CHAPTER 27

HIGHER EDUCATION DEVELOPMENT AND SUPPORT

27.1   DIRECTORATE OF STUDENT DEVELOPMENT AND SUPPORT

27.1.1   **Services provided**
The Directorate focuses on a number of critical areas of student development and support that can be identified as programmes for –
*   the student as a learner (academic and career skills); and
*   the student as a person (holistic personal and social development and wellness).

27.1.1.1   **Career-counselling programme**
This programme offers both prospective and registered students information, career guidance and counselling. Prospective students receive guidance and counselling in terms of school subject choice, career choice and choice of institutions for further study. Registered students receive guidance and counselling on qualification changes, subjects, consideration of alternative careers and career planning. Various psychometric instruments are used for assessment of interest, personality and aptitude. Feedback is provided on the basis of test results.

27.1.1.2   **Student profiling programme**
Student profiling is done shortly after registration and assesses different learning modalities. They are reading speed and comprehension, English spelling and grammar, and a student's personal study and emotional intelligence profile, which are critical for individual students to plan their own skills development actions and for the academic department to plan for group interventions. Lecturers may request such evaluations for their class groups.

27.1.1.3   **Reading skills programme**
The computerised reading programme consists of sessions for approximately fifteen (15) weeks and is supervised by specialist Student Development and Support (SDS) practitioners. This programme is recommended for the improvement of reading speed and comprehension. At tertiary level the required level of reading is 280 words per minute (wpm). This programme assists students in acquiring this very critical skill.

27.1.1.4   **Life skills programme**
Life skills programmes are presented in cooperation with academic departments in an endeavour to proactively develop students' skills and their ability to cope with personal and social problems, academic demands and preparation for the workplace. This comprehensive programme is designed to equip the student to establish a self-regulated learning regimen. The programme content focuses on personal, academic and teamwork skills. Life skills training is mainly presented formally in qualification schedules for first-year students, although senior students may also be included in the programme. Workshop themes are self-motivation, time management, campus ethics, positive self-image, classroom skills, summarising, memorising, learning styles, creativity and many more.

27.1.1.5   **English language programme**
Proficiency in English usage, spelling and vocabulary is essential for academic success. Students who wish to improve their grammar, sentence construction and tenses will also benefit from this programme. The computer-based programme consists of 158 exercises, which are divided into two modules. The Directorate schedules individual one-hour sessions during which students can work in the computerised study laboratory on the learning site at their own pace. The programme usually takes between 20 and 40 sessions to complete, depending on the student's own pace, and provides the student with continuous feedback and progress reports.

27.1.1.6   **Individual and small group study support programme**
This programme consists of a diagnostic phase and a structured programme of appointments developed for the student. In the first session, a diagnostic assessment is done to determine the client's specific needs and priorities for study counselling. The themes that are generally dealt with in these scheduled follow-up sessions are time planning, note-taking techniques, summarising, memorising and examination techniques, or whatever the needs of the individual student may be.

27.1.1.7 **Service for students with disabilities**
This service aims to provide students with disabilities with a one-stop service, focusing in particular on support (personal and academic), counselling and encouragement. Collaboration with other departments of TUT and external organisations, policy matters and research also forms part of the service. The aim is to establish a technologically advanced unit that caters for the needs of all students with disabilities.

27.1.1.8 **Social support programme**
This service aims to address and increase awareness of issues that students are confronted with through annual campaigns and psycho-educational programmes. This programme is based on the needs of the students. Students are also trained to assist in these programmes.

27.1.1.9 **Student mentorship programme**
The student mentorship programme is aimed at providing students with basic skills in mentoring and assisting fellow students in a number of areas. It enhances personal development and motivates students to communicate with friends and family members in a more supportive way. Interested students may volunteer or could be nominated by their academic departments. Students are trained in:

- **Academic mentoring** – these mentors help fellow students with subject content in a tutoring format. Their training is focused on establishing communities of learning where subject- and learning-related matters will be dealt with.
- **Career mentoring** – these mentors focus on helping students to assist learners in making an informed career choice. Mentors are involved when schools visit the University's campuses and during career exhibitions.

Mentors are thoroughly trained in referral techniques, since one of their most important duties will be to ensure that students receive the most suitable assistance. Mentors are also trained and motivated to become involved in their own communities.

27.1.1.10 **Personal counselling and therapy programme**
This programme is focused on providing registered students who encounter personal or emotional difficulties or crises with a personal support and therapeutic service. Professional ethics of confidentiality and professionalism are adhered to at all times. The team consists of trained counsellors, internal psychologists and social workers under the supervision of a psychologist. A multi-disciplinary referral system is also in place.

27.1.1.11 **Potential assessment procedure**
Potential assessment is a process devised to evaluate the potential of prospective students for the qualifications they have applied for. The instrument used in this process has been empirically proven to be valid and reliable. Research has also indicated that the procedure brings about improved throughput rates in academic departments.

27.1.1.12 **Research**
Research on a wide variety of relevant subjects is carried out on an ongoing basis at the Directorate of Student Development and Support. The impact of all programmes on the academic success of students, as well as the predictive validity of the batteries used in the potential assessment of prospective students, is continuously analysed. The research activities form part of quality control measures in all programmes offered by the Directorate.

27.1.1.13 **Writing skills programme**
This programme aims at developing the skills of students when it comes to researching, planning and writing assignments. Topics covered include plagiarism, finding sources, structuring an assignment and final checks.

27.1.1.14 **Risk profiling and monitoring**
The University will assess all first time-entering students to determine any academic risks and will communicate with the student, academic department and other relevant stakeholders in order to address such identified risks or developmental needs.

27.2   DIRECTORATE OF COOPERATIVE EDUCATION

27.2.1   **Services rendered**
The Directorate's focus is on supporting and assisting the student regarding Work-Integrated Learning (WIL) and student occupational support and employability skills, thereby equipping them to enter the world of work.

These critical areas are supported by the following:

- The WIL component that forms part of the curriculum, and which enables the student to obtain his or her diploma.
- Faculty Coordinators, in collaboration with academic staff, provide support to students, staff and employers on cooperative education and WIL activities.
- Student occupational support and employability skills workshops, which assist and enable students to apply the necessary skills when entering the world of work.

27.2.1.1   **Work-Integrated Learning (WIL)**

27.2.1.1.1   When WIL is a requirement for a programme, a student may register and pay the required registration only when he or she has obtained approval from the relevant Head of the Department.

27.2.1.1.2   A student may register for WIL only on his or her proposed registration being approved by the head of the relevant academic department.

27.2.1.1.3   Students are required to give proof of placement before registration. Should other circumstances prevail, for example, if students cannot find placement before the stipulated dates, such students will be allowed to register after the closing date for registration, with the permission of the Head of the Department. Such students will be exempted from penalties for late registration.

27.2.1.1.4   A student must complete all the required WIL periods to the satisfaction of the University.

27.2.1.1.5   A student must pass all the required compulsory and chosen programmes and the WIL component in order to obtain sufficient credits for the qualification concerned.

27.2.1.1.6   Student are required to register for every period of WIL.

27.2.1.1.7   Work integrated learning may take place only at an employer approved by TUT. Although the Tshwane University of Technology undertakes to assist students with placement for WIL, it is the student's responsibility to find an employer that will be approved by the relevant academic department, and to make sure that the specific work integrated learning will be acceptable to the Head of the Department. The students themselves must negotiate with the employer on conditions of service, remuneration and other associated working conditions. An agreement about WIL constitutes a separate agreement between the employer and the student.

27.2.1.1.8   Students may be given exemption for a maximum of one semester of WIL completed prior to formal instruction, subject to the following conditions:

27.2.1.1.9   The WIL must immediately precede the formal instruction.

27.2.1.1.10 The student must comply with the set admission requirements, and he or she must be evaluated for the programme concerned before registration.

27.2.1.1.11 The WIL may not exceed 50% of the total WIL period required.

27.2.1.1.12 **Rules 3.1** and **3.3** shall apply.

27.2.1.1.13 The Head of the Department should approve and accept the WIL.

27.2.1.1.14 A student who did WIL at an employer while he or she was a registered student at another higher educational institution may obtain exemption for such work integrated learning in terms of the rules for exemption and subject to the approval of the Head of the Department.

27.2.1.1.15 Should a student not have made satisfactory academic progress in the opinion of the Head of the Department and in terms of Chapter 2, the Senate may, on the written recommendation of the Head of the Department, refuse such student permission to re-register as a student at the Tshwane University of Technology.

If, however, such a student requires only one or two subjects to complete the qualification but cannot attend classes because the subject/s are not offered in the specific academic period, and that student has access to an approved work integrated learning provider, he or she will be allowed to register for the work integrated learning.

Please note that the Senate has delegated its powers for executing this rule to the Deputy Vice-Chancellor (Teaching, Learning and Technology).

27.2.1.1.16 A student may simultaneously register for WIL and a day-class programme only after obtaining the approval of the Head of the Department: provided that the day-class programme does not interfere with the student's work integrated learning period.

27.3 STUDENT OCCUPATIONAL SUPPORT AND EMPLOYABILITY SKILLS

27.3.1 Only registered students at the Tshwane University of Technology are assisted through the occupational support and employability skills services.

The services consist of the following:

- Compiling a comprehensive Curriculum Vitae (CV), portfolio or resumé.
- Employment search strategies.
- Interview and presentation skills.
- Professional ethics.
- Teamwork.

These sessions are presented in a workshop to accommodate up to twenty (20) students in one session. The students are required to return for a follow-up session so that their progress and understanding of the above can be determined.

Interview and presentation skills are usually presented on a one-to-one basis, but in certain circumstances, three (3) students are accommodated at a time.

27.4 SPECIALISED RECRUITMENT DRIVES

27.4.1 Employers are encouraged to utilise this initiative on campus and to introduce their companies to students on campus. These recruitment drives –

- give prospective employers an opportunity to present a multimedia overview to students of their choice on what they have to offer to prospective employees;
- give students an opportunity to ask relevant questions after seeing the company presentation;
- give students an opportunity to meet with employees of the company in a structured and informal manner;
- give students valuable and relevant information on how to apply for an appointment at a company and to familiarise themselves with the recruiting company's criteria; and
- give companies an opportunity to meet the academics concerned at the respective departments to establish long-term relationships and share and exchange valuable information.

Please note that this is a service to the students and industry that is rendered by the Directorate of Cooperative Education. The Directorate will try its utmost to meet any written request from prospective employers regarding recruitment; however, we cannot guarantee that we will always be able to honour such requests.

Students are also reminded that this is a free service. The Directorate cannot guarantee successful employment. The Directorate of Cooperative Education and TUT are not responsible for any agreement between a student and an employer.

27.5 DIRECTORATE OF TEACHING AND LEARNING WITH TECHNOLOGY

27.5.1 **Services rendered**

The Directorate's focus is on the establishment of a technology-enhanced teaching and learning environment. These services include the empowerment and integration of educational technology in the curriculum.

These critical areas are supported by the following:
- Providing a stable learning management system, namely myTUTor, for access to online teaching and learning material.
- Providing access to online resources such as Virtual Training Company (VTC), Educause database, eGuild database, ePedagogy best practices, TLT Group, etc.
- Implementation of educational technology as minimum standards in classrooms.
- Designing and developing support material such as graphic design and audio and video production.
- Providing infrastructure and support for audio and video-conference broadcasting sessions.
- Developing e-Assessment material and supporting users before, during and after assessments.
- Designing and developing online course material.
- Empowerment in the use of educational technology and its applications.

27.5.1.1 **Access to myTUTor**

- myTUTor can be accessed at http://mytutor.tut.ac.za. Your username is your student number and your password is the same as your TUT4Life email password.
- If you need to reset and/or create a new password, open the TUT4Life home page using https://tut4life.tut.ac.za.
- Only registered staff and students may have access to myTUTor.
- Proof of registration is required if a user is not authenticated by the central ITS system.
- A 24/7-hour service desk is available at mytutor@tut.ac.za or tel. 012 382 4427.