the Performing Arts, Sports Science, etc. who have been very helpful in the areas of music, physical education and drama. The students were also exposed to different learning spaces and environments through educational excursions (e.g. visit to the Holocaust, Baxter theatre, etc.) in order to support their learning. Guest lecturers from other institutions, including the provincial and national Departments of Basic Education were invited to present certain topics that expose our students to information/content and professional ethics that consolidated the forms of knowledge and learning in Teacher Education.

From this practice, we came to realize that interfaculty collaboration is one way of mitigating certain teaching and learning challenges, while strengthening relations across different departments and faculties. For example, the faculty is exploring other means of supporting the Foundation Phase students by collaborating with NGOs that offer early childhood programmes.

3.2 Research, projects, publications, achievements (including centres, institutes and funded commissioned research)

3.2.1 Research Projects

Concerning research on teaching and learning, some staff members have been engaged in teaching and learning research projects in 2016. For example, a team of six staff members from the four academic departments participated in a regional/continental project named Tuning Africa which focuses on Teacher Education issues in Africa. Through online learning, the team interacted with academics from different countries in Africa to share experiences and reflect on teaching and learning in Teacher Education. The UWC team worked towards developing an assessment tool for Teaching Practice on the basis of the knowledge and experience gained from Tuning Africa project. Through this project Dr Luckay has been awarded the Tuning Research Scholarships for Short-Term Visits to the Tuning Academy (University of Deusto, Bilbao, Spain) from June 2017. In October 2016 the team presented a paper on their reflections on Tuning Africa. This paper has been translated in an academic article that will be submitted to a journal before the end of this year.

One of the staff members participated in the national Teaching Advancement at University (TAU) project which entailed interacting with academics from different institutions. Through this project, a language and science
education project has been conceptualized. This is an ongoing inter-departmental project that adopts a multilingual approach to science education teaching and its findings should inform language policy practices in the faculty.

The Language Education Department (LED) has been conducting a research project on early literacy from 2014 - 2016. This project has been useful in supporting the new Foundation Phase programme and it has laid a good foundation in establishing early literacy instruction as one of the emerging research areas in the faculty. The literacy conference that was held from the 1 – 3 March was a product of this project, and its sustainability is promising.

The School of Science and Mathematics Education (SSME) was involved in the following ongoing research projects:

(i) **Primary Mathematics Teacher Education Project:**
Prof. Govender was awarded the opportunity to be a Working group Team Leader in Primary Teacher Education (PrimTEd) Project, which will run for a period of 4 years (2016/17 to 2019/20). This project is the initiative of DHET supported by EU funding. A significant part of this project involves quality research that is needed to inform the development work that my working group undertakes with respect to developing new teacher graduate's ability to teach geometry and measurement. Our running budget for this project is approximately 2 million rand for the four year period. The objectives of this project will be realized through collaborative research with colleagues from UWC and the other universities such as UKZN, Mpumalanga University; Sol Plaatjes University, Free State; UCT; CPUT and Limpopo.

(ii) **Local Evidence - Driven Improvement of Mathematics Teaching and Learning Initiative (LEDIMTALI) project**
Mathematics colleagues from SSME are active participating members of the Local Evidence - Driven Improvement of Mathematics Teaching and Learning Initiative (LEDIMTALI) project, where mathematics educators, mathematicians, mathematics teachers and mathematics curriculum advisors work collectively and collaboratively to develop good teaching of mathematics. The initiative is premised on the belief that such collective and collaborative work can lead to learners achieving at their highest potential in mathematics. Through our engagement and participation in LEDIMTALI institutes, workshops and seminars the school endeavours to foster and establish a community of goal driven mathematics practitioners by providing opportunities for reflections on classroom-based teaching of mathematics, and then designing and developing strategies to enhance ways of teaching mathematics based on results forthcoming from these considered reflections. In addition, LEDIMTALI contribution lends itself to the development and provision of resources to enhance both the teaching and learning of mathematics as well as opportunities to enhance understanding of the appropriate mathematical knowledge that underlies the teaching of school mathematics through academic research as and when the situation warrants.

(iii) **The Science Indigenous Knowledge Project (SIKP) project:**
The Science Indigenous Knowledge Project (SIKP) project entails organizing bi-weekly workshops where a cohort of science teachers are exposed to curriculum implementation activities and material development that focus on using a dialogical argumentation instructional model to implement a science-IKS curriculum. These workshops at times are attended by participants from South Africa, Mozambique, Nigeria, Ghana and USA. The (SIKP) project spearheaded by Prof. Ogunniyi, focusses on developing capacity in the teaching of the Science – IKS curriculum. It has a strong focus on producing research output at postgraduate Masters and PhD degree level.

(iv) **Continuous Teacher Development by the Science Learning Centre for Africa (SCLA)**
The Science Learning Centre for Africa (SCLA) under the leadership of Prof Shaheed Hartley actively participated in the design and delivery of the following programmes for in-service teacher training in the Eastern Cape:
- B.Ed (Hons)
- M.Ed

In addition, SCLA has been successfully building Science Learning Centres or laboratories in around the Western Cape to improve the quality of Science teaching. In 2016 the SCLA opened ten laboratories in the Western Cape.

Other departments have also played a significant role in developing projects that portray the core business of the faculty. For example, the Educational Psychology Department, in collaboration with the Departments
Deputy vice-chancellor: Academic

46

of Psychology and Industrial Psychology launched the Diversity management Centre in March 2016. This centre is still trying to establish itself with regard to its operational agenda.

The IPSS was engaged in a number of projects in 2016 and received research funding for the implementation of various academic projects in 2017.

- Ford funded Interactive Google Map of Post-School provision (TVET)
- Ford funded research into Youth Focus Project of the WCED – failing high school youth transitions into TVET colleges
- CEPD funded establishment of new Journal in Vocational and Continuing Education and Training
- HSRC DHET funded Labour Market Intelligence Partnership research into transitions of TVET graduates into the workplace
- DHET EU funding research and development of new Diploma ACET (Adult Ed) driven by UWC
- DHET EU funded research programme into Access and Success in Adult Education – M and PhD students
- DHET EU funded development and delivery of online PGDip TVET for college educators
- MerSETA funded development of Advanced Dip TVET and new PhD TVET students
- Carnegie funded PhD scholars’ programme
- Latfure EU funded collaborative international development of higher education and workplace programmes
- Codersia funded African scholars PhD curriculum development

The progress and sustainability of these projects needs to be prioritized. These projects do not only contribute to the development of human resource capacity, but they also add value to research capacity in the faculty. However, proper management and accountability should be taken into consideration to ensure sustainability.

3.2.2 Research Publications

As a means of enhancing the scholarship of teaching and learning, staff seminars and writing retreats were organized in 2016. The seminars went well in the first semester, and the attendance slowed down in the third term as many staff members became occupied with Teaching Practice support in schools. Two writing retreats were held to support staff members on writing academic articles. Twelve staff members participated in the writing retreats, and four publications have been produced to date. Hopefully, more will be published by the end this year. The faculty needs to develop clear and sustainable guidelines of research accountability in the faculty. The following is a list of publications that focus on issues of teaching and learning only:

<table>
<thead>
<tr>
<th>2016 Research Publications (Teaching and Learning)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Author</strong></td>
</tr>
<tr>
<td>Du Plooy, Zilindile, Desai, De Wet, Holtman, Julie, Moolla, &amp; Nomlomo</td>
</tr>
<tr>
<td>Govender, R.</td>
</tr>
<tr>
<td>Staff member</td>
</tr>
<tr>
<td>--------------</td>
</tr>
<tr>
<td>Dr Collett</td>
</tr>
<tr>
<td>SAHERA</td>
</tr>
</tbody>
</table>

**4. Seminars and Conferences and international visitors/fellows hosted in this period**

It is worth noting that staff members showed great enthusiasm and commitment to the faculty seminars in 2016. As mentioned earlier, these seminars were held from February to August 2016. Unfortunately due to the students’ protests, seminars and a colloquium that were scheduled for the third and last terms were affected. For example, the Teaching and Learning colloquium that was planned for the 6th of October was cancelled. It is now scheduled for the 25 May 2017.

Some staff members attended national and international teaching and learning conferences in 2016. The following is a list of teaching and learning seminars that were attended by staff members:
5. Community Engagement

The SLCA supports science and mathematics educators to improve the culture of science teaching by providing training in content knowledge, pedagogical strategies and practical and experimental skills. The science and mathematics support to educators is provided in Western, Eastern and Northern Cape provinces and takes place in the form of training sessions and workshops, as well as structured courses such as accredited short courses, Advanced Diploma in Education (ADE) and postgraduate courses including BEd Hons, MEd and PhD in Science Education.

Additionally, the SLCA addresses the culture of science learning by supporting participating teachers’ learners through tutorial programmes in science and mathematics, science clubs, science shows, science competitions and exhibitions. It is also involved in the development and construction of science learning centres in disadvantaged schools. In general schools in disadvantaged communities were never built with facilities that would engender the learning of science.

Other community outreach projects include tutorial assistance to support high school learners in Mathematics and Science in disadvantaged areas.

Members of the Language Education Department have initiated Reading clubs to enhance learners’ reading for enjoyment in primary schools. Departments are encouraged to be visible among communities, and plans are being made to assist those departments that do not have community outreach projects.

6. Scholarly professional engagement

The faculty is involved in a number of scholarly and professional activities such as joint research projects and publications. Staff members also participate in national initiatives that require them to share their expertise and leadership skills. For example, some senior academics are well recognized nationally and are invited to sit on Ministerial Committees and Task Teams in different areas such as Higher Education, TVET, Inclusive Education, Mathematics and Science Education, Language and Literacy, etc.
The faculty also collaborates with national and international institutions in specific disciplines such as Teaching Practice, Mathematics Education and Language Education. For example, the LED has collaborated with the universities of Fort Hare and KwaZulu-Natal in early literacy, while SSME is working with five universities of in the PrimTed project.

At the end of 2016, two faculty members participated in a collaborative Teaching Practice workshop with nine institutions from the UK, Sweden, Norway, Netherlands, Nepal, USA and Uganda. The aim of the collaboration is to share experiences and best practices in supporting student teachers in their teaching practice. Another recent collaborative project is between Norway, Ireland and Denmark, with a focus on Teacher Well Being and Multilingualism.

All the above-mentioned collaborations contribute to teaching and learning issues in Teacher Education. Apart from expanding network opportunities, they expose faculty members to international practices. The faculty is exploring means of exposing students to international academics through student and staff exchange programmes.

As a result of our visit to Missouri University in September 2016, a teaching and learning collaboration in the area of Physics and Astronomy has been established with Prof Meera Chandrasekhar from the Physics Departments of MU and UWC and the Education Faculty on science and mathematics projects in relation to teacher development and training. The Dean of Education at Missouri University will visit the Education Faculty from the 30 May – 3 June 2017.

7. Student Achievements

7.1 Undergraduate students

Despite the university shutdown due to students' protests in 2016, the overall students' performance is good. There is no module with a pass rate of 50% or less. The table attached as Appendix A reflects the pass rates in the undergraduate courses that were written in November 2016 and January 2017. The faculty plans to conduct research project to investigate factors that influenced students' performance in 2016.

7.2 Postgraduate students

Through the Postgraduate Studies office, some of the students attended the writing retreats that were conducted during the university shutdown in November 2016. As a result, seven PhD students were able to submit their theses for examination. As a result, the faculty graduated seven PhD students and three M.Ed students in the April 2017 graduation. The faculty needs to devise strategies of supporting M.Ed students who tend to take longer to finish their studies. This is an ongoing conversation across departments.

8. Conclusion

In conclusion, the faculty has achieved a lot in the area of teaching and learning in 2016 despite challenges relating to limited resources and the university shutdown. It is now reflecting on its 2016 practices through seminars and research. However, we are aware of the areas that the faculty needs to improve its research publication outputs. The faculty is exploring opportunities to address this limitation. The departmental research projects and the work of the centres (i.e. the SLCA and IPSS) should yield benefits in the next three to five years through collaboration, support and visionary leadership and management.
1. Dean’s Overview:

2016 saw the Law Faculty put its best foot forward in an effort to shake off the academic setbacks experienced during the 2015 and 2016 fee protests.

The year ended with the largest number of Students obtaining their degrees summa cum laude (seven) and cum laude (five) in the Faculty’s history. This is a resounding tribute to the dedication of the entire Staff who have contended with an ongoing series of examinations from October of 2015 until February 2017 without a significant break. The other significant measure of Student success is that no less than 225 students attained places on the Dean's Merit list.

Faculty relations with the profession were strengthened and in particular, Cliffe Dekker Hofmeyr awarded us an amount of R355 000 for bursaries for our students. Twenty three students either had their accumulated debt wiped out or significantly reduced by the funds made available. There was also an increase in the numbers of firms attending our careers day (the largest number recorded), as well as an increase in the number of prizes sponsored by members of the profession. The Attorneys’ Fidelity Fund awarded UWC Students the second highest number of bursaries and the Southern Suburbs Attorneys Association made a bursary available to one of our Students.

The other dominant feature of the year was the Council on Higher Education National LLB Review. The Faculty was divided into a number of task teams so that all Staff contributed to the self-evaluation report which we presented. The Faculty responded to a call for additional information following the desktop evaluation to the satisfaction of the CHE. The On Site evaluation was conducted by Professor Brenda Grant, Professor Nicola Smit Advocate Frikkie Ponelis and Dr Siyanda Makaula (CHE Representative). The final report and outcome have been tabled and the Panel found that UWC complied fully with 11 of the 13 criteria set out in the Standards Document. The Panel also made a recommendation that the curriculum be redesigned, which is already in process. The Faculty must place an improvement plan in regard to the two criteria we did not meet by ten October 2017. The Faculty must acknowledge the huge debt of gratitude it owes Mr Morta and Ms Benjamin without whose patience, knowledge and experience, we believe we would have fared much worse.

Staff promotions took place in accordance with the new process. Two staff members were promoted from Associate Lecturer to Lecturer, one Staff member was promoted from Lecturer to Senior Lecturer and one was conditionally promoted, pending acceptance of doctoral thesis. Dr L Albertus graduated LLD and Ms D Adams LLM. There is a serious need for a push toward promotion for our senior lecturers that have doctorates, as the Faculty is way behind the desired inverted pyramid of which the VC often speaks in lyrical terms.
3. Seminars, Conferences and International Visitors/ Fellows Hosted

The Dullah Omar Institute hosted the following International visitors or fellows

- Prof Jan Erk from University of Leiden February 2016
- Prof Xavier Philippe from University of Aix-Marseille May 2016
- Prof Henk Kummeling from Utrecht University November 2016

The South African German Centre for Transnational Criminal Justice (in collaboration with the Department of Criminal Justice & Procedure) hosted the following international guests:

- Prof Gerhard Werle
- Dr Stefani Werle
- Dr Moritz Vormbaum
- Prof Volker Nerlich

The Department of Mercantile and Labour Law

The Department hosted The Howard Programme from 1 - 30 June which included the international visitors Prof Ziyad Motala and Prof Harold McDougall, both from Howard University School of Law and local visitor, Judge Zack Yakoob (former Constitutional Court Justice).

The LLM in Trade Law hosted the following international guest lecturers:

- Dr Edwin Kessie of the WTO (August 1 – 5);
- Dr Kenneth Mwenda of the World Bank (8-12 August);
- Prof Darren Thorne, Osgoode Hall, Canada (August 22-26);
- Dr Edward Kwakwa of WIPO (September 12 – 16);
- Enrique Chamorro, Mike Wakefield and Martin Schaefermeier of DLA PIPER / NEW PERIMETER (September 19-26);
- Dr Jelena Baumler (University of Rostock) (October 3 – 7)
- Dr Enga Kameni (Afrixem Bank) and Dr Timothy Kyepa (Yakubu and Ass Chamber, Tanzania (both Doctoral Alumni) (October 17 – 21);
- Mr George Naphambo of SADC / COMESA (October 24 – 28)

The Department also hosted Prof H Rajak from the University of Sussex (UK) an expert on Corporate Law, Cross Border Insolvency and Business Rescues who presented a guest lecture to Corporate Law 401 class (18 May 2016).

Conferences hosted

Prof Steytler co-organised, International Conference: “Federalism as a peace-making instrument in the Horn of Africa, with Centre for Federal Studies (CFS) of Addis Ababa University (AAU), in collaboration with the Sarchi Chair in Multilevel Government, Law and Policy, Institute of Federalism of Fribourgh University, and Institute for Studies on Federalism and Regionalism (EURAC), Addis Ababa, 2 December 2016; organised joint conference with Institute of International and Comparative Law, University of Pretoria and STIAS, Decentralisation and constitutionalism in Africa, (selection of abstracts)

The SARChI co-hosted Stellenbosch Annual Seminar on Constitutionalism in Africa (with Prof Charles Fombad), Decentralisation and Constitutionalism in Africa, 7-9 September

Prof Muntingh hosted armchair discussion on the NPA, Centre for the Book

Seminars hosted

- Waterhouse hosted and facilitated SAARC workshop to mandate and prepare CS adult delegation. 20 01 2016
- On 27 Jan 2016 CSPRI hosted a workshop at UWC to facilitate and coordinate the submission of shadow reports to the HRC when SA will be reviewed in March 2016.
- Waterhouse hosted a capacity building and training for round two monitoring. Led and facilitated by Mentor-Lalu. 20 and 21 09 with 13 monitors from seven organisations.
- Waterhouse facilitated sector consultation meeting 25 July 2016. Purpose to consult on draft final submissions to the UNCRoC.
- De Visser hosted Study Tour Sri Lanka Delegation on 18 August
- Steytler organised SARChI Policy Dialogue: Zimbabwe, Professor Eldred Masunungure, UWC, 21 July
- Steytler organised SARChI Policy Dialogue: Ethiopia, Dr Zemelak Ayele and Dr Seyoum Mesfin, UWC, 26 September
- Muntingh on 18 Aug 2016 CSPRI with Reformar co-hosted a workshop on OPCAT in Maputo Mozambique.
- Dereymaeker hosted a two-day seminar (3 and 4 Nov) with the South African specialised law enforcement
oversight agencies to draft Guidelines for Engagement under the project Strengthening South Africa’s specialised law enforcement oversight agencies

- Muntingh hosted 5-day workshops 14-18 Nov 2016 in Pretoria on Correctional services act monitoring system.
- Muntingh hosted one-day workshop on CSPRI Hosted one-day workshop on CSPRI Barometer 25/11/2017
- Muntingh hosted 2-day workshop 30 Nov to 1 Dec 2016 in Pretoria on Correctional services act monitoring system.
- Co-hosted lunch seminar ‘Coalitions and Minority Governments in South Africa’ in Cape Town
- SARChI Policy Dialogues on Coalition and Minorities Governments, with Prof Henk Kummeling, University of Utrecht, and others
- WDI project co-host 4 parliament watch seminar one in Eastern Cape partners three in Cape Town throughout the year.
- Muntingh hosted 2-day workshop 30 Nov to 1 Dec 2016 in Pretoria on Correctional services act monitoring system.
- De Visser Co-hosted lunch seminar ‘Coalitions and Minority Governments in South Africa’ in Cape Town
- Durojaye Hosted a workshop on Human rights for community leaders in three informal settlements in Cape Town November 2016
- G Mirugi-Mukundi organised and participated in the ICESCR seminar on shadow reporting. (13 April)
- E Durojaye organised advised event on sexual and reproductive health and rights in Africa during the 58th Ordinary Session of the African Commission in Banjul
- E Durojaye organised a side event on the ratification of the OP-CESCR by African countries during the 58th Ordinary Session of the African Commission in Banjul
- CSPRI Indicators workshop 27-30 June
- Prof Scholtz organised the RALHUS/SARCIL Second Annual Rule of Law and Sustainable Development seminar, April 2016

4. Awards and significant achievements

- Steytler was appointed to advise to COGTA on hung councils
- De Visser was appointed to advise to Greater Tubatse Municipality on elections
- De Visser was appointed to advise to Northern Cape Municipality on elections

Invitations to conferences

Prof Steytler

- Invited to make representations, Conference on Provincial Councils on a New Devolution Settlement for Sri Lanka, Negombo, Sri Lanka, 6—7 August
- Invited to make a presentation, Consul-General of People’s Republic of China, Cape Town, Local Government Elections, UWC 19 July
- Invited to present at the Institute of Federalism’s Summer University on Federalism, 30 August to 3 March, Fribourg Switzerland
- Invited to be a panellist, on “Multilevel Governance”, Conference “Has the South African Constitution Performed in the past 20 years?” hosted by SAIFEC, UJ, and IDEA, Johannesburg, 26-27 May 2016.
- Steytler was invited to present at the Annual Conference of the International Association of Centre for Federal Studies, “The value of comparative federalism: the legacy of Ronald L. Watts”, Centre for
Multilevel Federalism, Institute of Social Sciences, and SARChI Chair, New Delhi, India, November 16-18, 2016

- Steytler was invited to present on “Transitional Justice and Multilevel Government in Divided Societies”, Global Autonomy, Governance and Federalism Forum, Manila, Philippines, 19 October 2016
- Steytler was invited to make a presentation on “The ‘Federal Character’ of federal institutions”, International Conference: Federalism as a peace-making instrument in the Horn of Africa, Addis Ababa, 2 December 2016
- Steytler presented a paper, “The South African model of multilevel government as a peace-making device in highly divided societies”, SARChI Colloquium, “The South African Constitution as an export model”, Monday, 16 May 201 University of the Western Cape

Dr D Powell

- Invited to be a panellist at State of the Cities Network launch of SACR
- Invited to make a presentation at MOTT Foundation grantees conference
- Powell was invited to be a panellist at State of the Cities Network launch of SACR, July
- Powell was invited to present at MOTT Foundation grantees conference, July

Prof De Visser

- Invited to present a paper titled “Constitutionalisation of local and regional government in South Africa, Uganda and Lesotho” at the Stellenbosch Annual Seminar on Constitutionalism in Africa (SASCA) 2016
- Invited to give a lecture on ‘Constitutional Questions’ at LRC Training Workshop Preparing for SPLUMA Implementation
- Invited to make a presentation on 15 years of developmental local government in South Africa: Local democracy at a crossroads? at Center for Federal Studies Seminar on Local Government & Sustainable Development Goals (Addis Ababa)
- Invited to be a respondent at Conference on BRICS and Multilevel Government
- Invited to give a presentation about South African approach to judicial remedies in intergovernmental disputes and South Africa’s Courts and the enforcement of the Bill of Rights against provinces and municipalities to Judiciary Training Institute / Katiba Seminar
- Invited to give a presentation to National Council of Provinces: Interventions in terms of s 139 of the Constitution A review of law, policy & practice
- Invited to give a presentation at EURAC in-house Seminar. Topic: “Multilevel Government in South Africa”
- Invited to present at a workshop organised by the National Council of Provinces.
- Invited to present at to a group of 70 academics, civil society representatives and government officials in Kathmandu, Nepal. The meeting was convened by the Forum of Federations in support of the process to implement the new Constitution of Nepal, which envisages a federal structure and constitutionally recognised local government.
- Invited to deliver a presentation on Sound And Enabling Policy, Fiscal And Institutional Framework For Integrated Development’ at SALGA Provincial Conference
- Invited to make a presentation on reflections on writing and supervising a PhD’ presentation to DOI/ AAU/Eurac/Freibourg Doctoral Colloquium (Addis Ababa)
- Invited to make a presentation on Local Government in the Constitution: Zambia and Zimbabwe compared’ to International Association of Centres for Federal Studies Annual Conference in New Delhi
- Invited to make a presentation on reflections on writing and supervising a PhD’ p to DOI/AAU/Eurac/ Freibourg Doctoral Colloquium (Addis Ababa)
- Invited to be a guest Lecture at Federal University of Sao Paolo May 2016 topic “Local Government 2000-2015”
- Invited to present “Spatial Planning and Land Use Management Act: What SPLUMA expects of the three spheres of government” Presentation at Department of Human Settlements/SALGA Roundtable May 2016
Dr Chigwata

• Invited to make a presented a paper titled “Decentralisation and Constitutionalism in Zimbabwe at the Stellenbosch Annual Seminar on Constitutionalism in Africa (SASCA) 2016
• Invited to present a paper on the implementation of the 2013 Constitution of Zimbabwe at the University of Pretoria, at the ‘Implementation of modern African Constitutions Conference

Prof Mezmur

• Invited to present at the side-event of the Human Rights Council on the right to education on 16 Sept
• Mezmur was invited to present at an experts consultation with SR on the Rights of Persons with Disabilities 6-7 Sept
• Mezmur was invited to present at an advocacy meeting on the HRC Resolution on Protection of the Family on 28 Feb Mezmur was invited to presented at the Human Rights Council on sexual exploitation online on 07 March 2016
• Mezmur was invited to present at the side-event on Human Rights Council on child rights in Official Development Assistance on 07 March 2016
• Mezmur was invited to present on “Children and armed conflict in Africa: Moving the agenda forward” at the peace and Security Council open session on children and armed conflict 10 May 2016
• Mezmur was invited to present at a UNICEF meeting on developments in alternative care 3 October
• Mezmur was invited to present at the UNHCR’s High Commissioner’s Forum on issue of statelessness and children in the context of migration
• Mezmur was invited to present on current children’s rights issues in East Africa- TDH 50th anniversary Nairobi 30 Nov 2016
• Mezmur was invited to present “The new child rights strategy of the Council of Europe: Some reflections” 05 April 2016
• Mezmur presented a paper “Torture of children: Some views from the work of the Committee on the Rights of the Child” 06 April 2016

Prof Durojaye

• Invited to deliver a keynote address on the role of the African Commission in addressing HIV among indigenous peoples in Africa during the International AIDS Conference (6th International Pre-Conference) on HIV and Indigenous People organised by the International Indigenous Peoples Working Group on HIV and AIDS. July 16-17 2016 Durban (Funder NRF)
• Invited to make a presentation on ‘Realising the socioeconomic rights of refugees and asylum seekers’ at a workshop on Advancing the Socio-economic Rights of Refugees and Asylum seekers organised by SERP (DOI) and KZN Christian Association. 20-21 July 2016 Pietermaritzburg (Funder EU)
• Invited to make a presentation ‘The role of African Commission in addressing human rights issues raised by HIV/AIDS’ at a consultative meeting organised by ARASA and AMSher in conjunction with the HIV Committee of the African Commission 22-33 July Durban (Funder Ford)
• Invited to make a presentation ‘The role of regional human rights bodies in advancing sexual and reproductive rights of adolescents’ a paper presented at the Colloquium on Adolescents Sexual and Reproductive Rights organised by the Center for Human Rights University of Pretoria 28-29 August 2016 (Funder Ford)
• Invited to make a presentation ‘The role of community leaders in realising access to justice for disadvantaged groups’ being a paper delivered during the workshop on human rights training for community leaders organised by DOI 13-14 September 2016. (Funder OSF)
• Durojaye was invited to present a paper on ‘Non-discrimination and equality in Access to Health care services for Indigenous Population’ at the UN Expert Seminar on Indigenous Peoples and the Right to Health held in Centre Mont-Royal, Montreal, Canada. 21-22 February 2016
• Durojaye was invited to make a presentation on the draft study on HIV and Human Rights in Africa during the – Session of the African Commission in October 2016 Banjul, The Gambia
• Durojaye was invited to make a presentation on the relevance of draft resolution on penalisation of poverty in Africa at a consultative meeting organised by APCOF and SALC in Pretoria 5-6 December 2016
• Durojaye was invited to make a presentation on legal
framework for the recognition of Socio-economic Rights at a workshop on Human Rights Training for Community Leaders organised by SERP, November 2016

- Durojaye was invited to make a presentation on the role of the African Commission on Human and Peoples Rights in addressing poverty in Africa presented at a workshop
- Durojaye was invited to present a paper on ‘HIV/AIDS and Indigenous Population in Africa’ at the UN Expert Seminar on Indigenous Peoples and the Right to Health held in Centre Mont-Royal, Montreal, Canada. 21-22 February 2016.
- Durojaye was invited to present a paper on “Inequality in South Africa: A Warning Sign” at an International Conference on New and Old Inequalities in the Era of Sustainable Development Goals organised by the Institute for the Study of International Development. McGill University Faculty Club, 3450 McTavish, Canada. 10-12 March 2016
- Durojaye was invited to present a paper on ‘Substantive Equality and Access to Health care services for Women in South Africa’ at an International Conference on ‘From Paper to Lived Reality: Implementing Women’s Constitutional Rights’ organised by International IDEA, Kathmandu, Nepal. 26-28 February 2016
- E Durojaye was invited to make a presentation on “The role of the court in addressing social inequality in South Africa” at a workshop organised by the Centre for Human Rights and Legal Pluralism McGill University
- Delivered a paper on ‘Litigating health rights before the African Commission’ at a workshop organised by Health Rights Initiative and Yinka Owoeye and Co. 1-5 August 2016 Lagos, Nigeria
- Litigating the right to health before regional human rights bodies’ being a paper delivered at a seminar organised by Human Rights Awareness Promotion Programmes 19 September 2016 Kampala, Uganda
- ‘Litigating before Regional Human Rights Bodies in Africa’ being a paper delivered

Mr Johnstone

- Invited to make a presentation at World Nutrition Conference on the role Local Government play in strengthening food access through their regulation of street trading
- Invited to present at the 15th International Winelands Conference (during 31 March and 1 April 2016), hosted by the University of Stellenbosch.
- Invited to the 1st Annual Emerging Legal Scholarship Conference, where she presented a paper investigating how to hold local government accountable in terms of its constitutional competencies towards realising the right to food.
- Invited to present at the 15th International Winelands Conference, SUN, A presentation was conducted on the latest court judgments concerning municipal planning and the Spatial Land Use Management Act 2013 and how this strengthens LG’s food mandate, April 2016
- Invited to present and facilitate a seminar by Ms Thina Nzo -Doctoral Candidate from the University of Edinburgh, A presentation: was delivered on “The Political-Administrative Interface and the Impact of the Local Troika on local governance”. Followed by a discussion, April 2016

Prof Muntingh

- Invited to make a presentation at and participated in an experts consultation hosted by the UN Special Rapporteur on Torture at the American University in Washington DC. The consultation was about torture prevention in the context of interviews and interrogations (7-8 July 2016).
- Invited to present findings from criminal justice audit in Nairobi, Kenya, 7 June 2016 RT(with Redpath)

Prof Sloth-Nielsen

- Invited to give a presentation on recent developments concerning the development of a Guide to Good Practice on article 13(b) of the Hague Abduction Convention at the 2nd Annual FAMAC conference, Cape Town
- Invited to give a presentation on the Zimbabwe constitutional court ruling in Madzurur v Minister of Justice at the 19th Miler du Toit Cloete Family Law conference
- Invited to give presentations to the GLAs on “Proposal drafting and Thesis writing” and another on “how to
find a research topic” in February
• Invited to make a presentations to the GLAs on “Proposal drafting and thesis writing” and another on “how to find a research topic”
• Invited to present a paper on family court jurisdiction at the SALRC workshop on Issue Paper 31 (Family Dispute resolution)
• Invited to present a paper on the ACERWC concluding observations to South Africa at a workshop hosted by the SAHRC
• Invited to make a presentation on the African Children’s Charter at the training of judges from 11 African countries at the Judicia Institute for Africa (hosted at UCT)
• Presented a paper on initiatives to end child marriage in Southern Africa at the international conference Culture Dispute resolution and the modern Family. London, 6-8 July

Ms Mirugi-Mukundi
• Invited to make a presentation at a brief workshop hosting the Syracuse University staff and students visiting the UWC Law Faculty, where presentations were made on the highlights of the Faculty. 17 March 2016

Ms Waterhouse
• Invited to present at Public Interest Law Gathering on the legislatures and the right to basic education
• Invited to present at SA civil society pre-session with the UNCRoC. 01 02 2016

Ms Mentor Lalu
• Invited to give a keynote address on women’s rights and participatory democracy at Women on Farms Project’s Women’s Day event held on 24 Aug

Ms Dereymaeker
• Invited to give input as an expert to Georgian government officials and civil society representatives on South Africa’s model for the setting up of an independent investigative mechanism into human rights abuses by Georgian law enforcement agencies
• Presentation at the JICS Seminar on Torture and Assault in SA Correctional Centres on Accountability for serious rights violations in remand detention facilities and correctional centres - A need to rethink independent oversight (17 Nov, Helderstroom prison)
• Presentation at the CSVR conference on Litigating Torture on Litigating cases of Torture - A brief review of data from the two specialised law enforcement oversight institutions (18 Nov, Johannesburg)

Mr Petersen
• Petersen made a presentation at the Side Event on the Margins of the 59th Ordinary Session of the ACHPR: Ending the Penalisation and Criminalisation of Poverty in Africa: 22 October - the Gambia
• Petersen was invited to make a presentation at the Pan African Lawyers Union (PALU) 7th Annual conference on continental initiatives for the decriminalisation and declassification of petty offences on 13 October 2016
• Petersen was invited to conduct a presentation of petty offence campaign at the NGOs in the 59th ordinary session of the African Commission on Human and Peoples’ Rights on 19 October 2016 in Banjul, the Gambia
• Petersen chaired Prisons and Conditions of Detention in Africa at the NGO forum of the African Commission in Banjul, the Gambia- 6 April

Ms Redpath
• Facilitated at CSPRI Indicators workshop 27-30 June

Mr Mesfin
• Invited to present a paper on “Land Grab, Conflict and Human insecurity at Local Level in Ethiopia: From a Historical Perspective’; Ibadan University in Nigeria, June 21, 2016

5. Engagement

The DOI undertook the following Community engagement projects and professional engagements
• Waterhouse participate in Bua Mzantsi (led by Corruption Watch) Reference Group. Purpose to monitor and encourage public engagement in the appointment process.
• Mentor-Lalu Provide skills development (writing) and logistical support to Parliament Watch monitors throughout their monitoring parliamentary and Western Cape Legislature committee meetings, Parliament Watch seeks to increase civil society attention to and monitoring of the performance of South Africa’s legislatures.
• Waterhouse and Mentor-Lalu managed meeting of Parliament Watch lead organisations. Includes EELC,
SJc, WFP, Livity Africa, PMG, R2K, PSAM.

- Mentor- Lalu assisted PMG with planning for monitoring provincial legislatures as part of the international GLOW (Global Legislative Open Week) campaign.

- Waterhouse coordinated, leadership and management of activities of the Alternate Report Coalition - Children’s Rights South Africa (ARC-CRSA).

- G Mirugi-Mukundi participated as an organiser and facilitator in roundtable discussion workshop in Pietermaritzburg in Kwa-Zulu Natal in the EU funded -CTRC project on Civic Education Training on Refugees and Human Rights in South Africa. This workshop was hosted by the KwaZulu-Natal Christian Council (KZNCC), as a implementing partner in the project.

- G Mirugi-Mukundi participated as an organiser and facilitator in the Community Leaders’ human rights training Workshop, held at University of the Western Cape, funded by OSF-SA, convened by SERP project of the Dullah Omar Institute. The participants were community members from Blikkiesdorp in Delft, Mandela Park in Khayelitsha, and Overcome Height in Sea Wind Muizenberg. Community leaders were trained on how to engage and to assert their social economic rights with government institutions.

- G Mirugi-Mukundi participated in a seminar on ‘Social Justice: A Developmental Essential’ hosted by the Institute for Social Development University of the Western Cape.

- G Mirugi-Mukundi participated as an organiser and facilitator in the Community Leaders’ human rights training Workshop, held at University of the Western Cape, funded by OSF-SA, convened by SERP project of the Dullah Omar Institute. The participants were community members from Blikkiesdorp in Delft, Mandela Park in Khayelitsha, and Overcome Height in Sea Wind Muizenberg. Community leaders were trained on how to engage and to assert their social economic rights with government institutions.

- Waterhouse led the Planning and negotiating process for drafting SAARC final submissions to the UNCRC. Includes communications with reference group, lead authors and other organisations that submitted. Design outputs and negotiate collective process.

- G Mirugi-Mukundi organised and participated in a meeting with community leaders on a project on human rights awareness. (9 June)

- G Mirugi-Mukundi organised and participated in a human rights awareness community gathering meeting in Blikkiesdorp. (24 June)

- E Durojaye organised a community gathering on human rights at Blikkiesdorp

The Law Clinic undertook the following community engagements

Street Law and Students for Law and Social Justice (SLSJ) Voluntary Programme/Community Outreach (January – June 2016)

The programme has no dedicated funding for 2016. Street Law meetings take place every Monday during lunchtime. The coordinators facilitate these meetings. Street Law students have two designated team (Tuesday Groups and Friday Groups) coordinating visits and workshops at the Saartjie Baartman Women’s Centre, which is primarily a shelter and refuge being faced with domestic violence. Street Law students visited a Rehabilitation clinic called De Novo.

Street Law students also had successfully raised funds for an Easter Egg Hunt at St. Josephs Children’s Home on the 5th March 2016, where 120 children received Easter hampers.

Street Law students will be required to do outreach programmes during the year in communities. They will either conduct an information workshop or advice desks in disadvantage communities.

A group of Street Law students meet on a Thursday to research and draft lesson plans relevant to each group. This group is responsible for organizing all workshops and events hosted by Street Law.

Community Outreach

On Friday, 12 August 2016, the UWC Law Clinic hosted a workshop in conjunction with the Child Welfare Society
Students conducted information workshops at the De Novo Rehabilitation Centre, the Saartjie Baartman Women’s Centre and Pollsmoor Prison.

Street Law Volunteers

Engagement at the Saartjie Baartman Centre

Legal advice Offices-Referral’s

The Law Clinic has provided legal back up services for the various advice offices and has recorded the following stats from July to November 2016:

<table>
<thead>
<tr>
<th>ADVICE OFFICE</th>
<th>MALE</th>
<th>FEMALE</th>
<th>TOTAL</th>
<th>DATES</th>
</tr>
</thead>
<tbody>
<tr>
<td>ATHLONE</td>
<td>7</td>
<td>11</td>
<td>18</td>
<td>4/8/16, 8/9/16, 6/9/16</td>
</tr>
<tr>
<td>HEIDEVELD</td>
<td>2</td>
<td>2</td>
<td>4</td>
<td>14/09/16, 18/07/16, 12/07/16</td>
</tr>
<tr>
<td>GUGULETHU</td>
<td>2</td>
<td>2</td>
<td>4</td>
<td>11/07/16, 5/07/16, 12/07/16</td>
</tr>
<tr>
<td>LANGA</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>12/9/16</td>
</tr>
<tr>
<td>MITCHELL’S PLAIN</td>
<td>22</td>
<td>49</td>
<td>71</td>
<td>04/7/16, 20/7/16, 18/8/16, 14/9/16, 27/9/16, 18/10/16, 25/10/16, 9/11/16, 15/11/16, 23/11/16</td>
</tr>
</tbody>
</table>

On Child Adoptions attended by 18 persons including persons from the various Legal Advice Offices, attendance sheet attached.

On Friday, 19 August 2016, the Law Clinic together with Cape Mental Health hosted a workshop attended by 13 persons on the Equality Court in respect of persons with disabilities conducted by Mr Shamiel Naidu.
Street Law Volunteer Programme

The Street Law programme received 130 applications for the first semester and only 85 students were accepted into the programme. The programme has no dedicated funding for 2016.

The main and sole purpose of Street Law is to educate people about their legal rights to uplift their lives. Students were required to do outreach programmes during the first semester in communities.

Selected activities of departments and units

Department of Mercantile and Labour Law

Prof Wandrag

Invited to submit a new chapter on State Owned Enterprises to the loose-leaf publication Company Secretarial Practice (Juta). First draft submitted in January 2017. Provisional positive feedback received from editors, awaiting feedback from the Chartered Secretaries Southern Africa (key market for the book).

LLM Postgraduate supervision: Completed graduating in April 2017)

I Smit: Application of the business judgment rule within specific parameters in South Africa: foreign precedents and South African choices

MA Ahmed: “Corporate governance in the Southern African Development Community”

J Johannes “Corporate social responsibility in South Africa: How corporate partnerships can advance the sustainability agenda”

D Mlauzi (Cum Laude): “Moving on from investor-state arbitration: South Africa vis-a-vis Australia”

N Kondlo: “The importance of corporate governance in family-owned companies: effects of ownership and board composition on performance”

External Examiner: LLM Theses, Mini-Theses and Dissertations

SW Kimani


SJ Viljoen “Choice of lex mercatoria in international commercial contracts” (Unisa)

S Phiri “Piercing the Corporate Veil: A critical analysis of Section 20(9) of the Companies Act 71 of 2008” (University of Venda)

External moderator:

T Mutamba “A critical assessment on the impact of SPS measures on market access for developing countries with regards to South Africa” (UKZN)

SS Ndlovu “To what extent does the condition in the African Growth Opportunity Act, 2000 requiring that Sub-Saharan African countries eliminate barriers to United States of America trade, lend itself to abuse at the instance of the USA?” (UKZN)

External moderator:

“Regional Trade Agreements and their relationship towards a more coherent WTO system” R Schoenmaekers (LLM dissertation)

Moderated undergraduate and post-graduate courses at Milpark Business School, University of Kwazulu-Natal, University of Fort Hare.

Prof Lenaghan

Doctoral supervision submitted for examination; Michelle Rufaro Maziwisa (PhD) An examination of the Legal Framework Governing both opportunities and barriers for Economic Development in Southern Africa: A Case Study of Zimbabwe

Masters supervision submitted for examination

Isaac Chiphaso Chiundira: The creation of new institutions under the Tripartite Free Trade Area Agreement and its repercussions on countries with multiple memberships (LLM Mini Thesis)

Prof Hamman:

“Parental Waivers for School Sports and Other Extra Curricula Activities - valid or not?”

External moderation: Business Law 1 (UCT)

Adv Kotze:

Research: “The effect of the Turquand Rule and section 20(7) of the Companies Act of 2008 on unauthorized company contracts” [with Etienne Olivier]

Mr Koornhof:

“Bow to the King (IV)? A new era for IT governance in South Africa” African Cyber Citizenship Conference 2016 Publication (with H Theron)


“The Impact of internet monopolies on South African Competition Law” article accepted for The Digital Advantage: The Impact of Technology on IT Law and...
**Policy** (forthcoming special edition of the Potchefstroom Electronic Law Review)

**Conference Presentations:**
“Here be dragons: Competition Law on the Internet”
Inaugural Meeting of the South African Association of Intellectual Property Law and Information Technology Law Teachers and Researchers (October 2016)

**Supervision completed:**
G Dheka “A comparative analysis of community mediation as a tool of transformation in the litigation systems of South Africa and the United States of America”

**Dr Basson**
Accepted for publication:
‘The right to an adequate standard of living of persons with disabilities in international law’; forthcoming, Law, Democracy and Development
‘Selected developments in South African labour legislation related to the rights of persons with disabilities’: forthcoming, Potchefstroom Electronic journal

**Ms Huysamen:**
“Cultural and Religious Diversity: Are these effectively accommodated in the South African workplace?” (with M Prinsloo) (Submitted to LDD, peer-reviewed comments received, finalising incorporating these comments)

**Dr Moosa**
Completed his LLD thesis in December 2016 and graduated 10 April 2017.

**Mr Kondo**

**Mr Mupangavanhu**
“Fiduciary duties and composite duty of care: Does SA law insist on the distinction between the two duties?” Accepted by Stellenbosch Law Review. To be published in April 2017 – as confirmed by the Editor, Prof A. Louw
External Examination for a University of Cape Town module, Company Law (CML2001F) for the January/February 2017 and the June Final & Winter program examinations

Member of the Organising Committee/ Steering Committee for the Universities’ Regional Teaching and Learning Conference to be co-hosted by Western Cape Universities, UCT, UWC and Stellenbosch.

**External Examination of LLM thesis (UNISA)**

**Emeritus Prof D du Toit**
Roger Blanpain & Frank Hendrickx (editors) and Darcy du Toit (Guest editor) *Labour Law and Social Progress: Holding the line or shifting boundaries* (Kluwer Law International, 2016)
“Recognition of the right to strike (terms and conditions apply)”: Chapter 15 in Roger Blanpain & Frank Hendrickx (eds) and Darcy du Toit (Guest editor) *Labour Law and Social Progress: Holding the line or shifting boundaries* (Kluwer Law International, 2016)
“Recognition of the right to strike (terms and conditions apply)” (2016) 92 *Bulletin for Comparative Labour Relations* 283-300


**Editorials**
“2016: Problems, pitfalls and possibilities” (20 January 2016)
“When is discrimination “arbitrary”, or “unfair”?” (3 February 2016)
“The broadening horizons of labour law” (17 February 2017)
“A pyrrhic victory?” (2 March 2016)
“The right of employers to lock out non-strikers: Limiting the scope of the LRA?” (16 March 2016)
“The extension of bargaining council agreements at stake: Social versus administrative justice” (30 March 2016)
“The extension of plant-level collective agreement: Back to basics” (13 April 2016)
“The extension of bargaining council agreements: A new chapter” (11 May 2016)
“Law is a secondary force” (6 June 2016)
“Brexit’, the MEIBC and the Future of Work” (22 June 2016)
“Yesterday, today and tomorrow” (3 July 2016)
“They should have known better” (18 July 2016)
“Solidarity v SABC: labour rights beyond the LRA” (1 August 2016)
“The LRA twenty years on: Looking back, looking forward” (17 August 2016)
“The Hlophe affair and what we can learn from it” (31 August 2016)
“Legal reasoning, constitutional interpretation and the scope of the right to strike” (14 September 2016)
“Section 1(d)(iv) of the LRA versus section 39(2) of the Constitution” (28 September 2016)
“All roads don’t lead to Rome” (12 October 2016)
“Non-standard is becoming standard” (26 October 2016)
“Updating labour law?” (9 November 2016)
“Freedom of expression, employment rights and the public interest” (23 November 2016)
“Of clouds and silver linings” (7 December 2016)
Weekly Comments
“Racism, invalid procedure and substantive fairness” (15 January 2016)
“Is a reason for dismissal “based on the employer’s operational requirements” automatically fair?” (22 January 2016)
“LRA rights and common law remedies: shall the twain ever meet?” (29 January 2016)
“Affirmative action: Why the SAPS got it wrong” (5 February 2016)
“Reason prevails” (12 February 2016)
“Section 197(5) of the LRA and the quest for social justice” (19 February 2016)
“Back to basics” (26 February 2016)
“The difficulty of proving pay discrimination” (4 March 2016)
“How poor service delivery can lead to fair dismissal” (11 March 2016)
“The race card trumped” (18 March 2016)
“Counting the costs” (1 April 2016)
“Narrowing down the High Court’s jurisdiction in labour matters” (8 April 2016)
“The dividing line between employment equity and operational requirements” (15 April 2016)
“Once more: The application and interpretation of collective agreements” (22 April 2016)
“Unequal pay for work of equal value” (29 April 2016)
“Back to the future?” (6 May 2016)
““Debt” redefined: What does it mean for labour law?” (13 May 2016)
“Dismissing a probationary employee for “less compelling reasons”” (20 May 2016)
“Collective bargaining in the shadow of union power struggles” (27 May 2016)
“Dismissing employees before insolvency to avoid the application of section 197A – can it be done?” (3 June 2016)
“When is a “strike” not a strike?” (10 June 2016)
“The law of evidence versus section 138(1) of the LRA” (17 June 2016)
“Snatching defeat from the jaws of victory?” (24 June 2016)
“A wellness launch that turned out anything but well” (1 July 2016)
“Having writ no longer needed to move on to execution” (8 July 2016)
“The right of access to courts: Are parties allowed to change tack?” (15 July 2016)
“Much ado about – what exactly?” (22 July 2016)
“The line between protected disclosures and disloyalty” (29 July 2016)
“The tip of the iceberg” (19 August 2016)
“Sexual harassment: Extending vicarious liability to risk created by the enterprise” (26 August 2016)
“Strikers may be part of the solution” (2 September 2016)
“The effect of an appeal against dismissal” (9 September 2016)
“Distinguishing operational requirements from automatic unfairness” (16 September 2016)
“Defining the limits of unfair discrimination and employer liability” (23 September 2016)
“Section 197 of the LRA and its limits” (30 September 2016)
“Not every settlement agreement can be made an arbitration award (or order of court)” (7 October 2016)
“Applying the Practice Manual of the Labour Court” (14 October 2016)
“The limits of good law” (21 October 2016)
“Does section 197 apply to the transfer of “services”?” (4 November 2016)
“The wages of racism” (11 November 2016)
“Dismissal of shop stewards for insubordination” (18 November 2016)
“Public Protector or LRA?” (25 November 2016)
"When is automatic termination of an employment contract permissible?" (2 December 2016)
"The importance of being honest" (9 December 2016)
Presentations
"Recent Trends in South African Labour Law and Trade Union Politics" at Hugo Sinzheimer Institute, Frankfurt-am-Main, 6 June 2016
"The right to equality versus employer ‘control’ and employee ‘subordination’: Are some more equal than others?” at 2nd Labour Law Research Network Conference, Amsterdam, 25-27 June 2015
"Recognition of the right to strike (terms and conditions apply)" at XXI World Congress, International Society for Labour and Social Security Law, Cape Town, 15-18 September 2015

**Prof Malherbe:**

‘The expediency of including claims based on disablement caused by sexual harassment in South Africa’s system of workers’ compensation’ (2016) 3 Stellenbosch Law Review 476 (with K Calitz)

‘Dismissals in breach of the right to freedom of expression’ (2016) 2 Revue de Droit comparé du Travail et de la Sécurité sociale

‘The potential effect of the social grant ‘crisis’ on beneficiaries’ right of access to social security” (to be published in the September 2017 edition of Revue de droit comparé du travail et de la sécurité sociale)

Internal examiner: J Johannes “Corporate social responsibility in South Africa: How corporate partnerships can advance the sustainability agenda”

**Department of Private Law**

**Dr L Albertus**

Presented at the annual (20th anniversary) Miller du Toit conference on 10 March 2017. The presentation focused on whether legislation should governed the issue of including the asset value of trust assets in matrimonial property disputes.

**Dr A Booley**


**Professor F Du Toit**


Chapter on the removal of trustees from their office by the High Court and the Master of the High Court to a Festschrift for Prof JC Sonnekus of the University of Johannesburg. Contributing a chapter to a research handbook on non-profit law edited by Prof Matthew Harding of the University of Melbourne; the chapter will be on ‘Not-for-profit Organisations and the Constitutional Right to Equality’ with publication expected in 2017.


Seminar: Presented a paper on recent South African judgments on claims made to trust property in divorce proceedings at a joint research seminar between the Department of Private Law of Stellenbosch University and the Rector Roger Dillems Family Property Law Institute of the Catholic University of Leuven (Belgium) held at Stellenbosch University on 14 April 2016.


NRF rating: received a B2 research rating from the NRF (January 2017).

Visiting scholar: Center of Civil Law Studies, at the Paul M Hebert Law Center, Louisiana State University (Baton Rouge, USA) (2-24 October 2016).

Member: international peer-review committee: Prof Du Toit was an invited member of an international peer-review committee that evaluated the research of the Law Faculty at the University of Groningen (the Netherlands). The peer-review committee met for a site visit to interview stakeholders at the University of Groningen on 23 and 24 November 2016 and thereafter finalised its assessment report, to be released toward the end of February 2017.

Conferences

‘The current state of freedom of testation in South Africa’ – Annual Congress of the Fiduciary Institute of Southern Africa (Johannesburg), August 2016

‘Enkele perpektiewe op Suid-Afrikaanse regspraak met betrekking tot “eksklusiewe” testamentêre beurstrusts na aanleiding van ‘n onlangse Kanadese gewysde’ – Succession and Trust Law conference, Northwest University (Potchefstroom), September 2016

Guest lectures abroad:

‘The trust in South Africa's mixed legal system’- Trusts and Estates course, Paul M Hebert Law Center, Louisiana State University, October 2016
The hybrid nature of the South African legal system’- LSU International Law Association, Paul M Hebert Law Center, Louisiana State University, October 2016


‘The South African law of succession and matrimonial property law – an overview’ - Radboud University, Nijmegen, November 2016

Prof N Moosa


Islamic state practices in the framework of Islamic and international human rights instruments, Journal of Islamic State Practices in International Law (JISPIL), Vol 12 Issue No.1, 22-92 (70 pages)

An analysis of Professor Lourens du Plessis’ early (pro-life) and later (pro-choice) perspectives on abortion, Obiter, (2016) Vol 37 325-345.


Presentations: Keynote speaker at a Seminar on Women: Rights and Responsibilities-Between Texts and Context held at the private research-based Islamic University of Malaysia (UIM) in Cyberjaya, Selangor on 18 Oct 2016. Invited by UIM President (MY Noor) and Vice-President (AM Yaacob), a Shariah Law expert, on recommendation by Fellows of Experts of their Tunku Azizah Centre for Women Studies (subsequently interviewed for the UIM Bulletin published in Malay and Arabic)

Professor L Mwambene


Papers accepted for 2017 publications:

‘The thin edge of the wedge: Ukuthwala, consent and alienation’ South African Journal of Human Rights (with Helen Kruuse)

‘Is Malawi complying with children’s rights standards against child marriages? African Studies Quarterly (with Obdiah Mawodza) (attending to the reviewers comments)

Conference presentations

‘What is the future of polygyny in Africa?’ International Family Law Conference, London, 8 July, 2016 (to be submitted PER/PELJ, accredited)


With Helen Kruuse ‘The thin edge of the wedge: Ukuthwala and consent’ (to be presented at the Private Law Conference, August 2016)

Papers submitted


Post-graduate supervision & examination

Obdiah Mawodza LLD (Student to submit November 2017).

Jill Herman LLM (Student to submit November 2016).

Roberta Mgidlana (Student to submit for examination November 2016)


Visiting scholar at Mc Gill University, Canada for three months in 2017.

Dr Y Mupangavanhu

‘Electronic signatures and non-variation clauses in the modern digital world. A case of South Africa’, (2016) 133/4
Submitted an article titled ‘An analysis of timeshare agreements in light of the relevant legislative instruments in South Africa’ to Stellenbosch Law Review.

Incorporated comments from reviewers, article titled ‘The relationship between a restraint of trade and garden leave clause- Vodacom (Pty) Ltd v Motsa and Another 2016 3 SA 116 (LC)’; submitted to PER.


Submitted an article to PER titled ‘Protectable interest in restraint of trade agreements: what does garden leave have to do with a restraint of trade?’

Presented a paper titled ‘An analysis of timeshare agreements in light of the relevant legislative instruments in South Africa’ at a departmental Research Retreat on Friday, 27 May 2016 at Herold Gie Attorneys Offices, Cape Town.


Ms P Ndlovu

Obtained Scholarship: University of Michigan African Presidential Scholars Program (UMAPS). She will be serving a six-month residency at the University of Michigan, Ann Arbor campus. Residency commences in August 2016 and ends in February 2017.

Dr M Sulaiman

External Examiner: UCT & Stellenbosch University.

Director: Legal Education and Development, RSA (Law Society)

Board of Control, School for Legal Practice, UCT, 20 July 2016.

Departmental Research Retreat, 27 May 2016.

Examination

Supervisor: LLD thesis. Candidate Mr N Sibanda.

External Examiner, Private Law 453, Stellenbosch University.

External Examiner, CON2027F, DEPT OF CONSTRUCTION ECONOMICS AND MANAGEMENT, University of Cape Town.

Community engagement portfolio

Director, Practical Legal Training for Candidate Attorneys (Western Cape), L.E.A.D., a programme of the Law Society of South Africa.

2. Member, Board of Control of the School for Legal Practice, University of Cape Town.

3. Member, Selection Committee of the School for Legal Practice, University of Cape Town.

Ms C Van Niekerk


‘Strange (and incompatible) bedfellows: The relationship between the Regulations Relating to Artificial Fertilisation of Persons, other legislation and its impact on individuals engaged in Noncoital Reproduction’ 2017 SAJBL (volume, issue and pages to be confirmed)

‘When a relationship has reached its expiration date, does the same apply to the embryos under South African law? 2017 Obiter Law Journal (volume, issue and pages to be confirmed)

‘The Right to Reproduce under South African Law’ (submitted to PER in June 2016)

Department of Public Law and Jurisprudence

Ms Anthony

Working on LLD: Innovation in South African Public Procurement Law (Stell Univ)

Prof De Ville

‘Rethinking the Concept of the Political: Derrida’s reading of Schmitt’s ‘Theor of the Partisan’ in Matilda Arvidsson, Leila Brännström and Panu Minkkinen (eds), The Contemporary Relevance of Carl Schmitt: Law, Politics, Theology (Abingdon: Routledge, 2016) 134-146

‘Schmitt’s Weisheit der Zelle: Rethinking the concept of the political’ in Motha and van Rijswijk (eds) Law, Violence,
Deputy Vice-Chancellor: Academic

66

Memory: Uncovering the Counter-Archive (Routledge, 2016) 215-231


Sylvester Marumahoko Constitution-making in Zimbabwe: Assessing institutions and processes (graduating April 2017) (co-supervisor)

Dr Dube


‘On the suitability of group lending model in South Sudan’s small and medium enterprises sector’ (2016) 2 African Review of Economics and Finance, 137 – 170 (with Dube A)


Under review

‘Direct access to the Criminal Chamber of the African Court: Challenges and possible solutions’ in Speculum Juris.

The Statute of the International Criminal Tribunal for Malaysia Airlines Flight MH17 – An aborted take off? CILSA

Standing in respect of victim impact statements: Wickham v Magistrate, Stellenbosch and Others in Speculum Juris

When lawyers lie, cheat and steal: Understanding the role of the bar in Ndleve v Pretoria Society of Advocates in PER


On amorphous terms, terrorism and a feeble judiciary: Analysing the dissenting judgment in Maseko v Prime Minister of Swaziland in International Journal of African Renaissance Studies (with S Nhlabatsi)

The doctrine of res judicata revisited: Molaudzi v The State (2017) 2 Strategic Review of Southern Africa (with M Machaya)

Police discretion in the arrest and detention of children in South Africa: Raduvha v Minister of Safety and Security in Childhood (with M Nkosi)

The (Mis)application of the limitation analysis in Maseko and Others v Prime Minister of Swaziland and Others in Law Democracy and Development (with S Nhlabatsi)

Implications of the failure to pay the required electoral deposit: Analysing National Freedom Party v Electoral Commission and Another’ in Afrika Focus (with M Machaya).

The unconstitutionality of life without parole in Zimbabwe: Analysing Makoni v Commissioner of Prisons and Another in CILSA (with M Machaya).

Conferences 2016


Prof Fessha

‘The original sin of Ethiopian federalism’ Ethnopolitics (2016) 1-14 (Published online: http://www.tandfonline.com/doi/abs/10.1080/17449057.2016.1254410?journalCode=reno20

‘Political rights’ in Introduction to Human Rights Law (LexisNexis South Africa, 2016) 147-152

‘The right to Life’ in Introduction to Human Rights Law (LexisNexis South Africa, 2016) 85-90

‘The right to human dignity’ in Introduction to Human Rights Law (LexisNexis South Africa) 2016 69-74


‘Language counts in education: Implications for cultural diversity and social cohesion’ in Getachew Assefa (ed.) Economic, social and cultural rights in Ethiopia (2016) 277-299

Submitted

‘Federalism without federal credentials: The story of federalism in a dominant party state’ in Nico Steytler and Charles Fombad (eds.) Decentralization and constitutionalism in Africa

Completed Supervision
S Marumahoko: Constitution making in post-conflict societies: A critical assessment of the constitution-making process in Zimbabwe (PhD) (Graduating in April 2017)

Prof Le Roux

Prof Scholtz
‘International Armed Conflict and the Environment: Lessons from the Revised Convention’ South African Yearbook of International Law (with C Kentaro)
W Scholtz ‘Climate Change and the African Union’ in T Humby et al (eds) Climate Change, Law and Governance in South Africa (Juta, 2016) 1-21
‘Global Goals and the Environment: We are on a Road to Nowhere’ in: D French and L Kotze International Law and Global Goals (forthcoming in 2017, Edward Elgar) (with M Barnard)

Supervision
Graduated: L Dheka

Prof Sloth-Nielsen

The Right to a nationality in Africa: New Norms and New Commitments’ (with A Getachew and B Manby) in L van Waas and R Manley (eds) Solving Statelessness (Wolf Publishers, 2016)


‘Unaccompanied and separated children in child and youth care facilities in the Western Cape: a socio-legal study’ (with M Ackermann) Potchefstroom Electronic Review, June 2016

‘Some implications of the decision of the Zimbabwe Constitutional Court in Madzhuru and ors v Minister of Justice Parliamentary and Legal Affairs’ (with K Hove) (2016) 16 African Human Rights Law Journal Vol 16(2) pp 554-568


Ms C Albertus
“Dudley Lee v Minister of Correctional Services: a road map to some weak links in the South African Custodial Chain” Spring 2015 Journal of Third World Studies

Awarded an NRF Thuthuka PhD Track Grant

Ms Wilson
Awarded an NRF Thuthuka PhD Track Grant

Prof Mujuzi

The South African International Co-operation in Criminal Matters Act and the issue of Evidence 48 (2) De Jure

International Cooperation in Criminal Matters: Recent jurisprudence of the Malaysian Courts - 8 (2) Journal of East Asia and International Law


Human rights and the transfer of sentenced offenders within South Africa and how it could impact on the transfer of offenders from other countries to South Africa – 32(1) Journal of Third World Studies

The right to institute a private prosecution: A comparative analysis – 4(2) International Human Rights Law Review


"Punishing Foreign and Local Companies (Corporations) For Bribery in Mauritius: The Need to Amend the Prevention of Corruption Act" 1 (2) Journal of Corporate and Commercial Law & Practice


Private Prosecutions in Hong Kong: The Role of the Magistrates and State Intervention to Prevent Abuse. 4 (2) Chinese Journal of Comparative Law 253-273


The Transfer of Sentenced Persons between European Countries and the Protection of the Right to Family Life: A Comment on Serce v Romania. 6(3) European Criminal Law Review 307 – 319

War Criminals Transferred to Serve their Sentences in Foreign Countries and their Right to Family Life: A Comment on the Residual Special Court for Sierra Leone’s Decision in Charles Ghankay Taylor’s Motion for Termination of Enforcement of Sentence in the United Kingdom and for Transfer to Rwanda. 15(3) The Law and Practice of International Courts and Tribunals 419 – 444


“Life Imprisonment and Human Rights in Uganda” in Dirk van Zyl Smit and Catherine Appleton (eds), Life Imprisonment and Human Rights (Broomsbury, 2016) 97 – 118


Prof R Koen


Mr M Abdurroaf
Presented a discussion document at the Social Justice Roundtable hosted by the Legal Resources Centre in Johannesburg on 23 March 2017. The theme of the discussions was Expanding access to justice by strengthening links between communities, law clinics, paralegals, and faith based organisations.

‘Muslim Marriage and Divorce in Sri Lanka: Aspects of the relevant jurisprudence’ (2016) in Electronic Journal of Islamic and Middle Eastern Law (EJIMEL) (2016) at 1. with Moosa N

‘Islamic law Mode of Estate Distribution in South Africa’ (2016) in International Survey of Family law at 457 (with Moosa N)

Mr W Nortje
“Vergoedingsboetes in strafregtelike verrigtinge - 'n Vars perspektief (with Hamman, A.) Litnet Akademies 14(1).

“Victim or Villain: Exploring the Possible Bases of a Defence in the Ongwen Case at the International Criminal Court”. International Criminal Law Review 17(1), 186-207.

“Die bekendmaking van die identiteit van anonieme minderjariges by meerderjarigheid: regverdigbaar of nie?” (with A Hamman) Litnet Akademies 13(2), 730-752.

Dr AJ Hamman
“The South African Legal Practice Act and the Requirement that University Law Clinics have Trust Accounts: Oversight or Deliberate Barrier?” Essays in Honour of Lovell Derek Fernandez Law and Justice at the Dawn of the 21st Century UWC (Eds Martin & Koen) 148-157

‘Die bekendmaking van die identiteit van anonieme minderjariges by meerderjarigheid: regverdigbaar of nie?’ 13(2) (2016) Litnet Akademies 730-752 (with Nortje W)


Dr Chinnian K
“Interrogating South African Refugee Law: Asking the ‘Woman Question’” submitted to Speculum Juris

“Essentialising and Deconstructing the Refugee Woman: The Value and Dangers for Gender-Related Persecution” submitted to De Jure


Mr S Jassiem
“The South African Legal Practice Act and the Requirement that University Law Clinics have Trust Accounts: Oversight or Deliberate Barrier?” Essays in Honour of Lovell Derek Fernandez Law and Justice at the Dawn of the 21st Century UWC Eds Martin & Koen 148-157 (with Hamman A)

Social Law Project
A new programme, completed by 5/7 (71%) of registered learners, practitioners in the field who wish to improve their professional skills and qualifications, fully compliant with the University system. Building access and excellence from the bottom up is not easy. Perhaps the next step to consider is integrating our CE programme into the RPL process.

2.2 POST GRADUATE DIPLOMA: Labour Dispute Resolution Practice (LDRP) The third cohort, a total of 25 students. The programme started with 29 and due to noncompliance in respect of payment of fees, 4 (13.8%) students were unable to complete. Female: 44% Pass: 84% Distinctions: 4 (16%) Of the 16% who failed, they each failed 1 module which they are repeating in 2017, which means that if they all pass, we could in fact achieve a 100% pass rate. 2017 saw a significant (40%) increase in the number of applications. The SSETA has started making bursaries available for the programme. The closing date was 17 March 2017. At this stage 2.3 Domestic Workers Empowerment Programme

The SSETA approved an SLP project proposal for a 1-year programme, to empower domestic worker leaders in Cape Town and Johannesburg, by way of: 1. Awareness-raising campaign 2. Training and Capacity Building 42 domestic workers attended the first 3 in a series of 8 workshops. In consultation with the UWC legal department, the programme has been suspended due to non-payment by the SSETA.

2.4 Informal Street Vendors
On behalf of Street International, Roger Ronnie presented negotiating skills training in Senegal, for participants from across the globe working in groups identifying negotiations where they are involved in, preparing strategies and tactics for negotiations.

ACTIVITIES: Research and Advocacy
3.1 Precarious Work: Domestic Work Partnership building – Domestic workers at the Solidarity Center, Johannesburg As we wrap up our partnership with FNV (Dutch Funder) we are building
new partnerships with organisations like the Washington-based Solidarity Centre's Johannesburg office. SLP co-hosted, with CCMA and Solidarity Centre, a seminar in November 2016 with key stakeholders in the sector to reflect on issues of rights of domestic workers and recommendations for improving key rights.

The National Department of Labour delegates committed publicly, support for the work of SLP. We are currently in discussion with them regarding a proposal to the Strengthening Civil Society Fund (SCSF) and also specifications for the data set they are making available to us for research purposes.

3.2 Precarious Workers: Implementation of Labour Rights
This research is aimed at:
- Enabling precarious workers, inter alia by way of relevant data and knowledge about their sector, to participate in exploring new strategies to bring about improvement in their conditions of employment and levels of organization.
- Raising awareness of potential for achieving decent work through appropriate forms of organisation and regulation among relevant sections of workers and employers.
- Identifying possible measures appropriate to regulation of precarious groups of unorganised and/or unregulated workers under current global conditions.

Research on vulnerable workers living in a section of Khayelitsha and Mitchell’s Plain. This is a partnership between UCT and UWC, which grew out of the SLP seminar series on “Precarious workers, common problems, shared solutions.” The research involved over 600 interviews with household heads and workers in Khayelitsha and Mitchell’s Plain. It is envisaged that the research will produce some conventional outputs that will be directed at popular and academic publications, and will also have implications for the way vulnerable work is defined and measured. The research will also be fed into current policy debates about labour regulation and the NMW, and will have implications for the design of labour regulation.

3.3 The ILO Future of Work Initiative
SLP and Labour Enterprise Research Project (LEP), (UCT) worked on a joint research project facilitating South African stakeholder engagement for the ILO, on the Future of Work and drafted a country position paper in four thematic areas.
- Work and society
- Decent jobs for all (Roger Ronnie, Fairuz Mullagee, Dr Yvette Basson)
- Organisation of work and production (Prof. Darcy du Toit)
- Governance of work SLP drafted 2 of 4 papers and presented the findings at two workshops in Johannesburg with key stakeholders in government, business, organised labour and civil society. The papers were well received and permission has been granted for publishing as academic papers.

Staff nominated onto regional/national/international boards or organisations
Prof De Visser was appointed as Secretary & Treasurer of International Association of Centres for Federal Studies; appointed to Editorial Board of Hague Journal on Rule of Law
Prof Steytler was appointed to International Advisory Board, African Journal of Comparative Constitutional Law, University of Nairobi; a member of team of the Institute of Federalism, Fribourg University, Switzerland, teaching tour of Sri Lanka, on federalism in the context of constitutional reform (10 lectures and seminars) organised by Swiss Embassy, Sri Lanka, January
Prof Mezmur was appointed to the Child Soldiers International Board; appointed into Harvard child migration Project Advisory Group
Prof Scholtz was award NRF Competitive Funding (2017-2019)
Prof Scholtz was appointed Visiting Professor: Lincoln School of Law, UK (renewable for fixed period of three years)
Ms Adams is the Treasurer of the South African University Law Clinics Association (SAULCA)
Mr Jassiem is the vice President of the South African University Law Clinics Association (SAULCA); a Trustee Association of University Legal Aid Institutions Trust (AULAI Trust); a member of the Community Courts Steering Committee; a member of the Regional Civil Court Stakeholders Committee; a member of the Advisory Board-Khayelitsha Small Claims Court; and a Committee/Panel member South African Human Rights Commission Committee on the Right to Access to Justice Committee in terms of Section 11 of the South African Human Rights Commission Act 40 of 2013.
1. Dean’s Overview:

Despite the challenges of a lengthier repeat of the 2015 end of the year student protests at the end of 2016, overall the Faculty of Natural Sciences recorded another successful year in 2016. Initial concerns over not meeting first time entry enrolments in 2016, because of the general negativity in the sector, were dispelled when the Faculty exceeded its first time entry target by 14% following the aggressive application follow up strategy instituted by the Faculty Office. Following an extensive recruitment campaign by all the Departments in 2015, the Faculty registered the highest number of Honours students in its history (243) in 2016 which compensated, in part, for the temporary suspension in 2016 of the Faculty’s only post-graduate diploma (Integrated Water Resource Management) because of staffing issues. Some Departments eg Chemistry, however, struggled to cope with the significant increase in Honours numbers in 2016 given the required access to laboratory and research facilities of their Honours course. The problems with overcrowding in some Honours classes were further exacerbated by the two month laboratory shut down at the end of the year. Resource intervention is required to sustain the quality of Honours programmes in which large numbers of students are registered. The 8% drop in Masters student numbers registered in 2016 came as a surprise and was not predicted. The Masters degree is the gateway to the PhD and reduced Masters numbers intuitively has negative ramifications ultimately on PhD numbers. Concerns that this was the possible beginning of a worrying trend have been partially dispelled in 2017, as the Faculty has already exceeded its Masters target by 4%, although we are still 41 registrations below the record number of 493 set in 2015. A Faculty record number of PhD enrolments (306) in 2016 also exceeded both expectations and the Faculty 2016 PhD target of 297. To cope with the large first year numbers, and prevent the overcrowding in undergraduate laboratories, the Faculty initiated a successful timetable review which enabled the undergraduate teaching laboratories to be used, for the first time, in the mornings in 2017.

2016 was a watershed year because it was the first year in the University’s history that, with the exception of exit level modules, promotion in all other second semester modules was based on CAM alone. The expectation of a repetition of the student protest in 2016 required staff to engage more resolutely with blended learning and online assessment techniques and an overview of the Faculty’s work in these and other learning and teaching areas in 2016 is presented in this document. The disruptions in the second semester 2016 occurred earlier than expected and revealed the vulnerability of CAM in modules, in which laboratory practicals and laboratory-based project work contribute significantly to the final CAM. The difficulty of finding alternatives to hands-on laboratory experience, remain unresolved. The Faculty has continued to try and reduce the number of high impact undergraduate modules and a special focus in 2016 was on the teaching of service modules to nursing students in CHS by the Department of Medical Biosciences. Highlights amongst
the Faculty undergraduate student achievements in 2016 were the successes of the undergraduate computer scientists who won both the Standard bank IT Challenge and the South African Computer Cluster competition later in the year. The crucial contribution of mentorship by the staff in the Department of Computer Science and SANBI to the success of our students in these two competitions is acknowledged.

The impact of the student protest at the end of 2016, especially the lack of access to research laboratories, was mostly keenly felt by the research Institutes and large research groups in terms of failure to meet research deliverables and complete post-graduate research projects in time for graduation in 2017. Another possible consequence of the challenges faced at the end of 2016 by the researchers has been the plateauing of subsidized research outputs. Preliminary 2016 research publication data from the Research Office shows that 364 publications were submitted for subsidy (cf 340 in 2015) from the Faculty resulting in a possible 159.6 subsidy units (cf 162.5 in 2015). The identification by the prestigious journal, Nature Index, of UWC as the leading university for physical science research in Africa was undoubtedly a 2016 highlight and underlines the flagship research role of the cosmologists and nuclear physicists in the Department of Physics and Astronomy. National recognition of the internationally renowned cosmology scholarship in the Faculty was reflected in the award of R8.3 million from the DST to set up a Centre for Radio Cosmology in the Department of Physics and Astronomy.

The Faculty prides itself on its significant contribution to technology innovation at UWC and the runner up prize for the SANBI bioinformaticists in the 2016 Innovation Prize for Africa and the launch of the hydrogen fuel cell powered forklifts at Impala Platinum stand out in 2016. Although an overview of significant Faculty research highlights, that have brought accolades to the university, is presented in this document the list is not comprehensive. Research achievements at different levels of significance in diverse research fields, while important to the researchers involved, do not necessarily engender wider significance. The list of the 364 publications submitted for 2016 subsidy purposes was deemed too long to be submitted with this document but can be provided if required. Similarly members of the Faculty, as per previous years, presented widely at national and international research conferences and the comprehensive list of conference presentations by Faculty staff can be provided separately if required. A comprehensive list of visiting scholars to the Faculty is provided and is indicative of not only the growing international recognition of Science@UWC but also bears testament to the initiative and growing stature of our researchers.

The School of Pharmacy and the Department of Computer Science continue to lead the Faculty in community engagement activities with growing involvement from the Department of Physics and Electronics and the Department of Biodiversity and Conservation Biology. Finally, despite the difficulties experienced by all staff in 2015/2016 the staffing complement in the Faculty has remained stable with very few resignations. The Faculty was able to fill the two Rector’s targeted appointments allocated to the Faculty and was successful in adding a further two NGAP positions in IMBM and the water section of the Department of Earth Sciences respectively. The difficulty in filling vacant professorial posts in statistics, computer science and pharmacy in 2016, remain a concern.

The top five priorities for the Faculty, as determined by the Faculty management committee for 2016, remain unchanged for 2017 and are discussed in detail in the 2017-2018 Faculty Plan.

- Increase research and innovation
- Enhance undergraduate teaching
- Mentoring and staff development
- Use resources effectively
- Strengthen CAM
2. Scholarship

2.1 Learning and Teaching

The ends of both 2015 and 2016 were dominated by student protests and subsequent extended examination sessions. Any time of disruption brings both stress and opportunity which is reflected in the following themes and activities in teaching and learning.

- Lecturing staff have been engaging far more meaningfully with blended learning. Besides the University’s LMS iKamva, a variety of social media – WhatsApp, YouTube, Facebook, Twitter etc. – has been used for learning interaction and assessment. Lecture podcasts and vodcasts have been used in some departments and flexibility in physical teaching space has been explored extensively.

- It should be noted that transport and access to the internet on a suitable device remains difficult for many students when campus is inaccessible. Thus blended learning remains an on-campus – not off campus – activity. None-the-less a lot has been learned in the past 18 months.

- A two week “Summer School” was initiated by the Mathematics Department in order to assist ECP (mathematics) students who had to write exams and who were academically traumatized during the #Fees-must-fall campaign. (This was held in January 2017 but was essentially a 2016 examination activity.) Lecturing staff and an additional four facilitators were involved. Of the 260 students invited, 189 attended. The level 2 students who attended had an 86% pass rate for the exams. Of the Level 1 students who attended 43% passed the exam. While the 2016/2017 exam period was unique, we anticipate continuing with such interventions.

Other notable learning and teaching innovations over the period include:

- The Department of Earth Science held a curriculum review workshop for the Institute for Water Resource Management Masters Programme with T&L experts and other relevant stakeholders on 1 July 2016. This programme has immense strategic relevance and moreover the review was exemplary in bringing
together a team from beyond the department to plan for the future.

- The Department of Earth Science is also extending their use of the HIVE (Highly Immersive Visualization Environment) facility. In particular this will be used for "virtual field trips" for undergraduate classes, replacing the need for expensive excursions.

- After piloting an electronic professional portfolio for third year students during 2015, Prof Butler and Dr van Huyssteen (Pharmacy) have implemented the electronic professional portfolio for first years. Students are given a portfolio linked to their student Gmail account. This portfolio will enable student to track their learning throughout their undergraduate degree and could be used as a resource after graduation.

- The development of an e-learning platform that will promote students’ lecture readiness is, with the collaboration of Duncan Smith (CIENT), well on the way for the Mathematics module MAM152. Dr Jon Swanepoel (Mathematics ECP coordinator) has found a strong correlation between a student’s lecture readiness and success.

Research, projects, publications, achievements (including centres, institutes and funded commissioned research)

2.2 Scholarship of Teaching and Learning projects and research activities

Dr Honjiswa Conana was appointed as the Faculty’s Teaching and Learning Specialist in April 2016. She brings a real strength in research-based teaching and learning interventions to the Faculty. Besides her ongoing research in Physics teaching she initiated a review of teaching methods in Human Biology and launched a study to better understand the transition to second-year for ECP students in Mathematics and Physics. Her role in facilitating teaching and learning research based activities continues to grow.

The ECP is an important crucible for teaching and learning research. This is both because of the nature of the educational challenges with the ECP and the personal inclinations of the ECP staff. The added security given to their contracts from 2017 will greatly encourage teaching and learning research. Besides the ECP projects mentioned above, the interdisciplinary module Introduction to Science ISC153 needs to be highlighted. This module addresses scientific literacy and incorporates aspects of computer literacy, scientific writing, extra-curricular support from the CSSS and the general scientific method. ECP students comprise one-third of our Faculty’s first-year enrolments each year and the impact of ISC153 is significant. A number of 2016 departmental reviews suggested that the Faculty consider extending the lessons learned from this module to all undergraduate students.

The Scholarship of Teaching and Learning presentations and publications by members of the Faculty Publications in 2016 are presented here to provide an overview of the scope and diversity of SoTL in the Faculty:


Conference presentations:


• Knight, R. Authentic assessment in Environmental & Sustainability Studies (Theory-in-practice session). Assessment Module Panel discussion, South African Renewable Energy Technology Centre (SARETEC), Bellville, 5 August 2016.
• Washiela Fish The Challenges of integrating students from extended curriculum programmes in Science into 2nd Year Mainstream Mathematics. NWU-PUK Mathematics workshop, 31 August - 2 September at Potchefstroom on “Broadening Access to Tertiary Mathematics”
• Fatiema Karriem. First Year Students’ collaboration in a group project. NWU-PUK Mathematics workshop, 31 August - 2 September at Potchefstroom on “Broadening Access to Tertiary Mathematics”
• Blignaut, R.J. (invited speaker) Data Science and Data Analytics at UWC . 2nd SAS Data Analytics and DataScience Forum, London, 6-7 June 2016.

2.3 Research
Details of the Faculty’s 2016 research publications, and book Chapters (>350) can be provided separately if required.
• The journal Nature annually publishes its index of peer-reviewed journal research outputs. For the 2016 Nature Index, covering the period 1 June 2015 - 31 May 2016, UWC ranked number 1 in South Africa and in Africa, in Physical Science research. This recognition is attributed to the significant high impact publications from astronomy, nuclear physics and solid state physics research in the Department of Physics and Astronomy and is a significant achievement for UWC and the Faculty. The significance of UWC’s achievement in physical science was featured in a further article in Nature Index: https://www.natureindex.com/news-blog/a-beacon-in-the-bush-becomes-an-astronomy-powerhouse
• Earlier in the year the Square Kilometer Array/National Research Foundation (SKA/NRF) project awarded the Department of Physics and Astronomy R8.3 million to set up a new Centre for Radio Cosmology.
• In May 2016 Professor Orce and nuclear physics students from the Department of Physics and Astronomy ran the first experiment ever led by an African institution on the on-line isotope mass separator (ISOLDE) at the European Organization for Nuclear Research (CERN) in Switzerland.
• On 16th April 2016, Prof Christoffels and his team members, Peter van Heusden, Thoba Lose, Mario Jonas and Mbandi Kimbang co-authored the Asian Seabass (barramundi) genome paper that was published in PLoS Genetics. This is the first major tropical seafood fish species to have its genome sequenced. In December 2015, the consortium could not resolve the gene predictions in the Asian sebass genome and agreed to use a solution developed by the SANBI-UWC team. Prof Christoffels commented - “Despite contributing to a number of international genome projects, this project was unique because of the cutting edge sequencing technology that was used to piece together a high quality genome”.
• In late June, 2016 Professor Mazvimavi and the Environmental and Water Studies team received news of their successful application for a three year, R16 million research grant (from an international philanthropic organisation based in Singapore) to study non-perennial river systems in Southern Africa. This is a significant boost for water-related research at UWC.
• Prof Ndiko Ludidi in the Department of Biotechnology presented a paper on drought and heat responses in maize at the Gordon Research Conference on Salt & Water Stress in Plants (Moving from Mechanism to Crop Yield Stability) in Les Diablerets, Switzerland.
• Professor Trindade’s application for a Fluorescence Activated Cell Sorter (R11 million) from the NRF’s National Equipment Programme (NEP) was successful in 2016.
• Professor Emmanuel Iwuoha successfully commissioned a R14 million Smart SAXSPACE Nanometrological Workstation ((successful 2015 NEP grant application and the only one of its kind on the African continent).
• Professor Chris Arendse in the Department of Physics and Astronomy successfully commissioned a R7 million Multi-chamber chemical vapour deposition system (successful 2014 NEP grant application). There were several delays in preparing the laboratory to house the equipment.
• The Medical Research Council (SA) awarded Prof Mongi Benjeddou in the Department of Biotechnology a five-year research grant worth R2.75 million through their Research Capacity Development Initiative (RCDI) programme.
• The UWC Forensic DNA Laboratory in the Department of Biotechnology partnered with the Centre of Excellence in Food Security (CoE-FS) and the University of Copenhagen (UC) to conduct a study on authenticity of highly processed food products with Next Generation
Sequencing technology. A PhD student under a joint PhD (UWC-UC) is involved in the project. The project is jointly funded by the CoE-FS and the UC, with CoE-FS funding at R500 000.

2.4 Innovation

- For the past five years the African Innovation Foundation has selected the most innovative project on the African continent for the award of its highly competitive and prestigious Innovation Prize for Africa (IPA). The ten finalists for the 2016 IPA were announced on 9th May, 2016 and amongst this elite group was UWC 2015 PhD graduate and post-doctoral research fellow, Dr Imogen Wright, representing UWC’s spin-off company, Hyrax Bioscience’s Exatype program. Exatype is a novel software application which enables health care workers to rapidly evaluate HIV DNA in an HIV-AIDS infected patient’s blood in order to gauge the patient’s level of resistance to different HIV antiretroviral drugs. With 71% of those living with HIV/AIDS residing in Africa the speed, simplicity and accuracy of this unique solution to a complex problem has the potential to bring personalized medicine within reach of those most in need. After a series of one on one interviews with the ten finalist the IPA announced that Exatype was the 2016 IPA runner-up at a gala event in Gaberone, Botswana on 23 June, 2016. A prize of US$25000 was presented to Dr Wright and the Hyrax team for finishing as runner-up in this competition.

- On 31st March,2016 SAIAMC’s Hydrogen South Africa (HySA) systems in partnership with Impala Platinum and together with the Minister of Science and Technology, Dr Pandor, unveiled a hydrogen fuel cell powered forklift and an innovative low pressure (190 bar) hydrogen fuelling station, the first of its kind in the world and the product of a R6 million, three year collaborative project. The metal hydride component of the fuelling station was designed and manufactured at UWC. Platinum based hydrogen fuel cells are not only a carbon free energy source but, together with metal hydride based hydrogen refuelling stations, have the potential to add significant value to South Africa’s vast platinum group metal reserves.

- On the 6th of June 2016, HySA Systems signed a memorandum of understanding with Nedstack for the development of commercially viable fuel cell stacks and systems. HySA System’s role is to supply membrane electrode assemblies (MEAs) to Nedstack, who will integrate the MEAs into into the Nedstack PEM Fuel Cell Systems, in order to service Nedstack’s growing global customer footprint.

- The UWC Forensic DNA Laboratory in the Department of Biotechnology has completed the Y-chromosome forensic genotyping prototype UniQTyper TM Y-10 trademarked in 2016. Funding for its international validation and initial marketing was granted by BioFISA II-SANBio program in September 2016, and an MOU was signed by FDL-UWC, inqaba biotec, the National University of Science and technology (NUST), Zimbabwe and Forensic & Allied Serices. Granted fund ~2.5 M (overall project is 3.3 M counting in-kind contributions).

3. Seminars and Conferences and international visitors/ fellows hosted in this period

Only seminars and conferences hosted by the Faculty are included here. A comprehensive list of national and international seminars and conferences attended by Faculty staff can be provided if required.

- The inaugural Brian O’Connell Visiting African Scholar lecture was presented on 30th March, 2016 by Professor Daniel Egbe from Johannes Kepler University, Germany. Prof Egbe was hosted by Professor Iwuoha in the Department of Chemistry.

- The second Brian O’Connell Visiting African Scholar lecture was presented on 8th June, 2016 by Professor David LeDoux, Emeritus Professor at the University of Missouri, USA. Prof LeDoux was hosted by Prof Ludidi in the Department of Biotechnology.

- A third Brian O’Connell Visiting African Scholar, Prof Alash’le Abimiku from the University of Maryland School of Medicine and Director at the Institute of Human Virology Nigeria, was hosted during October - December 2016 in SANBI. Prof Abimiku has had interaction with Alan Christoffels during the past three years as they both served on an NIH-funded biobank consortium. During her visit, Prof Abimiku facilitated discussions between SANBI staff and the Center for Disease and Control, USA, as well as explored bioinformatics training initiatives for Nigerian students to gain bioinformatics experience at SANBI.
• In March, 2016 Gordon Harkins along with his collaborators from CIRAD, Montpellier (Dr Philippe Roumagnac) UCT (Associate Prof Darren Martin) and Stanford University (Dr Brejnev Muhire) were invited to present their research findings at SANBI on the evolution and molecular epidemiology of important crop infecting viral pathogens to the French ambassador to South Africa, Mrs Elisabeth Barbier.

• In May 2016, Junaid Gamieldien, Gordon Harkins and Uljana Hesse hosted Russian Federation Deputy Minister of Education and Science, Lyudmila Ogorodova, at SANBI to identify and discuss possible areas of mutual interest.

• From 03 - 06 May, 16 participants from 6 institutions in South Africa and Europe attended the first B3Africa Technical Jamboree at SANBI to propose and test solutions for the integration and implementation of the technical platform, the eB3Kit.

• On 6 June 2016 SANBI hosted a one-day workshop on the Ensembl Genome Browser. Presented by Dr Ben Moore from the Vertebrate Genomics Team at the European Biotechnology Institute, this course was partially sponsored by the Department of Science and Technology through the Bioinformatics Support Platform.

• From 05 – 06 December, 2016 Dr Robert Waterhouse from the Swiss Bioinformatics Institute brought together 20 participants from SANBI, University of Stellenbosch, UWC and UCT to learn about arthropod genomics and biocuration of gene and genome data. The programme focused on practical training in biocuration skills that helped the participants to make the most of the publically-available genomic resources such as VectorBase (www.vectorbase.org) to further their own research projects.

• Software Carpentry Seminar and Workshop On 29 August, 2016 Michael Crusoe, one of the founders of the Common Workflow Language project presented a seminar at SANBI on CWL and facilitated discussions on building portable, reproducible scientific workflows. The seminar was followed by a hands-on workshop held 30 – 31 August, presented by Peter Van Heusden and Warren Jacobus. The workshop was aimed at post-graduate students, postdoctoral research fellows, and researchers affiliated with UWC and surrounding institutions. Beginner-level material suitable for programming novices was taught.

• From January to March, 2016 SANBI hosted Johan Sträßer from the University of Applied Science in Gießen, Germany as an intern who undertook his final year research project at SANBI.

• Prof. Paulo Cesar Pires Rosa, of the School of Pharmaceutical Sciences, State University Os Campinas, Brazil was an international visitor in Pharmaceutics in the School of Pharmacy from 1 July-30 July, 2016.

• Dr Jon Wietholter, from the School of Pharmacy, West Virginia University presented a workshop on Preceptor development (9 - 17 July 2016) and also mentored staff on clinical teaching in the School of Pharmacy.

• Dr Christopher A Gray, Associate professor in the Departments of Chemistry and Biological Sciences, University of New Brunswick, Saint John, Canada presented a seminar “Forests, trees, needles and haystacks: Searching for bioactive natural products from medicinal plants and their endophytes”, in the School of Pharmacy (16 May 2016).

• Dr Marco Masi Department of Chemical Sciences, University of Naples Federico II, Naples, Italy presented a seminar “Phytotoxins produced by fungi with potential application for the biocontrol of cheatgrass (Bromus tectorum)”, in the School of Pharmacy (7 September 2016).

• Prof. Andrew Young from Liverpool’s John Moores University in the UK visited the Department of Biodiversity and Conservation Biology and gave a seminar “Conophytum: distribution, habitat and climate change” on 10 May, 2016.

• Professor Brian Jones from Dupont USA visited the IMBM on a collaboration visit on 24th January, 2017.

• A DST and European Commission delegation visited IMBM on 29th April 2017 to review marine cooperation activities.

• Dr Daniel Garcia and Dr Nicolas Ginet from the Institute for Biological Sciences, French National Centre of Scientific Research visited IMBM in June, 2016 for the launch of Photo-PROTEA WRC-funded project, training provided to IMBM researchers and also facilitated a workshop on how to employ the MaGe genome annotation pipeline.

• Dr. Pietro Tedesco from the Institute of Protein Biochemistry, National Research Council, Naples, Italy visited the IMBM from August to December, 2016 as part of the Ocean Medicines Exchange program.

• Mr Larry Mweetwa from the University of Aberdeen visited the IMBM in November, 2016 as part of the Ocean Medicines Exchange program.

• IMBM presented a BD Next Generation seminar in July 2016 entitled, “Introduction to The BD Precise Assays for NGS Illumina”
Prof Sarel Malan hosted a group of International Non Proprietary Name (INN) experts from the WHO for a workshop (16-20 January) on INN use in teaching and pharmaceutical sciences (Dr Raffaella Balocco Mattavelli, Dr Gilles Mignot, Professor Marie-Paule Lefranc, Professor Wai-Keung Chui). They presented a seminar at UWC on 18 January:

- Psychopharmacology. Evolution in research, evaluation, promotion and medical practice during 1981 – 2016 period – Dr Gilles Mignot, Pasteur University Hospital, Pain Center, Nice, France.
- IMGT®, the international ImMunoGeneTics information system®: the birth and rise of immuno-informatics – Prof Marie-Paule Lefranc, Institut Universitaire de France, Montpellier, France.
- Developing the 1,3,5-triazine scaffold into agents that exhibit therapeutic potential – Wai Keung Chui, National University of Singapore, Singapore.

Professor Monses in the Department of Medical BioSciences hosted PhD student Ms Janet Olayemi Sangodele, from the Dept. of Biochemistry, Federal University of Technology, Akure, Nigeria (5th September 2016 – 28th February, 2017, funded by travel grant from OWSD.

The Department of Physics and Astronomy hosted guests in 2016 (unfortunate the dates of their visits were not made available in time for the submission of this document and are presented here in terms of visitors to the three main research groups in the Department viz: Condensed Matter Physics, Nuclear Physics and Astronomy.

- Prof Channon Price (University of Alaska-Fairbanks, USA)
- Prof Paul Miceli (University of Missouri-Columbia, USA)
- Prof Paul van Loosdrecht (Cologne University, Germany)

Nuclear Physics

- Prof John L Wood (Georgia Tech, USA)
- Prof Steven W Yates (University of Kentucky, USA)
- Prof Paul E Garrett (University of Guelph, Canada)
- Prof Gerrit H Marx (Ernst-Moritz-Arndt Universität Greifswald, Germany)
- Prof David Jenkins (University of York, UK)

Astronomy

- Prof Fabrice Durier (Max Planck Institute for Astrophysics, Germany)
- Prof Ian Parrish (Berkeley, USA)
- Prof Bernhard Roettgers (Max Planck Institute for Astrophysics, Germany)
- Prof Neal Katz (University of Massachusetts, USA)
- Prof Shuiyao Huang (University of Massachusetts, USA)
- Prof Christopher Lovell (University of Sussex, UK)
- Prof Andrew Baker, Fulbright Fellow (Rutgers University, USA)
- Prof Leslie Petrik was the main organizer of the JINR SA Symposium: “SA-JINR, Russia: Education and Research Collaboration” as part of the 10 year celebration, held at UWC, 29 Feb-1 March, 2016.
- Prof Emmanuel Iwuoha hosted The 2nd All African Nanoscience and Nanotechnology Initiative (AANNI) Workshop at UWC from 20 - 22 September 2016. The meeting was co-funded by the Organisation for the prohibition of chemical weapon (OPCW). The plenary lectures of the workshop were presented by Prof Anette E. Gunnæs, Department of Physics, University of Oslo, Norway, Prof Véra Cimrová, Academy of Sciences of the Czech Republic, Prague, Czech Republic and Prof Nelson Torto, CEO Botswana Institute for Technology Research and Innovation (BITRI), Gaborone, Botswana.
- Prof Martin Onani is a longstanding member of Royal Society of Chemistry (RSC), South African Chemical Institute (SACI), Catalysis society of South Africa (CATSAM) and the Kenyan Chemical Society (KCS) and in 2016 hosted Prof Ebbe Nordlander Sweden; Prof Roger Lalancette Rutgers State University New Jersey USA; Dr Evans Changamu, Kenyatta University Kenya; Dr John Mazinga, Kenyatta University Kenya; Dr Dickson Andala, MultiMedia University, Kenya; Dr Richard Motlali, University of Johannesburg; Dr Makhapa Makafola, director of Research MINTEK; Dr Lucky Shidvile, Director of Nanotechnology Innovation Centre; Prof Stephen Ojwach, University of KaZulu-Natal; Prof Francis Dejene, University of the Free State; Prof Ochieng Aoyi, Vaal University of Technology as visiting researchers to Chemistry department.
- Prof Leslie Petrik hosted the following international visitors to the Environmental and Nanoscience research group in 2016: Prof Marina Frontasyeva, Frank Laboratory of Nuclear Physics, JINR, Dubna, Russia (1-3 Dec 2016); Dr Yuri Kochnev, Flerov Laboratory, JINR, Dubna, Russia (26 Feb to 7 March 2016); Prof Mariana Braic, Institute of Opto-Electronics, Bucharest, Romania (two weeks, November 2016), Prof Klaus Woelk and
Prof Chris Spilling, University of Missouri, USA (24 May 2016)
• Prof Pierre-Henri Aubert a world leader in the field of supercapacitors was appointed extraordinary professor in the Department of Chemistry 2016-2019. His appointment will strengthen the teaching and training in electrochemical capacitors and link Chemistry department to an international partner laboratory with well established spin off company networks for commercial semiconductive materials production.
• The Department of Mathematics and Applied Mathematics hosted the 59th Annual Congress of the South African Mathematical Society from 2-4 November 2016.
• The Department of Mathematics and Applied Mathematics hosted the following research guests during the course of 2016: Dr Bruce Bartlett (Stellenbosch University & University of Oxford, August 2016), Prof Frednard Gideon (Dean of the Faculty of Science, University of Namibia, September 2016) and Dr Ataru Tsuzuki (University of Nagasaki, July 2016).
• The Faculty’s T&L Committee hosted Mr Moses Basitere (CPUT, March 2016) to present a seminar titled, The effect of Wiley PLUS Web-Based Homework system on student performance in the Chemical Engineering Extended Curriculum Program: Introductory Physics course.

4. Awards and significant achievements
• Prof Leslie Petrik from the Department of Chemistry was named as the 2016 Science and Technology Businesswoman of the Year by the Businesswomen’s Association of South Africa, for her innovative work on managing waste with the water, power, mining and hydrocarbon processing industry. As head of the Environmental Nanoscience Group at UWC, Prof Petrik has published 116 research papers, graduated 42 MSc and 18 PhD students, and has led waste water remediation research that has important consequences for the environment.
• Professor Alan Christoffels was a Fulbright Senior Research Fellow at MIT in the USA (March-August, 2016).
• Ten fulltime permanent staff achieved NRF ratings in 2016 Prof Mark Gibbons (BCB) B1; Prof Nico Orce (Physics) B2; Prof Antoine Bagula (Computer Science) C2; Prof Delia Marshall (Physics) C2; Dr Gerald Malghas (Physics) C2; Dr Theo Muller (Physics) C2; Prof Sathiya Appuni (SPS) C2; Prof Renette Blignaut (SPS) C3; Dr Admire Dube (Pharmacy) Y1, Dr Marshall Keyster (BTY) Y2. In addition Extraordinary Professor in the Department of Physics and Astronomy Prof Cedric Linder received an A2 rating.
• Professor Mike Davies-Coleman was elected as a Fellow of the South African Chemical Institute.
• Prof Priscilla Baker was invited by Academy of Science of South Africa (ASSAf) and Royal Society of South Africa (RSSA) to participate in its public lecture series and delivered an invited lecture entitled “Electrochemistry at semiconductive nanostructured interfaces for real time analytical solutions” to a select audience on 22 June 2016 at the South African Astronomical Observatory (Cape Town).
• The National Science and Technology Forum (NSTF) is the largest multi-stakeholder forum for science, engineering, technology (SET) and innovation in South Africa. In 2016 Prof Emmanuel Iwuoha was announced a finalist in the category for Research or Engineering Capacity Development Awards

5. Engagement:
5.1 Community Engagement
• In December, 2016 the Zenzeleni “Do it for yourselves” Networks (ZN) project based in the Department of Computer Science was announced as a semi-finalist in the Mozilla Foundation’s Equal Rating competition. The community engagement project is “Bottom-up telecommunications co-operatives that allows the most disadvantaged rural areas of South Africa to self-provide affordable communications at a fraction of the cost offered by other operators.” See https://equalrating.com/

Community based experiential learning in Pharmacy:
B.Pharm I (Service Learning in Pharmacy - SLiP):
• Purpose: students to understand the concept of social injustice. Learning focuses on marginalized / underserved communities
• Students engage on the social determinants of health eg. social, economic, cultural, environmental, racial, gender issues
• Work with primary school children and with home-based carers (linked to a non-profit organisation) to understand their barriers to care and well-being.
B.Pharm II (SLIP)

- Objective is to develop student’s basic clinical skills eg. Patient screening and physical assessments; and inter-professional communication skills
- Students engage with nursing staff at primary level of care on priority health conditions at City Health clinics
- Student-led activities: Assist staff in screening patients for TB, undertake cardiovascular risk assessments and apply pharmacotherapeutic concepts on reproductive and child health care.

B.Pharm III (SLIP)

- Students are required to apply pharmacotherapeutic concepts for the care of stable patients while rendering a service at public sector health facilities in the Cape metropole
- Student-led activities: supervised dispensing, pre-packing and compounding of medicines, group education sessions with patients, stock management and waste disposal

B.Pharm IV (Patient Care Experience - PACE)

- Students apply pharmacotherapeutic concepts for complex disease conditions at hospitals and community health centres
- Students identify medicine-related barriers to optimal care provision developing skills in evidence-based approaches & rational medicine use
- Community-based diabetes awareness programme: Group of 3rd year Pharmacy students conducted training, on diet, exercise and adherence to diabetes medications. Last year the training was extended to include blood glucose, cholesterol and blood pressure monitoring. This programme provides a good opportunity for students to apply their knowledge and skill in a service-oriented manner. This programme is run in conjunction with and sponsored by Lions Clubs International.
- Dr Fanelwa Ajayi and Ms Candice Rassie (DST nGAP appointee) of the Department of Chemistry coordinated and mentored an outreach team, comprising of all SensorLab MSc students, that went on a science roadshow as part of National Science Week 2016. The team represented UWC Science Faculty on the Western Cape department of education Science week programme for the West coast region and presented lectures, interactive Science demonstrations and fun group activities to a group of 100 high school learners (Grade 9-11) and their parents. The invitation to participate in National Science week was initiated by the networking links established at the Assaf/RSSA Public lecture presented by Prof P Baker
- Dr Fanelwa Ajayi was invited to give a radio interview to promote the efforts made by UWC to raise funds for underprivileged students to study who are in need of funds at the university (Mhlobo Wenene FM – 19 September 2016)
- Dr Fanelwa Ajayi was invited to write and publish an article for the online newspaper named Team Buntu Africa entitled “SA ACADEMIC INSTITUTIONS NEED TO DO MORE TO THWART GENDER INEQUALITY” www.teambuntufrica.co.za
- Dr Fanelwa Ajayi played a strong role in promoting science at UWC to high school learners by delivering a series of motivational talks to at various Capeflats schools i.e. Zola High School (3 October 2016), Intlanganiso High School (4 October 2016). These motivational talks were supported by practical demonstration sessions of simple chemical experiments to learners at Intlanganiso High School (18 April 2016) and Nolungile Primary School (20 April 2016)
- Prof Leslie Petrik was interviewed on the topic of “Persistent organic pollutants in water sources” and in 2016 published related articles in the press i.e. Saturday Star, Weekend Argus, Die Burger, Independent on Saturday, Kwa-Zulu Natal, Saturday Newspapers, 10 Sep 2016, Section: BehindTheNews
- Department of Biodiversity and Conservation Biology has become actively involved in the establishment of the Marine Sciences Academy at Gansbaai Academia. Under the management of the Overberg Education District the intended academy seeks to assist Gansbaai Academia with introducing Marine-based subjects as a further choice in the FET curriculum.
- The first successful delivery of the module “Physics for physical science educators” was presented by the Department of Physics and Astronomy. The module was delivered after hours to ca. 15 physical science teachers from local schools.

5.2 Scholarly professional engagement

- Mentorship SANBI computing staff helped with mentoring the UWC Student Cluster Team that went on to win the Centre for High Performance Computing national Student Cluster Competition in East London in December 2016, securing their entrance to the International Student Cluster Competition in Germany
in 2017. As of 2016, two out of four students that SANBI mentored for the 2014 Student Cluster Competition team were SANBI students, showing the long-term benefit of SANBI mentoring activities.

- **Introduction to Linux + SANBI queues + Python course**
  This 5-day workshop was presented by Peter van Heusden from 07 – 11 March to graduate students in bioinformatics and other researchers with the aim to teach them basic lab skills for scientific computing. This hands-on workshop covered basic concepts and tools, including program design, version control, data management and task automation.

- **H3ABioNet Introduction to Bioinformatics online course (IBT_2016)**
  From 06 July – 09 October Colleen Saunders, Ruben Cloete and Jean-Baka Domelevo-Entfellner of SANBI taught different aspects of the online course. The course was aimed at individuals with a basic understanding of genetics and/or biochemistry who would like to become basic bioinformatics users. Twice weekly over the 3 months, approximately 350 participants in 19 classrooms across 11 African countries focussed on bioinformatics tools, algorithms and resources in theoretical and practical sessions.

- **Basic probability theory/statistics and the R language**
  SANBI hosted the first of a two-part course on statistics and the R statistical programming language (https://www.r-project.org/) from 18 - 22 July. The first part of the course was aimed at providing a basis for participants to understand and start performing statistical analyses in R. The course was presented by Jean-Baka Domelevo-Entfellner and was attended by 25 participants from UWC, CPUT, University of Stellenbosch and UCT.

### 5.3 Staff nominated onto regional/national/international professional boards or organizations

- **Prof Marla Trindade, SARChI and Director of the IMBM,** was elected as President of the South African Society for Microbiology (SASM).
- **Professor Nancy Stiegler** was appointed to the editorial committee of the Journal of African Studies edited by the prestigious School of Advanced Studies in Social Sciences (EHESS, Paris).
- **Professor Ralf Henkel** was appointed as Associate Editor of the “Journal of Reproductive Biotechnology and Fertility”.
- **At the May 2016 AGM of the Pharmaceutical Society of SA,** Professor Sarel Malan was re-elected as President of the Society for the 2016/17 term. Prof Nadine Butler was also re-elected onto the National executive committee for another term.
- **In October 2016 Prof Sarel Malan was nominated to take over the chairmanship of the World Health Organisation’s (WHO) International Non-proprietary Names for Pharmaceutical Substances (INN) Committee in 2017.**
- **Professor Dirk Frei was appointed to the management committee of the Mineralogical Association of South Africa (MINSA).**
- **In October, 2016 Professor Mike Davies-Coleman was re-elected to the Council of the Royal Society of South Africa.**
- **Prof Emmanuel Iwuoha was elected to serve on the editorial board of BIOELECTROCHEMISTRY, an Elsevier publication with a 5 year impact factor of 3.6**
- **Prof Emmanuel Iwuoha and Prof Priscilla Baker** were appointed guest editors of a special issue of Journal of Nano Research Volume 44 (Trans Tech publications ltd.) entitled “Nanomaterials for Electrocatalysis and Electrochemical Energy Applications” which contained 21 selected full length peer-reviewed research articles.
- **Prof Priscilla Baker continues to serve as the chairperson of the Electrochemistry division of SACI and as SACI council member (2006-current). In 2016 she was elected to serve as the regional representative for South Africa and Africa for the International Society for Electrochemistry (ISE), the largest electrochemistry network in the world with its home base in Switzerland and including membership for all the continents in the world. In her new capacity she will chair the organizing committee of the 70th ISE annual meeting to be held in Durban, South Africa; hosting in excess of 1000 international delegates.**
- **Prof Priscilla Baker was appointed Analytical Editor (2016) for the South African Journal of Chemistry, the official journal of the South African Chemical Institute, a publication with an international authorship and ever strengthening impact factor.**
- **Prof Mongi Benjeddou in the Department of Biotechnology was appointed as an Associate Editor for Drug Metabolism and Personalized Therapy (DMPT) which is the official journal of the European Society of Pharmacogenomics and Personalised Therapy.**
- **Dr Riaan den Haan in the Department of Biotechnology was elected to the council of the South African Society.
Reflective Report 2016

83

for Microbiology (SASM) and was subsequently appointed as secretary.

- Prof Ndiko Ludidi in the Department of Biotechnology was elected to the council of the South African Association of Botanists.

- Professors Renette Blignaut (Statistics and Population Studies) and David Holgate (Mathematics) are on the steering committee for a national project “Strengthening Academic Staff Development in Mathematical and Statistical Sciences in South Africa”. This involves setting up a (virtual) national postgraduate academy in Mathematics and Statistics and is funded by the DHET with a budget of R25 million over three years. Its principle purpose is to pool national expertise in order to assist academic staff to improve their qualifications.

- Professor David Holgate was nominated as Convener of the NRF Rating Panel for Mathematical Sciences and elected to the Council of the SA Mathematical Society.

6. Student Achievements

6.1 Undergraduates

- The annual Dean’s Merit Award function was held on 12th April, 2016 to celebrate the success of thirty of the Faculty of Natural Sciences top academic achievers in 2015. All of those on the Dean’s Merit List achieved an average of over 75% for their courses in 2015, while the top student, for the third year in a row, was Medical Biosciences Honours student, Tina Volkmann who achieved an average of 90.3%. A highlight of the evening’s event were two inspiring presentations to the Deans Merit List awardees and their families and friends from SKA/SARChI chair and A1 NRF rated scientist, Professor Roy Maartens and from the Director of HySA Competence Centre in the South African Institute for Advanced Materials Chemistry, Dr Cordellia Sita.

- Three UWC computer science undergraduate students; Kyle Jordaan, Liam Doult and Mishka Mohamed and Tyronne De Ruiter won the national Student Cluster Competition at the Centre for High Performance Computing conference held in East London (5–9 December, 2016). The last time our students won the national student cluster competition was in 2013. The 2013 team subsequently went on to anchor the South African Student Cluster Competition team who won the World Student Cluster Competition held in Liepzig Germany in July 2014. The four UWC students will form the core of a six-member South African student team that will be competing in the International Competition to be held in Germany later this year.

- The Merck Prize for Chemistry is awarded to the best 3rd year student in the preceding year who continues to Honours registration and in 2016 the Merck prize was awarded to Balungilwe Dzingwe and Mongikazi Silelo.

- The 2016 James Moir medal medal (SACI) for the best BSc Chemistry Honours student in the 2015 class was awarded to Zolani Myalo.

6.2 Post graduates

- Siyambonga Matshawule, an nGAP lecturer and PhD student in the Department of Physics and Astronomy, joined 402 other young scientists from 80 different countries at the Lindau Nobel Laureate meeting held in Germany.

- SANBI Post-doctoral fellow, Dr Imogen Wright was invited to attend the Techwoman programme in the United States which is an initiative of the US State Department to empower connect and support the next generation of women leaders in Science Technology, Engineering and Mathematics.

- At the 2016 All Africa Congress on Pharmacology and Pharmacy, which incorporated the Annual congress of the Academy of Pharmaceutical Sciences the following awards came to UWC: Ms Heather Moyo was runner-up for the Boehringer Ingelheim, Academy of Pharmaceutical Sciences Young Scientist award; Mr Byron Mubaiwa was runner-up in the open student presentations; and Mr Ayodeji Egunlusi received the Boehringer Ingelheim and Academy of Pharmaceutical Sciences publication award in Pharmaceutical Chemistry for his publication “Tricycloundecane derivatives as potential N-methyl-D-aspartate (NMDA) receptor and voltage gated antagonists.”

- On the evening of 28 September 2016, at Morningside Sandton in Johannesburg, Miss Usisipho Feleni from
the Department of Chemistry received the “L’Oreal- UNESCO Fellowships for Women Scientists from Sub-Saharan Africa Doctoral Award for 2016”, for her research work on “Smart Bio-electrochemical Sensing and Signalling of Inter-individual Responses to Breast Cancer Treatment”. She follows a line of Sensor Lab female researchers who won the award in 2012, 2013 and 2014.

- Miss Usisipho Feleni also won the 2016 South African Women in Science Award, WISA (TATA Doctoral Scholarship) which she received in August, 2016. Miss Feleni obtained her training in sensors and signals at the UWC Sensor Lab, the University of Missouri Medical School in USA and the Centre for Biosensors and Bioelectronics at Linköping University in Sweden.

- Mr Olwethu Ngwanya (MSc) from the Department of Chemistry was awarded a French Embassy bursary for four months research exchange visit to a French partner university. He was the guest of the French Ambassador to South Africa Mrs Elisabeth Barbier, at the French Embassy (Pretoria) on the occasion of the 14th July 2016 Bastille day celebrations.

- Mr Marius Tincho (PhD student in the Department of Biotechnology) was awarded a Bill and Melinda Gates Foundation Global Health Travel Award to attend the Keystone Symposia C9 HIV Vaccines.


### 7. Special Faculty Projects

- Time table Overcrowding in undergraduate teaching laboratories, especially in Life Sciences and Chemistry, because of uncapped numbers in first year service courses to CHS and Education, necessitated the utilization of teaching laboratories in the mornings to prevent overcrowding. A Faculty task team led by Professor Mark Gibbons was able to revise the time table to accommodate morning practicals and the new time table was instituted in 2017.

- University of Missouri collaboration. A possible 2+2 engineering option with the University of Missouri was explored in September, 2016. Further follow up is required in 2017.

- People Plan. The first Faculty People Plan was put together by the Faculty of Natural Sciences in 2016.
1. Director’s Overview:

1.1 Enhancing and promoting the status of teaching and learning

As has generally been the case, the Director of Teaching and Learning, as well as Deputy Deans Teaching and Learning were included in reviews of Departments organised by the Academic Planning Unit, in order to give attention to teaching and learning matters.

During 2015 and 2016, the Director of Teaching and Learning at UWC was an advisor for Teaching Advancement at University (TAU) Fellowships Programme project of Higher Education Learning and Teaching Association of Southern Africa (HELTASA) and funded by the Department of Higher Education and Training. This role meant giving inputs on the face-to-face meetings of the programme which incorporated at least two teaching and learning champions from each higher education institution in South Africa (about 60 participants in all), and facilitating a group of seven teaching and learning champions across these institutions to assist them with their tasks towards their final teaching and learning research project.

1.2 Developing and promoting the scholarship of teaching and learning

The director was involved guest editing in a number of special issues in teaching and learning in higher education - one for the British Journal of Higher Education (with Jill Jameson and Dick Ng’ambi), one for the South African Journal of Higher Education (with Michalinos Zembylas).

Accreditation was applied for for Critical Studies in Higher Education, the journal initiated in the Teaching and Learning Implementation Plan at UWC.

A colloquium was held on socially just pedagogies, organised by the Directorate of Teaching and Learning and the Arts Faculty and a series of lunchtime seminars were also arranged.

As was the case in previous years, a regional Extended Curriculum Programme (ECP) Colloquium was organised and held on 25 August 2016, and well attended by UWC ECP staff. This was followed by a three-day Writing for Publication workshop from 31 October and 1 & 2 November 2016 for ECP staff who had presented at the colloquium and wished to publish their work.

The Directorate of Teaching and Learning was involved in organising the International Consortium of Academic Development (ICED) bi-annual conference held together with HELTASA from 22 -25 November 2016, with UCT, CPUT and Stellenbosch University. Although there were challenges in arranging the conference because of protests, the team managed to find alternative venues and according to feedback from the participants, the conference was a successful event.

1.3 Professionalise teaching through formal and informal education for academics

Two induction three-day workshops were run for new academics at UWC at Mont Fleur conference centre, one from 16-18 March and one from 5-7 September 2016.

The Towards Professional Development of Teaching and Learning Course was run during the second semester of 2016 but disrupted by student protests. The Director of Teaching and Learning and Teaching and Learning Specialists in Faculties co-designed, taught and facilitated the course for academics to assist academics who are nearing the end of their probation to develop and submit their teaching and learning portfolios.

Cape Higher Education Consortium (CHEC) Quality Teaching in Higher Education courses included the Designing Learning with Technologies, Research on Teaching and Learning: Preparing your Proposal, Reflecting on
Curriculum Transformation, and Writing for publication after submitting your Teaching and Learning Proposal. The Director of Teaching and Learning coordinated two of these courses and co-designed and facilitated on three courses.

The second iteration of the Postgraduate Diploma in Higher Education Teaching and Learning began in 2016, with 28 participants on the course. Two core modules, taught in a blended learning way to accommodate participants from HEIs not located in Cape Town, Teaching and Learning in Higher Education, and Assessment in Higher Education, were taught in 2016. In addition to these core courses, an intensive pre-course for participants who had little experience with theorising teaching and learning in higher education was held from 17-19 February 2016 at a breakaway venue.

1.4 Top 5 priorities for 2017
Starting multimodal Apex project
Supporting professional development – CHEC courses on multimodality and scholarship of teaching and learning; Towards Professionalisation of Teaching and Learning, Induction courses,
Incorporating RPL programme and staff
Supporting new teaching and learning specialists including the new appointee at the Writing Centre
Preparing to co-ordinate the Postgraduate Diploma in Teaching and Learning in Higher Education from 2018-2019

2. Organogram

3. Scholarly outputs


The Directorate of Teaching and Learning was involved in a national NRF project on Professionalising Teaching in Higher Education in South Africa. A comprehensive report on the findings of the project was prepared for the Council on Higher Education and will be published in 2017. Journal articles and a Society for Research in Higher Education Series Routledge book was edited by the principal investigator, Prof Brenda Leibowitz, Vivienne Bozalek, and Peter Kahn (editor of the journal Teaching in Higher Education).

The Director of Teaching and Learning is also the principal investigator to two NRF projects on socially just pedagogies in higher education which involve a number of academics from national and international higher education institutions. There are 8 PhD students who are part of these projects that the Director is supervising.

4. **Seminars and Conferences hosted in this period**

International Conference of Educational Developers (ICED) and Higher Education Learning and Teaching Association of Southern Africa (HELTASA) 22-25 November 2016

Monthly seminar series on the scholarship of teaching and learning and socially just pedagogies co-hosted with Faculty of Arts

Colloquium on scholarship of teaching and learning and socially just pedagogies co-hosted with Faculty of Arts 13 May 2016

Extended curriculum colloquium 25 August 2016 and Writing retreat for scholarship of teaching and learning 31 October 2016 and 1 and 2 November 2016

5. **Awards and significant achievements**

The Director of Teaching and Learning received a national award for excellence in social work education

6. **Scholarly professional engagement**

TAU advisor
Editor of Special Issues

7. **Special Projects**

The Director was involved in a collaborative DHET project on Postgraduate Diplomas in Teaching and Learning across South African higher education institutions

The Director is the driver of the DVC Apex Project on Multimodal Literacies and Pedagogies.

**PROF. VIVIENNE BOZALEK**

**DIRECTOR: DIRECTORATE OF TEACHING AND LEARNING**
1. Director’s Overview: An integrated professional structure to support blended and distance learning approaches

This Reflective Report (2016) provides an overview of CIECT’s activities, promoting the infusion of emerging technologies at UWC. Furthermore, the report is reflective of an integrated professional structure which supports blended and distance learning approaches. The report deliberates on activities and the related impact - within a framework depicting key areas of Teaching-and-Learning; Research; Community Engagement and Collaboration. These areas are underpinned by the alignment of scholarly outputs, engagements, and projects with the Institutional Operating Plan (IOP), and national policies and imperatives. Moreover, the implementation of current research-led projects is aligned to operational and strategic priorities.

1.1 Reflections, 2016

The overall reflections in this section (further deliberated in the report) - are aligned to CIECT’s strategic professional support areas, namely: Instructional Design, Software Development and Application, Digital Academic Literacy, Materials Development, and Research. These key areas and related priorities are aligned to the IOP goal areas: 1, 2, 3, 4 and 6.

CIECT focused on the integration of educational technologies to support blended and distance teaching and learning environments. Professional support services included training workshops and consultative sessions (one-on-one office consultations) for academics across faculties - regarding the application of the eTools for teaching, learning and assessment. Furthermore, CIECT’s Instructional Design Team, supported the effective design and development of interactive online learning environments. These efforts are aligned to critical discourses that have emerged from national and institutional policies, including: expanding student access...
and success; and successful integration of ICTs (CIECT Strategic Concept Document, 2015).

The importance of design principles for structured online environments, was highlighted - in order to implement the effective use of emerging technologies for blended and distance teaching-and-learning, including assessment (across faculties). CIECT also emphasised the notion of the integration of innovative practices across faculties. Lecturers across faculties at the University of the Western Cape (UWC) engaged in the use of various innovative communication, content creation and assessment eTools within the institutional Learning Management System (LMS), Sakai/iKamva; Google Applications and other Personal Learning Environments (PLEs).

The development of instructional material (for online and offline purposes) was also emphasised. CIECT observed an increasing number of requests for screencasts for educational and demonstration purposes. In addition, requests for video content to support distance teaching-and-learning have increased, especially during the protests. The CIECT team keeps a record of all projects (stakeholders, project scopes, completed productions).

The CIECT team conducted workshops and demonstration for students across faculties, in order for them to effectively engage in the learning platform, iKamva and within other applications. Furthermore, the team continued to drive the large-scale basic computer literacy programme - student training, namely: Digital Academic Literacy (DAL). This computer literacy programme is offered to students at UWC and integrated into accredited modules across faculties.

NB: The CIECT team focused on the support of staff and students from different geographical spaces due to the #Fees Must Fall movement (October – December, 2016). CIECT staff members further engaged and met face-to-face with groups and individual staff at off-campus locations. The intensive daily support included telephonic and email support for staff and students. Lecturers across various faculties made use of eAssessment and communication tools within iKamva, for the examination period, 07 November – 10 December 2016. A number of 116 online examinations have been designed and developed during this period, including: seventy-three (73) take-home exams (papers were uploaded to the course resources section for students to download and submit accordingly); thirty nine (39) online exams (test & quizzes); and 4 ePortfolios. These examinations were prepared in collaboration with the CIECT team and included the following activities:

- Selection of appropriate eAssessment tools,
- Discussion around pedagogical value,
- Clear instructions,
- Summative online examination aligned to formative assessment tasks, and
- Technical settings (setting parameters, submission dates; assigning tasks to specific groups, retrieval of submissions, online grading and collation of marks).

Table 1 below reflects the number of lecturers and online support activities completed, specifically during the examination period (Nov-Dec 2016).

<table>
<thead>
<tr>
<th>Faculty</th>
<th>Lecturers Assisted</th>
<th>Total Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>LAW</td>
<td>16</td>
<td>34</td>
</tr>
<tr>
<td>SCI</td>
<td>16</td>
<td>44</td>
</tr>
<tr>
<td>CHS</td>
<td>58</td>
<td>126</td>
</tr>
<tr>
<td>EMS</td>
<td>31</td>
<td>61</td>
</tr>
<tr>
<td>ARTS</td>
<td>13</td>
<td>38</td>
</tr>
<tr>
<td>DEN</td>
<td>7</td>
<td>22</td>
</tr>
<tr>
<td>EDU</td>
<td>16</td>
<td>33</td>
</tr>
<tr>
<td>Other (Schools, Units, etc.)</td>
<td>8</td>
<td>55</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td><strong>165</strong></td>
<td><strong>413</strong></td>
</tr>
</tbody>
</table>

**NB:** The team had to focus on extensive processes of maintenance and support, especially of the institutional LMS, iKamva (Sakai platform). Table 2 depicts the number of **unique users who accessed the iKamva platform (across geographical settings). The users are both UWC staff and students; and members who have collaborated within the site.

<table>
<thead>
<tr>
<th>Month</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>January</td>
<td>7030</td>
</tr>
<tr>
<td>February</td>
<td>18419</td>
</tr>
<tr>
<td>March</td>
<td>19649</td>
</tr>
<tr>
<td>April</td>
<td>18980</td>
</tr>
<tr>
<td>May</td>
<td>18980</td>
</tr>
<tr>
<td>June</td>
<td>17358</td>
</tr>
<tr>
<td>July</td>
<td>16524</td>
</tr>
<tr>
<td>August</td>
<td>18433</td>
</tr>
<tr>
<td>September</td>
<td>18287</td>
</tr>
<tr>
<td>October</td>
<td>17896</td>
</tr>
<tr>
<td>November</td>
<td>16678</td>
</tr>
<tr>
<td>December</td>
<td>11600</td>
</tr>
</tbody>
</table>

**Table 2:** The number of unique users (students and staff) who accessed iKamva (monthly, 2016)

**Unique user- refers to an individual user who has accessed the iKamva platform for the specific month**
Figure 2 (below) depicts the unique user logins for 2016 (both on-and-off campus)

‘On-campus’ refers to all connections made from a UWC network (UWC main campus, UWC external location, and UWC WiFi access).

‘Off-campus’ refers to users’ connections via personal internet connectivity; or internet cafes (non-UWC owned network connections)

Note: January 2016, depicts a large number of log-ins. This is probably due to some final examinations that were extended into this period. As the year progressed, on-campus connections decreased.

Access and reach is important. Hence, the institutional Learning Management System (LMS), iKamva/Sakai, provides mobile integration, where users are able to access the platform with any mobile device (with internet connectivity). Thus staff and students were able to download notes; view videos; engage in polls and discussion forums; as well as complete tests and quizzes via smart phones and tablets.

The team continued to communicate with the campus community via regular blogs – about the use of various eTools, the pedagogical value for teaching-and-learning. These blogs are reflective of authentic teaching and learning experiences across faculties. Examples of innovative practices related to the affordances of the eTools are available within the site, http://ciect.wordpress.com/. The Centre’s online presence is also marketed through existing and social media platforms, including Wordpress, Facebook and Twitter. The team has recently registered an Instagram account for CIECT that will be linked to the iKamva splash screen. The possibility of using Whatsapp and QR codes to communicate with students are also being investigated.

CIECT’s practices, approaches and strategic decisions are informed by research and vice versa. The team continued to engage in research-led projects, in relation to the focus of the overall reflections (above).

**Refer to sections 3 – 8, which provides detailed deliberations (i.e. in relation to CIECT’s scholarly engagements and projects).**

1.2 Key Priorities, 2017

In turn, the key priorities are also aligned to CIECT’s strategic areas, namely: Instructional Design, Software Development and Application, Digital Academic Literacy, Materials Development, and Research. As stated above, these key areas and related priorities are aligned to the IOP goal areas: 1, 2, 3, 4 and 6.

1.2.1 CIECT’s key priorities in the area of Instructional Design emphasises the critical discourse of expanding student access and success; and the successful integration of ICTs. This area of expertise entails key priorities:

- Drive the use of the institutional Learning Management System (LMS), iKamva, and other Personal Learning Environments (PLEs);
- Collaborate with lecturers across various disciplines, other CIECT niche teams, and external stakeholders (in relation to community engagement projects);
- Focus on the design, development, integration and implementation of blended online environments for
teaching-and-learning, across geographical borders; and
- Train and support of lecturers and students for effective, interactive online engagement within blended and distance learning environments.

1.2.2 CIECT’s key priorities in the area of Software Development & Application (SDA) emphasises the critical factors related to the provision for sound infrastructure, maintenance, support and development. This area of expertise entails key priorities:
- Maintain the institutional learning management system, namely, iKamva;
- Collaborate with the Sakai consortium and ICS Department (UWC) to maintain and strengthen the current learning platform; and
- Design and develop new and improved applications.

1.2.3 CIECT’s key priorities in the area of Digital Academic Literacy emphasises the critical discourses related to the successful integration of ICTs, continuation and expansion of large-scale targeted work; and how students benefit from practical workplace experience. This area of expertise entails key priorities:
- Focus on the design, customisation and facilitation of skills based student training programme for novice use, namely, Digital Academic Literacy;
- Collaborate with other niche areas in CIECT to facilitate student training and create instructional materials; and
- Focus on customisation of the programme, in collaboration with departments and according to student needs.

1.2.4 CIECT’s key priorities in the area of Materials development emphasises the critical discourse around “the provision of learner support materials and teacher support systems [which] need to be strengthened” (NDP, 2012: 50). This area of expertise entails key priorities:
- Design and develop instructional learning material (for online and offline purposes);
- Create ‘Just-in-Time’ (JIT) training material, readily available to staff and students via various modes of delivery;
- Collaborate with the ICS Department, specifically in relation to the institutional Web Portal training offered by CIECT; and
- Collaborate with the Arts Faculty, specifically in relation to the facilitation of the Web Design course for Foundation students).

1.2.5 CIECT’s key priorities in the area of Research is aligned to critical discourse including, ongoing debate around blended and distance learning; and growing a cadre of people, across generations. This area of expertise entails key priorities:
- Make use of specific research procedures and methodologies to enquire into various topics including ePedagogy, related eTools, eLearning adoption and implementation;
- Collaborate with other CIECT members, lecturers, students and external stakeholders where relevant;
- Continue to align research-led projects to Research projects teaching and learning work on the ground;
- Reflect on the evidence of teaching, facilitation, assessment, moderation, and design efforts; and
- Share the evidence of teaching and learning initiatives.

These key priorities cannot be met without the current structured professional support centre, including critical areas of leadership, coordination, skills, knowledge, expertise, individual accountability, joint responsibility and ownership, change management, project management, stakeholder management, partnership and collaboration, marketing, capacity building, and research. The organogram presented below, provides a mere graphical structure of roles. This reflective report provides an overview of the complexity and volume of CIECT’s daily operations and scholarly engagements.
2. Organogram

![Organogram of CIECT](image)

3. Scholarly outputs

CIECT’s practices and strategic decisions are informed by research and vice versa. **Research-led projects, related presentations and publications** include key factors, namely: assessment, validity and reliability of online assessment, third-space professional, sustaining COPs, digitally enabled classrooms, design and development of student response system, digital natives, digital literacy skills, and the implementation of emerging technologies in HE settings.

The following list includes scholarly outputs [presentations and publications in 2016]:

4. Scholarly engagement projects

CIECT, an Academic Professional Support Centre – engages with scholarly activities and projects on a daily basis (lecturers and students). 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 level of access and motivation; and online socialisation. CIECT’s evidence (current qualitative measures and quantitative data, related to the voluntary requests for consultation, training and support) - confirms the essential role of providing a sound support structure for application of emerging technologies.

4.1 scholarly engagement with lecturers across all faculties: Online teaching-and-learning

This section reflects on the number of online modules created across faculties, in 2016. Furthermore, it highlights the effective use emerging technologies for teaching-and-learning, including assessment. Moreover it emphasises CIECT’s scholarly engagement with lecturers across all faculties, including 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; and access and reach.

4.1.1 Arts Faculty

Arts Faculty lecturers have created a total number of 242 online modules. These environments have been designed and developed in collaboration with the CIECT team. The lecturers have also been introduced to the use of Personal Learning Environments (PLEs) such as, digital stories, podcasts, narrated presentations; and Google Applications (ePortfolio, Drive and Blogger). Specific learning objects have been embedded into the online environments, further enabling students to engage with course content from any geographical setting. Lecturers have set-up online tests to assess large classes (consisting of approximately 690-1490 students). Online tests were developed for students (amongst others) – from Psychology (undergraduate), Linguistics and English departments. Students were expected to complete tests at their own pace (within a specific time-frame); and from any geographical setting. Some lecturers prefer to release test marks as soon as the student has submitted, whilst others prefer to wait for all students to complete, before releasing marks. Moreover, Linguistics lecturers have made use of iKamva’s ‘joinable groups’, which enables students to select specific slots related to online assessment tasks.

4.1.2 Community Health Science (CHS)

Lecturers within the CHS Faculty have created a number of 233 modules. They use the learning platform for critical engagement within the discussion forum. Students are required to work within groups and discuss specific issues related to their discipline. Hence, the discussion forum has been used as a communication, as well as an assessment tool. Online assessments have been used for students across all year levels to submit both formative and summative tasks. Various formative assessments have also been completed online by students across departments. A number of 1004 first year Psychology students have completed online
examinations during the period, November –December 2016. Furthermore, the Social Work Department has made extensive use of the Google Applications, specifically the ePortfolios. This enables students to highlight the competencies they have achieved throughout all year levels. Practical fieldwork evidence is embedded within portfolios, including videos, podcasts, images and digital stories developed, whilst engaged at their agencies.

4.1.2.1 iKamva enables distance learning and ‘expands global reach’: Health Profession Management

The School of Public Health (SOPH) engaged and collaborated with CIECT team – to design and develop their interactive online Masters Programme. The online programme has been structured within iKamva and entails nineteen (19) modules with sub-units. These online modules enable collaborative engagements and the SOPH is able to “expand their global reach”, and engage effectively with Health Professional Managers across Africa (including South Africa, Namibia, Zambia and Nigeria) - whereby working-adult professionals are able to pace their learning, interact with peers and facilitators, and share related content.

The students (distance learners) engage in diverse group activities; critique learning material; and peer-review assessment activities. Students are provided with online course resources within the respective online environments, including: Module guides, Handbooks, Additional readings, Study schedule, Multimedia components (images and videos), and General resources. Lecturers are also able to communicate directly with students and share updates in real-time (chat tool); as well as asynchronously through discussion forums and blogs. This engagement progressed to a deeper learning approach whereby students engaged in activities of critique of specific learning material. Furthermore the modules were structured and scaffolded into manageable units according to themes and linked to specific learning activities. In addition, the students were expected to submit individual assignments, reflective of theoretical and practical application.

4.1.3 Dentistry

Lecturers across the Dentistry Faculty have created 65 online modules during the 1st semester. They contacted the CIECT team to assist with the selection of eTools to enhance their teaching practices. The ‘Tests and Quizzes’ eTool has been used by various Dentistry lecturers to assess students’ understanding of the knowledge taught in class. Some lecturers have also embedded related YouTube clips into their online courses to enable students to view practical examples. CIECT’s integrated team structure, namely, Digital Media, Instructional Design and Materials Development, has supported lecturers with regards to video production; advice regarding eTools; and the use of multimedia. A lecturer has been advised on the provision of an eLearning package which entails the design and development of a DVD, including PowerPoint presentations- detailing the use of dental material, as well as demonstrations about specific procedures. The students are expected to access the relevant content on the learning platform, iKamva.

4.1.4 Education Faculty

Lecturers in the Education Faculty have created a number of eighty five (85) online modules. Lecturers across departments have made use of various eTools such as the announcements, course resources and tests and quizzes to support their face-to-face instruction. Furthermore, lecturers have also made use of Personal Learning Environments (PLEs) such as Picasa and Digital Stories for assessment purposes. These online assessments also assist students to prepare for their teaching practicals at different schools. Students are able to plan lessons and make effective use of eTools to create digital posters and stories for their specific discipline.

4.1.5 Economic Management Sciences (EMS)

Lecturers across the EMS Faculty have created 284 online environments, during the 1st semester. Teaching and learning practices are supplemented online, and includes:

- Sharing resources (lecture slides, homework tasks, articles, etc.);
- Communicating with students through sending announcements;
- Creating online tutorial classes whereby students can book slots; and
- Developing online tests for formative and summative assessments.

The online tests included assessment of course content, referencing techniques, financial functions and critical thinking.

4.1.6 Law Faculty

Law Faculty lecturers (across departments and centres) have created a number of 76 online modules. These
lecturers have consulted the CIECT team to create interactive online environments. The online learning spaces are designed and developed in incremental phases (in collaboration with the Instructional Designer, Subject-matter expert, and Teaching Assistants). Students across the Law Faculty are able to engage in these structured online spaces to access shared resources (case studies, lecture slides, homework tasks, articles, etc.). Students are able to further communicate with lecturers and their peers via the discussion forum (various topics related to specific case-studies) and receive course communication via the 'Announcement tool' (linked to their student GMail accounts). These blended learning spaces also enable students to engage and submit formative and summative activities within the eAssessment tools (‘Test & Quizzes’ and ‘Assignments’).

4.1.7 Science Faculty

Lecturers in the Science Faculty have created 163 blended online environments. Lecturers across departments make effective use of the environments to:

- Share resources related to course content, practical and assessment tasks;
- Communicate with students via announcements; and
- Set-up online tests for formative assessments related to course material and practical activities.

Furthermore, lecturers have embedded simulations, YouTube clips and videos within their online environments. This allows for self-directed learning and students are able to reflect on specific concepts and practical experiments. It is essential that students are able to access online experiments, as physical practical sessions are limited due to large classes (1st yr level). A lecture has also experimented with the use of Google applications for specific assignments that entails the submission of lab reports and feedback.

4.2 Supporting quantitative measures related to scholarly engagement: Online teaching and learning

This section reflects on the evidence (quantitative measures) — depicting the number of online modules created across faculties, in 2016. Furthermore, it highlights the number of lecturers (across faculties) — who voluntarily engage with the CIECT team, in order for them to make effective use of the emerging technologies for teaching-and-learning; and assessment.

4.2.1 Blended learning environments created within iKamva

A number of 1133 modules have been created within the institutional Learning Management System, iKamva (Sakai platform), for the academic year 2016. Table 3 reflects the number of online modules created within iKamva, across faculties.

<table>
<thead>
<tr>
<th>Faculty</th>
<th>Number of online modules</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARTS</td>
<td>242</td>
</tr>
<tr>
<td>CHS</td>
<td>233</td>
</tr>
<tr>
<td>DEN</td>
<td>65</td>
</tr>
<tr>
<td>EDU</td>
<td>85</td>
</tr>
<tr>
<td>EMS</td>
<td>284</td>
</tr>
<tr>
<td>LAW</td>
<td>76</td>
</tr>
<tr>
<td>SCI</td>
<td>163</td>
</tr>
<tr>
<td>TOTAL</td>
<td>1133</td>
</tr>
</tbody>
</table>

Table 3: Number of online courses/modules created within the iKamva platform (January – December 2016)

4.2.2 Staff members who have voluntarily adopted blended learning approaches

Table 4, reflects the number of staff members who have voluntarily requested eTools training and consultations during the academic year of 2016. The Instructional Design (ID) Team conducted face-to-face, hands-on workshop - with lecturers from across the seven (7) faculties. The workshops entailed the creation of online environments within the institutional LMS (iKamva); setup of tutorial groups, assignments, tests and quizzes, related question pools and furthermore:

- Access their created online environments,
- Set-up eAssessments,
- Setup online question pools,
- Setup and manage online groups, and
- Engage within online discussions.

A number of 163 lecturers engaged in hands-on workshops; and 118 lecturers requested one-on-one office consultation (advisory capacity and training) - January to December 2016.
Following, figure 2 depicts the exponential growth of the adoption of innovative practices across disciplines - for the period 2012 to 2016. The overall percentage of academics who have adopted innovative practices (2005 – 2016) was calculated at 70%. This percentage was derived, using the following formula: The overall percentage of academics that makes use of various eTools to support teaching and learning:

\[ \frac{A}{B} \times 100 \text{%} \]

Where A is the number of academics who adopted innovative practices; and B is the total number of academics on campus.

Table 4: Total no. of academics who voluntarily requested face-to-face training workshops and office consultations (2016)

<table>
<thead>
<tr>
<th>Faculty</th>
<th>Year</th>
<th>Face-to-face scheduled training</th>
<th>One-on-one office consultation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arts, CHS, Dentistry, Education, EMS, Science, Law</td>
<td>2016</td>
<td>163</td>
<td>118</td>
</tr>
</tbody>
</table>

4.4 Scholarly engagement: Students in the 21st Century expected to actively engage online

This section further reflects on the effective use of emerging technologies, and more importantly how CIECT engages with students across faculties on a daily basis. CIECT conducts workshops and demonstrations for students across faculties. A number of 1828 students engaged in hands-on workshops. These workshops enable students to effectively engage in the learning platform, iKamva and within other applications, such as: Turnitin (Tii), Digital Storytelling and Google Applications (Blogger, Drive and ePortfolio):

- Navigate the iKamva platform;
- Make effective use of communication and eAssessment tools;
- Engage in group online discussion topics;
- Submission of assignments (various formats such as: text, vodcast, podcasts); and
- Completion and submission of online eAssessment activities;
- Submit assignment into the Tii anti-plagiarism system;
- Interpret similarity reports;
- Setup group blog environments;
- Create, and peer-review blog posts;
- Create folders and upload related material;
- Share uploaded material with users; and
- Create an ePortfolio (according to provided template).

It is important that students are able to actively engage in online assessment activities, which comprises of various question types: Multiple-Choice Questions (MCQs); True-and-False; Short Answer Essay; Numeric Response; Survey; Fill-in-the-blank; and Matching.

4.5 Scholarly engagement: Students in the 21st Century require the necessary basic skills

The CIECT team is aware that in the 21st century, there are still ‘digital natives’ who require basic computer literacy skills. CIECT continued to roll-out a large-scale basic
computer literacy training programme - for novice users (19 departments across faculties). The Digital Academic Literacy (DAL) is a computer literacy programme offered to students at UWC and integrated into accredited modules across faculties. The programme caters for the varying needs and demands of novice users of technology (1st yr students), as well as senior students. The DAL Programme is currently offered over a semester to faculties, through a variety of customised projects designed to meet specific academic needs of students. Figure 5 depicts the number of students (across faculties) - who engaged in the DAL Programme. The students are expected to sign-up for the programme within the learning platform, iKamva.

![Diagram: Students Trained_Semester 1&2](image)

**Fig. 5: Number of students who signed-up for DAL programme within iKamva (2016)**

Table 5 depicts the increasing number of students who engaged in the DAL Programme (2012-2016)

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>EMS</td>
<td>1414</td>
<td>1791</td>
<td>2031</td>
<td>1631</td>
<td>2071</td>
</tr>
<tr>
<td>Arts</td>
<td>400</td>
<td>434</td>
<td>433</td>
<td>386</td>
<td>428</td>
</tr>
<tr>
<td>CHS</td>
<td>452</td>
<td>406</td>
<td>403</td>
<td>384</td>
<td>397</td>
</tr>
<tr>
<td>Dentistry</td>
<td>106</td>
<td>152</td>
<td>121</td>
<td>118</td>
<td>136</td>
</tr>
<tr>
<td>Science</td>
<td>0</td>
<td>0</td>
<td>123</td>
<td>109</td>
<td>180</td>
</tr>
<tr>
<td>Law</td>
<td>0</td>
<td>0</td>
<td>613</td>
<td>624</td>
<td>606</td>
</tr>
<tr>
<td>Education</td>
<td>386</td>
<td>304</td>
<td>401</td>
<td>349</td>
<td>602</td>
</tr>
<tr>
<td>Total Trained</td>
<td><strong>2758</strong></td>
<td><strong>3106</strong></td>
<td><strong>4125</strong></td>
<td><strong>3601</strong></td>
<td><strong>4420</strong></td>
</tr>
</tbody>
</table>

**Table 5: Students who engaged in DAL Programme, 2012-2016**

Brief reflection:

- Over 4000 students were trained in 2016. Nineteen (19) departments requested that their students engage in the Programme.
- 2012 – 2013: No training was offered to Science students. The Faculty adopted an in-house training programme (through Computer Science Dept.) In 2014, the Pharmacy Department adopted the DAL Programme.
- 2012 and 2013, the Faculty of Law discontinued the normal semester long DAL programme; and adopted a two-week training which was offered during student orientation week. This programme was coordinated by the ID Team. In 2014, Faculty of Law reverted to the semester DAL Programme, customised to meet current needs.
- The team has offered customised ICT training to 2nd year Accounting students in the EMS Faculty, in accordance with syllabus requirement of the South African Institute of Chartered Accountants (SAICA).
5. Seminars and Conferences hosted in this period (include dates)

CIECT was forced to postpone the hosting of the 9th Annual eLearning Colloquium, on Wednesday, 26 October 2016 due to the #FeesMustFall movement. Fourteen (14) speakers/lecturers agreed to avail themselves to record their presentations when campus re-opened.

6. Awards and significant achievements

CIECT staff members continue to study (across various disciplines). Many staff members are currently engaged in studies at UWC and other HE institutions. Staff members who completed postgraduate studies in 2016:

- Lance Wasserfall: Postgraduate Certificate in Education (PGC) - at UWC, Education Faculty.
- Carolynne Kies: Advanced Diploma in Management (ADM) - at UWC, EMS Faculty.
- Dr Juliet Stoltenkamp: Postgraduate Diploma in Higher Education for Academic Developers (CHERTL, Rhodes University)
- Matthew-Chad Nelson: Postgraduate Certificate in Education (PGC)

7. Scholarly professional engagement

7.1 Programme for Academic and Professional Programme (P4APL): Mentor & Mentee

Dr Stoltenkamp was selected by Hester Julie (mentee in P4AL Programme). The mentor and mentee worked towards the delivery of a project (in alignment to the broader, Apex Project). Dr Stoltenkamp provided a detailed report to the Dean of CHS and the DVC in September 2016, including:

- The conceptualisation of a project;
- The alignment to this specific P4AL Programme; and
- The alignment to the broader institutional Apex Project, namely Digital Literacies and Pedagogies.

The report also highlighted key aspects of commitment by other stakeholders (including students).

Currently (2017), the HOD, Hester Julie is in the process of collaborating with CIECT regarding, a sub-project, namely: ‘eDocumentation’ (specifically for Nursing Department).

7.2 Towards the Professionalisation of Teaching-and-Learning Programme

CIECT has contributed to the 'Towards Professionalisation for Teaching and Learning' Programme, since 2014. The team conducted two eTools workshops in 2016, which included the:

- Creation of a survey (for evaluation and research purposes);
- Creation and sharing of documents within Google Drive; and
- Design and development of an ePortfolio.

The ePortfolio session was designed according to the structure of the current teaching-and-learning portfolio (document), including: students learning needs; teaching philosophy; curriculum development and renewal; assessment; teaching and learning contributions; scholarship of teaching and learning; professionalisation of teaching and learning; infusion of technologies into teaching and learning; and evaluation of teaching and learning.

The CIECT team received feedback regarding these workshops, via a survey. The general consent by lecturers was positive; especially related to the use of the eTools to enhance teaching-and-learning practices.

7.3 Collaboration: Masters Degree Programme in Health Information Management (MHIM)

The MHIM Programme is a collaborative postgraduate initiative, jointly offered by - Muhimbili University of Health and Allied Sciences (MUHAS); University of the Western Cape (UWC); and Neu-Ulm University of Applied Sciences (HNU). This project continued in January 2016 (over eight months). The entire programme was hosted within the UWC institutional Learning Management System (LMS) iKamva. CIECT was involved with the creation, management and support of the project sites (modules) for MHIM (see list below) in collaboration with the lecturers. The CIECT team members supported both lecturers and students within the online environment.

- eSkills & Communication;
• Health Data Management;
• Health Research Methodology;
• Healthcare Information Systems;
• Information Systems Planning and Implementation;
and Management and Leadership in Health Organizations.

Dr Stoltenkamp and Norina Braaf is currently communicating with IS Department (Prof Jantjies); and Prof Olaf (HNU) - regarding co-teaching; and training of the 2017 cohort (students).

7.4 ‘Ethical Theories and Principles’ online environment (UWC & Missouri)

A conceptualisation meeting between CIECT and Occupational Therapy lecturers was conducted in January 2016 related to the design, application and pedagogical value of relevant eTools. This module on Ethical theories and principles is a collaborative initiative between UWC (OT) and Missouri University. The design and development of the online environment continued in March 2016; and the Instructional Designer (CIECT) liaised with the lecturers via email and telephone conversations. During this period the lecturers provided the relevant content; and requested video productions (to be embedded within the environment). The online environment has been structured accordingly (sessions 1 – 10). Each session consisted of introduction, pre-reading material, lecture video recordings and evaluations. The students were able to access, engage and submit tasks and assessment activities online. The module will be offered again in 2017.

7.5 CIECT & Education Faculty: Design Course - Postgraduate Certificate in Education (PGCE) students

Education lecturer, Princess Shandu-Omukunyi (Nonny Mvunelo) contacted the CIECT Director, Juliet Stoltenkamp to advise on ‘teaching with technology’ specifically for education students. After the conceptualisation meeting, the Instructional Design team was tasked to conduct the short course: Designing an Instructional Event to thirteen (13) fourth year PGCE students. The ID team conducted the design course during the week of 20-24 June 2016. Students were engaged in the five day ‘hands-on’ workshop. Participants were expected to engage with various eTools and its effective application for teaching-and-learning practices. The students continued with the online phase (4 weeks) of the programme and completed the qualification (NQF level 6, Design an Instructional/Teaching Event).

7.6 SOPH and CIECT: Distance Learning

School of Public Health (SOPH) staff members met with the CIECT team to conceptualise the design and development of interactive, distance teaching-and-learning environments. CIECT’s continuous support for the effective use and application of eTools for teaching-and learning, encouraged the SOPH lecturers to make use of the iKamva platform. This enabled the lecturers to expand their reach and engage effectively with Health Professional Managers across Africa. Furthermore, students were able to engage with their peers and lecturers related to the learning content, discipline specific topics and various assessment tasks.

In addition, CIECT conducted advisory meetings in 2016 - specifically in contribution to the SOPH’s guide, namely, ‘Emerging Opportunities’. The guide focusses on the “process of transitioning from face-to-face to distance teaching and learning in post-graduate public health education for health systems development”. The completed guide can be embedded and shared across various online platforms. The Guide can be viewed at the: https://tinyurl.com/k45yk67

The SOPH will be advertising the launch of this guide. CIECT’s journey with SOPH continues.

7.7 Supervision & Examination

Dr Stoltenkamp: Supervisor and Examiner, 2016 (internal and external):
• Initial discussion regarding Co-supervision of PhD student (Education Faculty)
• Supervision of an Honours Student [IS Department]
  • Provided the topic, supervised and graded.
• I have been requested to be an Examiner: Masters and PhD studies:
  • Examiner: Masters study, Twsane University, June 2016
  • Examiner: PhD student (Information Technology, Stellenbosch University), Nov 2015
  • Oral Examination: PhD student (Information Technology, Stellenbosch University), February 2016
7.8 Professional engagement: Postgraduate students engage in anti-plagiarism workshops

The CIECT team highlights the use of the Turnitin platform (anti-plagiarism platform) – as a student development tool. The team has observed the increasing requests by postgraduate students, for training and support with regards to anti-plagiarism. A number of 130 postgraduate students (EMS & Law Faculties) engaged in Turnitin (Tii) [anti-plagiarism platform] training workshops. Table 6 depicts the departments who requested Tii training (period, Jan-June 2016).

<table>
<thead>
<tr>
<th>ICT Package</th>
<th>Faculty</th>
<th>Department</th>
<th>Date</th>
<th>Number of Students Trained</th>
</tr>
</thead>
<tbody>
<tr>
<td>Promote Original Writing with Turnitin</td>
<td>EMS</td>
<td>SOG</td>
<td>01 Feb</td>
<td>30</td>
</tr>
<tr>
<td>Promote Original Writing with Turnitin</td>
<td>EMS</td>
<td>PLAAS</td>
<td>19 Feb</td>
<td>18</td>
</tr>
<tr>
<td>Promote Original Writing with Turnitin</td>
<td>Law</td>
<td>Labour Law</td>
<td>20 Feb</td>
<td>28</td>
</tr>
<tr>
<td>Promote Original Writing with Turnitin</td>
<td>EMS</td>
<td>SOG</td>
<td>24 Feb</td>
<td>36</td>
</tr>
<tr>
<td>Promote Original Writing with Turnitin</td>
<td>EMS</td>
<td>SOG</td>
<td>07 June</td>
<td>18</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
<td></td>
<td>130</td>
</tr>
</tbody>
</table>

Table 6: Number of postgrad students training, Tii, Feb – June 2016

7.9 Professional engagement: Staff require basic skills in the 21st Century

CIECT provides ICT skills training and development workshops for staff members across the campus community [academic, administrative, professional support, and postgraduates]. Staff across the campus request skills in order to improve their daily operations in this digital age. Table 7 depicts the number of staff who engaged in ICT skills training workshops (various packages), for 2016.

<table>
<thead>
<tr>
<th>Package</th>
<th>Users Trained Per Package</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administrative Packages</td>
<td>21</td>
</tr>
<tr>
<td>(Word, Excel, etc.)</td>
<td></td>
</tr>
<tr>
<td>iWisoft</td>
<td>7</td>
</tr>
<tr>
<td>GroupWise</td>
<td>3</td>
</tr>
<tr>
<td>Atube Catcher</td>
<td>2</td>
</tr>
<tr>
<td>Marks Administration System</td>
<td>63</td>
</tr>
<tr>
<td>GMAIL</td>
<td>60</td>
</tr>
<tr>
<td>Turnitin</td>
<td>16</td>
</tr>
<tr>
<td>Student Turnitin Training Peer Review</td>
<td>120</td>
</tr>
<tr>
<td>Total</td>
<td>292</td>
</tr>
</tbody>
</table>

Table 7: Number of staff who requested ICT skills training (various packages) in 2016

8. Special Projects

8.1 National Project: Digital Inclusion for e-Centre Managers

The Digital Inclusion: eCentre Management Programme is a partnership between the Centre for Innovative Education and Communication Technologies (CIECT) of the University of the Western Cape, Cape Access (Western Cape Government), and the e-Inclusion and Social Innovation CoLab. The programme is offered to e-centres within the Western Cape in urban, peri-urban and rural environments.

**Audience:** The course has been offered to Cape Access Centre e-centre managers across the Western Cape Province. There have been 8 e-skills training cohorts since April 2011, amounting to 130 participants. This 2017 rollout involved a group of 15 participants at the Paarl-East Thusong Centre, Paarl. (This delivery was still within the 2016 budget).

**Course content:** The course is designed to focus on e-centre managers within community centres. A core focus is the ability to market and promote their e-centres. It’s a hands-on multi-modal training programme where participants focus on e-skills while navigating through dedicated course material. There are various interactive activities (both online and offline) that look at: people,
communication and marketing skills. These are vital for the e-centre managers who gain e-skills and marketing and communication knowledge to assist with promoting the e-centres and transferring knowledge to community members in urban, peri-urban and rural areas.

**Certification:** This is a SAQA-accredited course. (SAQA is the South African Qualifications Authority.)

The course is accredited at NQF level 6. Participants receive a Certificate of Attendance once they have completed the face-to-face interactive workshop, engaged with the content and provided evidence of the learning objects created. Participants are also expected to complete the 4-week online phase, submit all required assessment tasks, and engage within the online platform by making use of the discussion forum. Participants then receive a Certificate of Competence.

**Trainers:** As one of the first e-skills interventions, funded from the national e-skills budget, the CIECT team designed, developed and facilitates this course. The 2017 cohort was also supported by CIECT facilitators, who have specialised skills and ‘know-how’ to facilitate, assess, monitor and track a course.

**An article regarding CIECT’s delivery was presented in the NEMISA Newsletter, Edition 17, pgs. 3-4:** The newsletter has been shared:
https://drive.google.com/open?id=0BxOyBx0yE4YgNKSENFZjV0aJQ

**8.2 Apex Project: Digital Literacies, Pedagogies and Inclusion**

The DVC Academic commissioned the Director of CIECT to conduct research related to the Apex Project, namely, Digital Literacies, Pedagogies and Inclusion [situated within the institutional umbrella project, University in the Digital Age]. Dr Stoltenkamp has developed and submitted a project charter for the Apex project, which entails multiple research-led projects, aligned to both national imperatives and the Institutional Operating Plan; and within the context of ‘increased participation and throughput’ aligned to the expansion of innovative emerging technologies. The benefits of the broader Apex Project: Digital Literacies, Pedagogies and Inclusion are deliberated within sub-projects. These projects are situated within institutional practices and strategic decisions, informed by research and vice versa. The Project Driver (active research member); and respective project team members are committed and aim to ensure quality assurance and review processes within specific categories, such as Grounded Research, Case Study Action Research, Reflective Practices and Theoretical Contributions.

The following is reflective of the multiple research-led projects, 2016 [situated within the broader Apex Project]:

**8.2.1 Project: Reflecting on a Community of Practice: CIECT’s eLearning Colloquia**

**Current Processes:** Under review (sent to Journal)

**Authors:** Liesl Leonard; Carolyne Kies; Norina Braaf and; Juliet Stoltenkamp

**Abstract:** This case study reflects on the annual eLearning Colloquia hosted by the Centre for Innovative Education and Communication Technologies (CIECT) at the University of the Western Cape (UWC). The researchers explore whether the colloquia contributed to the formation of an institutional Community of Practice (CoP) and look at how the institutional discourse on blended teaching and learning practices has changed over an eight year period. The paper further highlights CIECT’s efforts in driving the effective use of eTools to increase awareness and understanding of concepts such as agency, culture and structure. This awareness is critical in a post-modern Higher Education (HE) setting where the need to create a knowledge-intensive institutional culture exists. The human agents are central to the formation of a sustainable CoP which contributes to effective teaching and learning practices. Secondary data was used for the study and non-probability, purposive sampling resulted in a sample group of 78 individuals comprising of the Instructional Design team as well as the academic staff members at UWC who utilize the institutional Learning Management System or a range of Personal Learning Environments (PLEs) in their teaching and learning practices.

**8.2.2 Project: #FeesMustFall: Online Adoption Must Rise**

**Current processes:** Identify Journals

**Authors:** Liesl Leonard, Norina Braaf & Carolyne Kies

**Abstract:** The national protests currently experienced within South African Higher Education Institutions (HEIs) have led to the rethinking of traditional teaching practices towards blended approaches. During both the 2015 and 2016 #FeesMustFall protests conventional lectures, exams and other processes at institutions of higher learning were
disrupted. This chain of events in many aspects forced lecturers, specifically at the University of the Western Cape (UWC) to adapt their teaching and assessment practices. Students and lecturers were not able to gain entry to the University during the national shutdown in order to continue with face-to-face lectures. This shutdown led to an increased number of lecturers developing online modules (creating online interactive environments) within the institutional learning management system (LMS), iKamva (Sakai) with the assistance of the Centre for Innovative Education and Communication Technologies (CIECT). The 2015 #FeesMustFall movement caused a reactionary approach as lecturers were forced to create ‘take-home’ and online exams in order to complete the examination period. This crisis led to the increased adoption of blended teaching methods by lecturers in the following year (2016) in preparation for future uprisings. Based on observations made by the Instructional Design support team (CIECT), faculties and departments additionally requested hands-on workshops in order to familiarize themselves with the setup of online assessments and other forms of teaching. This comparative study establishes whether the emergence of the #FeesMustFall movement had a direct impact on the increase in blended learning and teaching activities at UWC. In light of the above, the authors highlight the relation between the national movement and the impact it had on the further adoption of blended learning practices.

8.2.3 Project: The third-space professional: a reflective case study on maintaining relationships within a complex higher education institution

**Current processes:** Journal published (2016): Reflective Practice (International and Multidisciplinary Perspectives). To link to this article: http://dx.doi.org/10.1080/14623943.2016.1214120

**Authors:** Juliet Stoltenkamp, Andre Siebrits & Valentino van de Heyde

**Abstract:** This paper showcases the work of Third Space professionals in a complex higher education (HE) setting, and specifically its impact on the building of trust relationships and innovative approaches. It makes use of a case-study methodological approach, reflecting on the experiences of various stakeholders within pilot phases. The findings reveal challenges related to maintaining trust relationships, which can be threatened by technicist approaches. The reflective case study explores an innovative live-streaming project and the related pedagogical approaches by Instructional Design experts, as Third Space professionals, who have carved out a critical space within a HE setting. This investigation, and its related lessons, highlights that learning-and-teaching aspects, training and support, reconciliation of trust relationships, can be applied to Third Space professionals in other HE institutions.

8.2.4 Project: Designing a Social Work Online Self-Coaching Program: Integrated support and joint ownership

**Current processes:** Review processes (by project team over a period of time): one round of reviewers’ feedback received.

**Authors:** Valentino van de Heyde, Juliet Stoltenkamp, & Andre Siebrits

**Abstract:** The paper explores Critical Success Factors (CSFs) in relation to the support structure for an online self-coaching pilot project, by the Centre for Innovative Education and Communication Technologies (CIECT) of the University of the Western Cape (UWC) in South Africa, in collaboration with UWC’s Social Work Department and the University of South Africa (Unisa). The CSFs focus on concepts of structure and agency. The research study is primarily qualitative but employs supporting quantitative data, and entails an interpretivist approach. The researchers highlight unfolding processes which led to an Instructional Designer (ID) taking on the role of an e-Coach within the pilot study. The importance of the creation of a well-designed environment to strengthen partnerships, and an effective learning pathway for student development is deliberated. The importance of the selection of appropriate eTools is emphasized in order to promote students’ personal learning and eSkills. Moreover, the pilot project is aligned to national imperatives within a South African context, namely student ‘access’ and ‘success’. We recommend the expansion of online self-coaching programs to Social Work students to assist with their self-development and growth.

8.2.5 Project: “ePedagogy as a Threshold Concept: A reflection on a Programme for Science Teaching Assistants”

**Current processes:** Review processes (by project team over a period of time): The paper has been reviewed twice and submitted to journal as 3rd submission. Re-sent, and awaiting pending feedback.
Authors: Juliet Stoltenkamp, Valentino van de Heyde & Andre Siebrits

Abstract: A Science Teaching Assistant (TA) Programme, at the University of the Western Cape (UWC), focused on preparing prospective lecturers. A key component was the contribution by the Centre for Innovative Education and Communication Technologies (CIECT), which promoted the pedagogical adoption of eTools to assist development of Science TAs. A questionnaire enabled TAs to reflect on the eTools and CIECT’s workshops. The authors reflect on the role of Instructional Designers (IDs), specifically their contribution within the Academic Development agenda. This paper identifies ePedagogy as a threshold concept – a challenging but transformational concept for TAs to supplement teaching and learning practices.

9. Conclusion

This reflective report has deliberated on the activities within an integrated professional structure, focusing on the support of blended and distance learning approaches. An overall summary is provided with regards to CIECT’s reflections, 2016. The Director of CIECT deliberated further in sections 3 -8 (and related sub-sections):

• Scholarly outputs (presentations and publications);
• Scholarly engagements
  • Scholarly engagement with lecturers across all faculties: Online teaching-and-learning
  • Supporting quantitative measures related to scholarly engagement: Online teaching and learning
  • Scholarly engagement: Blog influences organisational culture
  • Scholarly engagement: Students in the 21st Century actively expected to engage online
  • Scholarly engagement: Students in the 21st Century require the necessary basic skills
• Scholarly professional engagement
  • Supervision & Examination
  • Professional engagement: Postgraduate students engage in anti-plagiarism workshops
  • Professional engagement: Staff require basic skills in the 21st Century
• Special Projects
  • National Project: Digital Inclusion for e-Centre Managers
  • Apex Project: Digital Literacies, Pedagogies and Inclusion (and multiple sub-projects)

CIECT’s key priorities, aligned to its strategic areas, namely: Instructional Design, Software Development and Application, Digital Academic Literacy, Materials Development, and Research – were highlighted. Key priorities cannot be met without the current structured professional support centre, including critical areas of leadership, coordination, skills, knowledge, expertise, individual accountability, joint responsibility and ownership, change management, project management, stakeholder management, partnership and collaboration, marketing, capacity building, and research.

In addition, CIECT staff members continue to study (across various disciplines). Many staff members are currently engaged in studies at UWC and other HE institutions. Staff members who completed postgraduate studies in 2016:

In addition, an organogram is presented (a mere graphical structure of the roles); whereas this reflective report starts to provide an overview of the complexity and volume of CIECT’s daily operations and scholarly engagements.
1. Director’s Overview:

1.1 Conducted reviews of the following Departments:
- Biotechnology
- Chemistry
- Educational Studies
- School of Government
- School of Natural Medicine
- Review of Electron Microscope Unit

1.2 Curriculum, success and retention

The Director worked closely with the Law Faculty in preparing for the National Review of The Bachelor of Laws. The faculty received continued accreditation from the CHE for the LLB degree, with only minor adjustments to the programme suggested.

Made significant progress in research projects in 3 areas related to student retention and success – engage in evidence-based research to guide decision making in the areas of improving student performance, and disseminated findings to Faculties, SAP and SEC.

Analysed a cohort study of the correlations between NSC-based points scores and success in all undergraduate programmes focusing on Maths and Maths Literacy as predictors of success.

Continued to focus on curriculum review processes to enable better alignment, articulation and progression.

1.3 Other Areas

1.3.1 Committee Work

The APU continued to service the Senate Academic Planning Committee (SAP) and its Executive efficiently, providing documents, agendas, reports and minutes for all meetings. There were 6 full SAP meetings, and 2 SAP Exec meetings in 2016.

1.3.2 Institutional research

The APU focused its research on retention and success, completed a cohort study of undergraduate student performance and the factors impacting student success.

1.3.3 Service

The APU Director served on Senate and its Executive, the Senate International Relations committee, the Senate Lifelong Learning Committee, as well as STLC and SAP. She also served on the national HEQC Committee of the CHE, as well as the National Review Committee, and served on the Board of the Further Education and Training Institute.

1.4 Priorities for 2017

- Conduct programme reviews towards improvement of all UWC Foundation Programmes
- Assess the impact of 2 successive years of student protest on the quality of teaching and learning
- Produce retention strategy for UWC
- Support roll out of new accessible data system
- Manage revision of the admissions points system and programme admissions criteria
- Support roll out of high impact initiatives for student success:
• Mandatory use of tracking system for all high impact modules to identify early academic risk and monitor interventions
• Coordinate introduction of a coherent First Year seminars and Conferences:
  • Attended the Mellon Foundation Coordinators conference in USA in March 2016.
  • Participated in the 2016 Annual Siyaphumelela Conference on student success.

4. Scholarly professional engagement:
  • Director was appointed Chairperson of the Institutional Audits Committee of the HEQC
  • Director continued as a member of the HEQC; and the National Reviews Committee of the HEQC

Experience programme (FYE)
• Share best practice and facilitate rollout to scale of (a) structured learning communities and (b) structured faculty mentoring programme

5. Special projects
Operation Student Success, APEX project incorporated within the Director’s responsibilities within the APU.

2. Organogram
1. Director’s Overview

Amid the uncertainties of student protests and university closures the CEU successfully fulfilled its commitments to students and external partners. A formal external review of the CEU Substance abuse courses commended the CEU for producing a high level of research and innovation as well as its sound management system. The partnerships that sustain CEU programmes were unaffected by university closures as most of the training occurred on community sites. We trained 300 community workers in substance abuse and foetal alcohol syndrome and provided comment for the Green Paper on Alcohol Harms Policy. We celebrated the 30th anniversary of the University of Missouri – UWC collaboration and our International Community Leadership Development Programme where reciprocal international student and staff visits and training had occurred. Papers and posters
were presented in Durban, China and the USA and a number of publications were produced.

1.1 Our five priorities for 2017 are:
1) Expanding our training footprint.
2) Establishing a campus wide CE database
3) Establishing a benchmarking framework for UWC.
4) Increasing our research outputs
5) Increasing our services to UWC academics.

3. Scholarly Outputs
a) CEU publications

b) Book Chapters In press

c) CEU publication In Press
DANIELS, P.S. ADONIS, T. & SEPTEMBER-BROWN, P. (eds) COMMUNITY ENGAGEMENT AT UWC.

d) Ongoing Research

DANIELS, P.S. & ADONIS, T. Fostering community engagement (CE) and leadership through international experiences in South Africa and the United States of America

4. Scholarly engagement projects
International Community Leadership Development Programme
Thirty years ago the University of the Western Cape (UWC) and University of Missouri (UM) began a partnership with the establishment of the University of Missouri South African Education Programme (UMSAEP), which was formalised with the signing of a Memorandum of Academic Cooperation in June 1986. The purpose of the UWC/MU exchange programme is to advance mutual understanding between the two faculties of the respective institutions and promote collaboration in: i) teaching, ii) research and iii) service (also referred to as community engagement), with the aim of benefiting each institution and its broader communities. Over the years, numerous project grants have been awarded by the UMSAEP committee, but not until 2009 was a partnership exchange initiative started with regard to the ‘community engagement’ segment of the two universities. A UMSAEP grant of $27,550 followed, in 2013, for an International Community Leadership Development Programme (ICLDP) pilot project between the Community Engagement Unit (CEU) at the UWC and the University of Missouri Extension (MU Extension). The MU Extension contributed matching funding to the UMSAEP grant with additional funding, especially with regard to the research of the ICLDP by the CEU. Not only was this project then the first of its kind between the two universities but it also integrated all three legislated segments of higher education: teaching, research and community engagement in one single project – making it the first of its kind in the UMSAEP. This ICLDP partnership entails the co-teaching of the programme to empower community leaders from both countries in bringing about social and economic change through community development in their respective communities. On 30 May 2016, the first group of community leaders received certificates on completion of the pilot programme.
5. Seminars and Conferences hosted in this period

Substance Abuse Capacity Building and Training Programme and Foetal Alcohol Syndrome Training

Substance abuse in communities, combined with the shortage of skills, knowledge and attributes of community workers to facilitate, implement, monitor and evaluate their substance abuse support and treatment interventions, are devastating in South Africa. The training of community workers in the substance abuse field should therefore be tailored to equip them with the necessary knowledge, skills and attributes that could collectively contribute to improved substance abuse intervention design, implementation, monitoring and evaluation. The substance abuse training project of the CEU at UWC is one of the attempts to address these challenges. The Substance Abuse Training Program consists of eight short courses. These short courses are packaged in a manner to assist community workers to develop attributes towards, as well as gain skills and knowledge in, the implementation of substance abuse programmes at community level.

Thus far the Substance Abuse Programme has the following partners in the substance abuse training; Provincial Government Western Cape Department of Social Development and Langeberg Municipality LSAAG (Langeberg Substance Abuse Action Group).

The programme services community participants from the following areas Greater Cape Town, Vredendal, Robertson, Atlantis, Swartland municipality, Cape Agulhas, Drakenstein, Theewaterskloof.

Programme Outputs

• Substance abuse overview – define, scope and attitudes;
• Theoretical models of addictions and its implication for counselling;
• Professional, legal and ethical issues – policy and governmental;
• Families and substance abuse;
• A community-orientated primary care approach to substance abuse;
• Substance abuse – learning placement;
• Introduction to monitoring & evaluation concepts, tools and process design; and
• Proposal writing – funding writing.

6. Awards and special achievements

• Substance abuse graduation ceremony occurred on 8 March 2016 and a total of 43 participants graduated while 13 received certificates for the Foetal Alcohol Syndrome training.
• Commendation from the external reviewer of the Substance Abuse programme of the impact of the courses on communities and on the lives of the course participants.

7. Scholarly professional engagement

Ms T. Adonis, Ms Pearl September-Brown, Mr. Ramone Comalie and Ms Jill Cupido attended the 6th International Conference on Community Psychology at the Durban International Convention Centre from 27th-30th May 2016. The following contributions were presented at the conference:

• Poster entitled ‘Exploring citizenry in post-apartheid context’
• Paper presented entitled ‘The impact of story-telling in the form of a case study manual for substance abuse workers’

Dr. Mary Leuci-Simon also presented on behalf of the University of Missouri and the University of the Western Cape at the National Association of Community Development Extension Professionals.

• The paper was entitled: ’Findings from the pilot of an international community leadership program, a collaboration between University of Missouri Extension and University of the Western Cape, South Africa’ on 31 May 2016.

Prof. Daniels, Ms T Adonis and Ms D Kiewiets attended the Building Trust: A Global Challenge in Health System Reform. The Network: TUFH conference 2016. July 26 – 30, Shenyang, China. The following posters were presented:

• University partnering with the community for facilitation of knowledge and skill production.
• Developing active citizenry through community participation for community wellbeing.
Dr. Mary Leuci-Simon and team and Prof P Daniels and team, represented by Ms C. Hart presented a paper at the 2016 Joint Conference of the Community Development Society (CDS) and the International Association of Community Development (IACD) in Minnesota.

- The paper was entitled ‘Collaborative Community Leadership Development: Western Cape, South Africa and Missouri.’

Prof. Priscilla Daniels attended the 17th Annual Engagement Scholarship Consortium conference in Omaha, Nebraska from 11 – 12 October 2016.

- The paper presented was entitled ‘An Engaged Scholarship Partnership: The International Community Leadership Development Programme’

Prof. Priscilla Daniels attended the MIDTESOL 2016: Innovation and Improvisation Annual Conference and Exhibit Hall in Kansas City, Missouri from September 30 - October 1, 2016.

Prof. Priscilla Daniels and Ms Tracey-Ann Adonis attended the combined 2016 International Consortium for Educational Development (ICED) and Higher Education Learning and Teaching Association of South Africa (HELTASA) conference entitled Ethics, Care and Quality in Educational Development in Cape Town, from 23 – 25 November 2016.

8. Special Projects

- International Community Leadership Development Programme: Partnership with University of Missouri
- **CEU response to the Western Cape’s Green Paper on Alcohol-Related Harms Reduction Policy**
  - The Western Cape Government (WCG) requested a community engagement response to the Green Paper (GP) to inform the envisaged new legislation on alcohol and drugs
- 5 year report on the Substance Abuse Programme at UWC was published.
- Initiation of the open government partnership.
1. Director’s Overview

1.1 Reflections on 2016:

- A critical risk around legacy SASI infrastructure was mitigated through the SASI Platform Migration project, which was completed in 2016 – migrating SASI off legacy underlying infrastructure (outdated and unsupported Operating system and Database environment) and migrating onto a Microsoft .NET platform.
  - The migration project was successfully completed delivering like-for-like functionality. At present a review is being conducted to learn from the migration project for future migration processes.
- ICS mitigated a critical risk identified around our Disaster Recovery capabilities. This risk exposure increased in 2016 as the ICS Data Centre was vulnerable to potential physical damage/vandalism amidst escalated #FeesMustFall protest action.
  - A cloud-based DR solution was implemented whereby core and critical business systems / applications are constantly replicated to the cloud, providing us the capability of recovering from a disaster within a maximum of 8 hours from DR being invoked.
  - Multiple DR simulation tests were conducted to refine both technology as well as process/procedural aspects from both an internal business perspective as well as from our technology partner’s perspective.
- ICS mitigated another critical risk identified around our primary mode of communication (Email) – linked to the vulnerability associated with hosting critical services onsite in our Data Centre (DC) – around our dependency on a dated email platform hosted onsite in our DC.
  - Staff’s email service was migrated off GroupWise onto Google’s Gmail platform in a very short timeframe in light of increasing risks associated with the #FeesMustFall protest action.
  - A risk-based decision was taken to continue with the implementation of this solution when campus was shut down last year as this gave staff the ability to access their email from any remote location provided they had internet access – i.e. no additional infrastructure / software (e.g. secure VPN clients) were required for staff when we had to vacate campus.
  - Unfortunately, the trade-off was that change management initiatives planned for the roll-out could not be completed, and communication to staff located in geographically disparate areas was not easy. As a result, the UWC staff community were not supported as well as intended throughout this roll-out and the end-user experience suffered.
  - The ICT Governance Framework was reviewed and amended to create better clarity on the duties and roles of the ICT Governance Committee (ICT GC) - a sub-committee of council with a focus on governance oversight - and that of the ICT Portfolio.
Another key deliverable of Project Synergy is the advanced Management Information Reporting and Business Intelligence which the system will deliver.

1.2 Priorities for 2017

1. Complete Implementation of Project Synergy;
2. Complete WiFi and Fibre Roll-out for Phase-2 of the Digital Connectivity Program;
3. Address deficiencies in UWC's Web portals;
   a. Deliver a new Staff Intranet web portal;
   b. Work with IA to refresh / re-design the external UWC Website
4. Address critical deficiencies in ICS’ Management practices and Operations
   a. Review, Develop and embed operational plans in each ICS unit with focus on measurable outputs, defining, monitoring and reporting on Key Progress Indicators;
   b. Stabilise underlying infrastructure supporting the SASI system to enable successful continuation of the approved SASI Technology Roadmap (which includes several enhancements and projects, including the Student Success Program);
   c. Address ICS culture / team dynamic issues via an internal change management program focussing on:
      i. Departmental Training & Development Plan – particular focus on Management Development, Critical Thinking)
      ii. Implementing a Peer Recognition & Rewards program
   d. Roll-out of Enterprise PPM solution for use by ICS PMO and ICT Portfolio SteerCom
5. Focus on maturing ICS's Governance Maturity
   a. Launch of the CyberSecurity Project
   b. Implementation of sub-projects to address Governance deficiencies – e.g. an e-Procurement Solution etc.
6. Deliver on Legislative requirements around the University Document and Records Management – i.e. launch of the e-DRAMS project.
2. Organogram

3. Special Projects

- Contributing to the Change Management APEX Project along with Leona Craffert;
  - Aim to introduce the Change Management Framework which ICS has been using on our Strategic Programs/Projects, along with our contracted consultant, Clifford v/d Venter;
- This Framework has been successfully used in the ERP Program and forms the basis of the Change Management framework for the Professional Leadership Development APEX Project.
Deputy Vice-Chancellor: Academic

Postal Address:
University of the Western Cape | Private Bag X17 | Bellville | 7535

Physical Address:
3rd Floor | Admin Building | University of the Western Cape
Robert Sobukwe Road | Bellville | 7530 | South Africa

Telephone: +27 (0)21 959-2702
Website: www.uwc.ac.za